

Questions

Questions for your child's teacher:

- ◆ What are basic expectations I need to work with my child on at home?
- ◆ What school supplies does my child need for this class?
- ◆ How often will my child have homework?
- ◆ What ways can I be of help to my child's classroom?
- ◆ What types of project will my child have to do?
- ◆ What is the best way to communicate with you regarding matters related to my child?
- ◆ How will I find out how my child is doing in class?
- ◆ Are there common meeting times available to meet with my child's teacher?

Activities for Home

What can I do to help my child from home?

- ◆ Demonstrate counting to 20 by using beans, beads or coins.
- ◆ Trace shapes and make matching games.
- ◆ Teach your child how to write and say their phone number and address.
- ◆ Complete puzzles to enhance their problem solving skills.
- ◆ Allow your child to cook and measure ingredients with you.
- ◆ Teach your child to count to 100.
- ◆ Make number flash cards.

A Message from the CMSD ~School Parent Organization~

Dear Families,

It is our hope and intent to communicate a clear understanding of your child's academic expectations. The purpose of this document is to give you the ability to look ahead with confidence to support your child's academics.

NOTES:

MATH



What should my Kindergartener learn about Math?

Numbers, Number Sense and Operations

- ◆ Count to 20 in play situations or while reading number books.
- ◆ Find how many objects in groups of 10 or less objects.
- ◆ Form more than one set of objects, with each set containing more than 10.
- ◆ Determine the value of a collection of coins and dollar bills.
- ◆ Make change using coins for values up to one dollar.
- ◆ Count, using numerals and ordinal numbers.
- ◆ Model, represent and explain addition as combining sets and counting on.
- ◆ Model, represent and explain subtraction as comparison, take-away and part-to-whole.
- ◆ Model, represent and explain multiplication as repeated addition, rectangular arrays and skip counting.
- ◆ Model, represent and explain division as sharing equally, repeated subtraction and rectangular arrays.
- ◆ Demonstrate fluency in adding and subtracting multiples of 10, and recognize combinations that make 10.

Measurement

- ◆ Explain the need for standard units of measure. (inch, foot)
- ◆ Select appropriate units for length, weight, volume (capacity) and time, using:
 - objects; i.e., non-standard units;
 - U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;
 - metric units: centimeter, meter, gram and liter.
- ◆ Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.
- ◆ Apply measurement techniques to measure length, weight and volume (capacity).

Geometry and Spatial Sense

- ◆ Identify and sort objects by shape, size and other characteristics.
- ◆ Describe the location of objects and follow directions to place objects using terms such as above, below, beside, inside, outside, in front of, behind or between.
- ◆ Recognize two- and three-dimensional objects from different positions.
- ◆ Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.
- ◆ Identify and draw figures with line symmetry.

Patterns, Functions and Algebra

- ◆ Sort, classify and order objects by size, number and other properties, and describe the attributes used.
- ◆ Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.
- ◆ Model problem situations, using objects, pictures, numbers and other symbols.
- ◆ Describe and create simple patterns.

Data Analysis and Probability

- ◆ Pose questions and gathers data about everyday situations and familiar objects.
- ◆ Sort and classify objects by attributes, and organize data into categories in a simple table or chart.
- ◆ Represent data using objects, picture graphs and bar graphs.
- ◆ Describe the probability of chance events as more, less or equally likely to occur.

Mathematical Processes

- ◆ Use a variety of ways to understand problem situations; e.g., restating problems in simpler terms, modeling problems with drawings and physical materials (blocks, coins, beans) to help identify a pattern.
- ◆ Explain to others how a problem was solved. Demonstrate or draw to help show the explanation.
- ◆ Draw pictures and use physical models to represent problem situations and solutions.
- ◆ Use invented and conventional symbols (dollar signs, pound symbol) and common language to describe a problem situation and solution.
- ◆ Recognize the mathematical meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- ◆ Communicate mathematical thinking by using everyday language (i.e. the stop sign has eight sides and is called an octagon-point out shape while describing item)