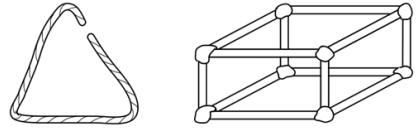


Kindergarten Math Parent Guide

	1 st Grading Period	2 nd Grading Period	3 rd Grading Period	4 th Grading Period
Units/TEKS Process Standards K.1ABCDEFGH through every unit TEKS	<u>Unit 1: Creating a Math Community, Counting, and Data</u> K.2ABCEFG, K.5, K.6E, K.8A <u>Unit 2: Counting and Comparing</u> K.2ABCEG, K.8A, K.5 <u>Unit 5: 2D Shapes</u> K.2A, K.6CDEF	<u>Continue Unit 2</u> K.2ABCEGH, K.7AB, K.8A <u>Unit 7: Graphs and Data</u> K.2ACE, K.3ABC, K.5, K.8ABC <u>Unit 3: Patterns</u> K.2ABC, K.5, K.8A <u>Unit 4: Measuring and Counting</u> K.2ABCDEG, K.3AC, K.4, K.5	<u>Continue Unit 4</u> K.2ABCDEFGHI, K.3AC, K.5, K.7AB, K.8ABC <u>Unit 5: 3D Shapes</u> K.6ABCDEF	<u>Unit 6: Deepening Counting, Representations, and Contextual Operations within 10</u> K.2ABCDEFGHI, K.5, K.3ABC, K.8ABC <u>Continue Unit 7</u> K.8ABC, K.2AG, K.4, K.6D <u>Personal Financial Literacy</u> K.4A, K.9ABCD
Topic Focus	<u>Unit 1:</u> This unit introduces processes, structures, and materials that will be used in Kindergarten. It focuses on developing strategies for accurately counting a set of objects by one, sorting and classifying data, and carrying out a data investigation. <u>Unit 2:</u> The mathematical focus of this unit is on giving students many meaningful opportunities to develop their sense of numbers and quantities, to count and compare amounts, and to measure objects by comparing them directly. <u>Unit 5:</u> This unit develops ideas about 2-D shapes-their characteristics and attributes and the relationship between them, as well as ways to describe and name them and to compose and decompose them.	<u>Unit 2:</u> (continued) <u>Unit 7:</u> This unit develops ideas about counting, representing data, carrying out a data investigation, sorting and classifying, and using data to solve a problem. <u>Unit 3:</u> This unit focuses on number patterns and sequences. It is part of the early Algebra foundation integrated into the Investigations curriculum. <u>Unit 4:</u> The mathematical focus of this unit is on using multiple nonstandard units to measure length, counting sets of objects, finding the total after a small amount is added to (or taken away from) a set of objects, and figuring out what needs to be added to (or taken away from) a set in order to make a set of a given size.	<u>Unit 4</u> (continued) <u>Unit 5:</u> This unit develops ideas about 3-D shapes-their characteristics and attributes and the relationship between them, as well as ways to describe and name them and to compose and decompose them.	<u>Unit 6:</u> The mathematical focus of this unit is on counting sets of up to 20 objects; decomposing the numbers to 10 in a variety of different ways; using numbers and notation to describe arrangements of tiles and other addition situations; and finding and exploring combinations of a number. <u>Unit 7:</u> (continued) <u>Personal Financial Literacy:</u> This unit focuses on personal financial literacy that includes identifying ways to earn money, the difference between money earned as income and money received as a gift, simple skills required for jobs, the difference between wants and needs, and identifying income as a source to meet one's wants and needs.
Suggestions for Parental Involvement/Support	Counting A major focus of this unit is counting. Asking your child to count in different ways will help them become more fluent. Find ways to count together with your child; for example, count aloud, count sets of objects, ask your child to count out specific amounts, and pose problem that he or she can solve by counting. <i>It is normal for students to struggle over the decades and particularly with 11, 12, and 13 as these numbers do not sound at all like they believe they should.</i> Grab and Count Gather a set of objects and ask your child to grab a handful and count how many he/she grabbed. Ask them to predict whether you will be able to grab more or less than they did. Try it and find out. You might ask them why that	Counting Counting strategies for counting accurately will continue to be a focus for kindergarten. Find ways to count together with your child; for example, count aloud, count sets of objects, ask your child to count out specific amounts, and pose problem that he or she can solve by counting. <i>It is normal for students to struggle over the decades and particularly with 11, 12, and 13 as these numbers do not sound at all like they believe they should.</i> One More or Fewer Find opportunities to ask your child about one more and one fewer, a concept we are	Shape Hunt Shapes are everywhere. Talk with your child about the shapes you see every day. Together, you can look at everything from the shapes of buildings in your neighborhood to the shapes of boxes and cans in the supermarket. For example, "Look at that part of the building that is shaped like a trapezoid." At other times, you can ask your child to look for specific shapes: "See how many things you can find that are triangles while we walk/drive to school." Making Shapes At home, your child might use clay, building blocks, drinking straws, or yarn to make	Addition and Subtraction In Unit 6, your student will be spending a great amount of time not only counting groups of objects but investigating what it means to add and subtract. The size of the numbers will increase as they progress through the unit, from adding and subtracting within 5 to adding to 20. Students will need to be able to: <ul style="list-style-type: none"> • Model the actions of joining and separating • Explain the strategies to solve addition and subtraction within 10 using spoken words, concrete and picture models, and number sentences

	<p>happened.</p> <p>Comparing Describing activities are good ways to help students build vocabulary for comparative thinking. Encourage your child to describe physical attributes of objects and to think about how the objects are alike or different. Describe how a ball and a box are alike. How would you describe this ball? (e.g., red, round, big)</p> <ul style="list-style-type: none"> • How is the ball the same as this box? (They are both red.) • How are they different? (The ball is round, but the box is square, or the box is small.) <p>Also encourage your child to use vocabulary to describe where an object is in relation to another. (near, under, next to, behind, over, below).</p>	<p>working on in class. For example, after your child counts a set of objects such as pennies, ask, "What if I gave you one more penny? Then how many would you have?" or "What if I took one penny back? Then how many would you have?" Then, add or remove a penny. That way, your child can recount the set to find out or double-check the answer.</p> <p>Construct Rhythmic Patterns Take turns making patterns with body motions. Start a pattern such as: clap, clap, stomp; clap, clap, stomp; clap, clap, stomp: and see whether your child can continue the pattern. Reverse roles and let your child create a pattern and you continue the pattern. Students may need to do this several times to get the idea of the repeating unit through the motions.</p> <p>Which is longer? A major focus of this unit is comparing objects to see which is longer. Find opportunities to ask your child about the length of different objects. "Which shoe is longer than the other? How much longer is the used pencil compared to the new pencil? How could we figure that out? What tools could we use? (Paper clips, cubes, pennies all make good measuring tools for now with students.)</p>	<p>different shapes.</p>  <p>Ask your child, "Can you make a shape with three sides?... Do you know what that shape is called?" Or "Can you make a cube? How many sides or faces does it have?"</p> <p>Seeing Shapes Inside Shapes Encourage your child to look for patterns or designs made from different shapes. For example, ask: "Can you find squares on the floor (or wallpaper or on a building?)" or "Are there any patterns made from triangles?" or "Do you see any hexagons in all of those triangles?"</p>	<ul style="list-style-type: none"> • Solve word problems to find sums up to 10 and differences within 10 <p>In math class, students will be asked to model actions for the operations. It is crucial that students analyze what is happening within the story and not be taught any sort of "key" words. Just as in reading, students must be able to retell the story. This same strategy can be utilized in math to describe the action within a problem. Focus on whether they are joining or separating objects. Be sure to have your student explain his/her thinking to you.</p> <p>How Many Am I Hiding? You can use any small manipulative that you may have at home for this game. Count out a quantity of pennies, buttons, paper clips, etc. with your student. I would recommend beginning with 5 objects. Hide a few of them and have your child guess "how many are hiding?" This activity is easy to play but builds the concept of an unknown quantity that they need for subtraction.</p> <p>Surveys Student are learning to conduct their own surveys. Help your child take a survey of your family, friends, or neighbors. Your child can choose a question that is of interest to him or her, create a recording sheet to record responses, and record their responses. Afterwards, ask your child some questions about the results of the survey. "What did you find out? How many people said they liked the ocean? How many people didn't? Were you surprised by people's responses?"</p>
General Resources	<p>Math 4 Texas: https://www.math4texas.org/ Graham Fletcher Progression Videos: https://gfletchy.com/progression-videos/ Interactive Math Glossary: https://www.texasgateway.org/resource/interactive-math-glossary ST Math: sso.ems-isd.net Khan Academy: https://www.khanacademy.org/math</p>			