



Dear Family:

Your child is learning math in an innovative program that weaves abstract mathematical concepts with the everyday experiences of children. This helps children understand math better.

Your child will have homework. He or she needs a **Homework Helper**. The helper may be anyone—you, an older brother or sister (or other family member), a neighbor, or a friend. Make a specific time for homework and provide your child with a quiet place to work (for example, no TV). Encourage your child to talk about what is happening in math class. If your child is having problems with math, please talk to the teacher to see how you might help.

Thank you! You are vital to your child's learning.

Sincerely,
Your child's teacher



Please fill out the following information and return this form to the teacher.

My child _____ will have _____
(child's name) (Homework Helper's name)

as his or her Homework Helper. This person is my child's

(relationship to child: father,
mother, sibling, friend, etc.)



Dear Family:

Your child has just read and discussed *Anno's Counting Book*. This book is an introduction to beginning numbers. It is filled with charming scenes that show many things all of the same number (for example, a scene showing many different groups of 3 things). Each page shows a month of the year.

We have discussed what a scene is in class. *A scene is a place where some action or event occurs, a picture.* The children will be making their own scenes or pictures. Sometimes this will be started in class and completed for homework. You can help by talking with your child about what he or she might draw, for example, your child might draw 2 of something, such as things found in a kitchen—2 plates, 2 bowls, 2 spoons.

Help your child practice counting things in daily life. Children might count how many stairs there are in your home, how many plates you need to set the table, or how many people are in the family.

Thank you for helping your child learn more about numbers and counting!

Sincerely,
Your child's teacher



Unit 1 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3; Geometry K.G.2, K.G.4, K.G.6 and all Mathematical Practices.



Dear Family:

Your child is learning to write numbers. You might notice that sometimes your child might write numbers backwards or reverse them. This is very common in early number writing. You can ask your child, "Does this number look OK?" Then point out that it is written backwards. Eventually our goal is that children may identify their own reversals, write correct numbers, and write faster in preparation for first grade.

Thank you!

Sincerely,
Your child's teacher



Unit 1 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6; Operations and Algebraic Thinking K.OA.1, K.OA.2; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.3, K.G.4, K.G.5; and all Mathematical Practices.



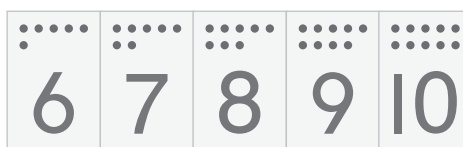
Dear Family:

Children are learning to see numbers 6, 7, 8, 9, and 10 as having a 5 and some more. This is called using a 5-group. This visual pattern will help children add, subtract, and understand numbers. It will also help later in multidigit calculation.

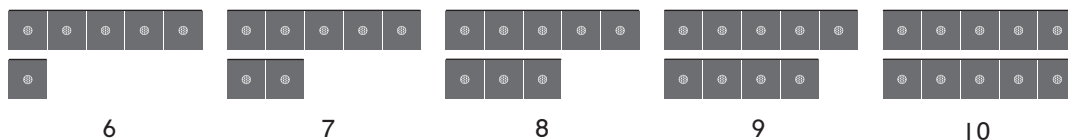
Count things at home in 5-groups to help your child see the 5 in 6, 7, 8, 9, and 10. For example, 7 buttons can be counted using 5-groups: "5 and 2 make 7."

Children will see 5-groups in materials they are using in school:

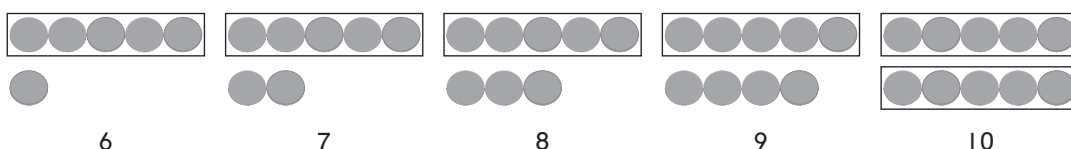
Number Parade



Square-Inch Tiles



Counters and 5-Counter Strips



Thank you!

Sincerely,
Your child's teacher



Unit 2 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.3, K.G.5 and all Mathematical Practices.



Dear Family:

Your child is starting a new unit on grouping concepts. These concepts provide a foundation for understanding basic math equations. In class, children will learn to find the ten in teen numbers ($17 = 10 + 7$), break apart numbers to find “partners” ($6 = 4 + 2$), recognize when numbers are equal or unequal, apply the concepts of *more* and *fewer*, and observe different attributes of shapes.

Being able to group numbers and shapes makes them easier to understand. You can help your child by practicing grouping concepts at home. Here is an example of an activity you can do with your child:

When cleaning up from play, have your child sort the objects before putting them away. Talk about the differences in size, shape, and color, and help your child place the items in groups based on these attributes. For example, the blocks below are sorted by size. They could also be sorted by color.



Thank you for your continued support.

Sincerely,
Your child's teacher



Unit 3 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.5, ; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.4 and all Mathematical Practices.



Dear Family:

Your child is learning about partners of numbers. We call the number pairs that make up a number “partners” because they go together to make that number. For example,

6 has partners: 1 and 5 2 and 4 3 and 3

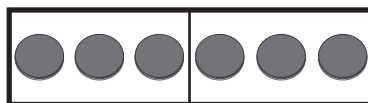
$$6 = 1 + 5$$



$$6 = 2 + 4$$



$$6 = 3 + 3$$



The partner idea is very important for understanding numbers. It will help your child understand addition and subtraction. You can help your child see partners in everyday life. When you have a small number of objects, for example, 5 crackers, you can ask your child to make the partners of 5. Your child can show 1 and 4 crackers and can also show 2 and 3 crackers. Doing this often with different objects will help your child understand numbers.

Thank you!

Sincerely,
Your child's teacher



Unit 3 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.5; ; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.4 and all Mathematical Practices.

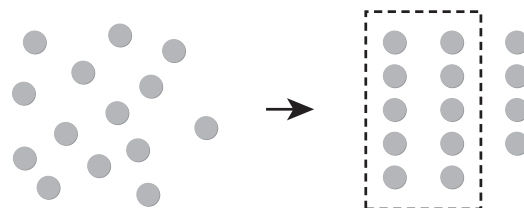


Dear Family:

When children first start counting, they count objects one at a time. Helping children see 5-groups and 10-groups enables them to understand larger (greater) numbers. We are learning that if we can see groups of objects as 5-groups and 10-groups, then we can understand greater numbers. Children learn to make these groups with objects. Later, they will see them as organized groups in their minds.

Your child is learning that the teen numbers 11, 12, 13, 14, 15, 16, 17, 18, and 19 each have a 10 inside: $11 = 10 + 1$, $12 = 10 + 2$, and so on through $19 = 10 + 9$.

Have your child practice counting groups of objects. Your child can find and separate the 10-group from the total quantity to see the 10 hiding inside the teen number.



fourteen is ten and four

Your child can then show this number by using the number cards on the next page.



Thank you for your cooperation!

Sincerely,
Your child's teacher



Unit 3 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.5; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.4 and all Mathematical Practices.



Dear Family:

When children first learn to write numbers, emphasis is placed on forming the numbers correctly. Children begin by tracing, and then are provided with starting points for their pencils. Learning the correct technique helps children learn to write numbers neatly and consistently.

After awhile, children no longer need these hints and are able to write without guide lines or starting points. It is easier for many children to write smaller figures, since they have greater control of the writing tool. With practice, children will gain confidence and speed in writing numbers.

In Unit 3, children continue to practice writing numbers, including 2-digit numbers from 11 to 20. They are already familiar with the individual numbers they will be using. When writing 2-digit numbers, children learn the proper placement and spacing between numbers. The numbers should not be too close together or too far apart, but just the right distance to be read and understood.

13

1 3

13

Please help and encourage your child as he or she learns to write numbers. This will take time and practice.

Thank you!

Sincerely,
Your child's teacher



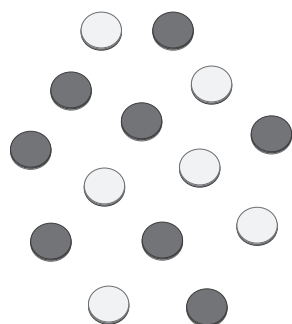
Unit 3 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.5, ; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.4 and all Mathematical Practices.



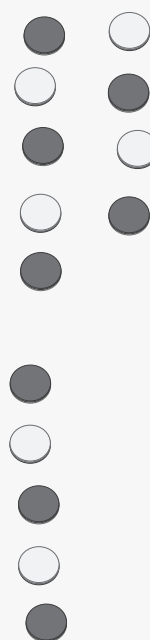
Dear Family:

In the next few days, please find 20 of the same kind of small object that your child can take to school and paste onto a sheet of paper. For example, your child can use buttons or stickers, or you can cut out 20 small pieces of paper or fabric.

The objects will be used for an activity to help your child learn to see the group of 10 inside each of the teen numbers: 11, 12, 13, 14, 15, 16, 17, 18, and 19.



$$14 = 10 + 4$$



Thank you for your cooperation!

Sincerely,
Your child's teacher



Unit 3 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.5; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.4 and all Mathematical Practices.



Dear Family:

Ask your child about our pretend grocery store at school! Children will be using the groceries from this pretend store to create addition and subtraction story problems, such as the following:

There are 3 bananas in this bunch and 4 bananas in the other bunch. How many bananas are there in all?

You and your child can create similar story problems with groceries in your own kitchen. When doing so, you may need to help your child say the question at the end of the story problem.

Addition example:

There are 5 cans on the top shelf. There are 4 cans on the bottom shelf. How many cans are there?

Subtraction example:

There are 10 eggs in the carton. If we cook 3 eggs, how many eggs are left in the carton?

It is not necessary to solve all of the story problems. Learning to visualize the situation and state the story problem are both important tasks, even without solving. Asking questions different ways is also helpful.

Have fun!

Sincerely,
Your child's teacher



Unit 4 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.5, K.G.6 and all Mathematical Practices.

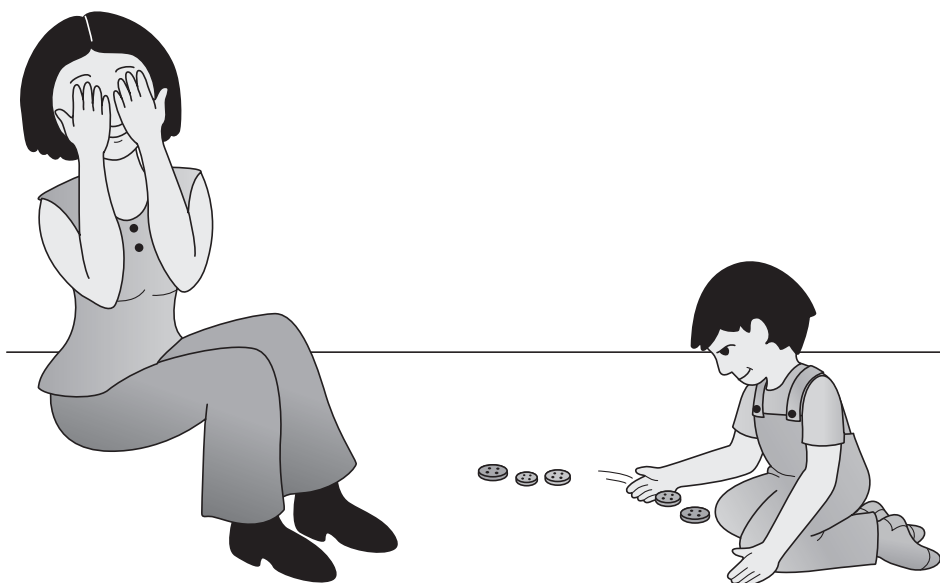


Dear Family:

Throughout the year, your child will be learning how to “break apart” numbers. For example, 6 equals 5 and 1, 4 and 2, and 3 and 3. We call two numbers that add up to a number the *partners* of the number.

To strengthen your child’s understanding of these concepts, you can play *The Unknown Partner Game* with him or her. The game is played as follows:

Put out 5 objects such as buttons or crackers. Count them together. Have your child cover his or her eyes while you take a partner away. Ask your child to tell you the missing amount. Now it is your turn to close your eyes!



You can play this game again and again, starting with a different total each time. Start with 5 first (because it is easiest), and then move on to 6, 7, 8, 9, and 10.

Thank you!

Sincerely,
Your child’s teacher

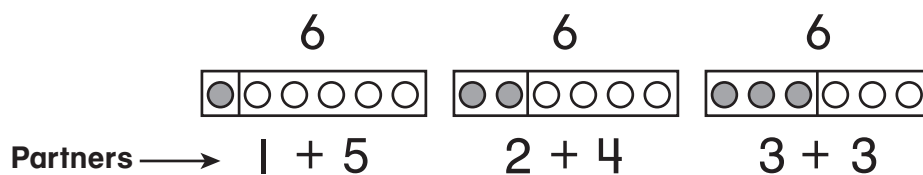


Unit 4 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.5, K.G.6 and all Mathematical Practices.



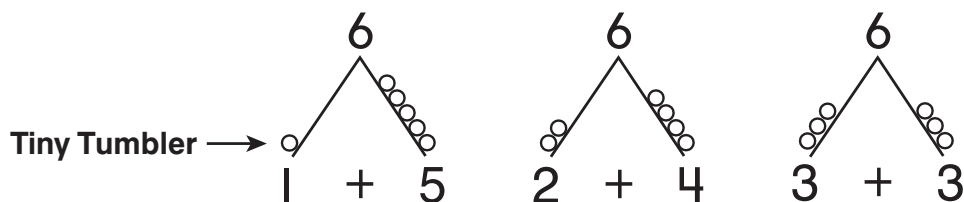
Dear Family:

In your child's math program, partners are numbers that go together to make up another number. For example:



Knowing partners of numbers will help your child develop a strong sense of relationships among numbers and provide a firm foundation for learning addition and subtraction.

Your child has begun using “Math Mountain” drawings to show partners of numbers. Children were told a story about “Tiny Tumblers” who live on top of “Math Mountain.” These Tiny Tumblers roll down the sides of Math Mountain for fun. For example:



Your child will be asked to count Tiny Tumblers (small circles like those above) and draw Tiny Tumblers to show partners. Children enjoy this visual support and can more easily internalize partners with continued practice. Please help your child with Math Mountain pages as necessary.

Thank you!

Sincerely,
Your child's teacher



Unit 4 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5; Number and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.3; Geometry K.G.1, K.G.2, K.G.5, K.G.6 and all Mathematical Practices.



Dear Family:

We are starting a new unit in math: Consolidation of Concepts. This unit builds on the concepts that were introduced in previous units. For example, children will be creating and solving simple story problems and making shape pictures. Math projects will include making Teen Number Books and a Night Sky display with stars in groups of ten.

Special emphasis will be on the teen numbers. Here are some ways you can help your child understand teen numbers:

- Make a game of finding teen numbers on signs and in printed materials.
- Encourage your child to count everyday objects (groups of 11–19 items). Ask your child to regroup the objects to show ten ones and extra ones.
- Continue to assist your child with math homework pages.

Thank you!

Sincerely,
Your child's teacher



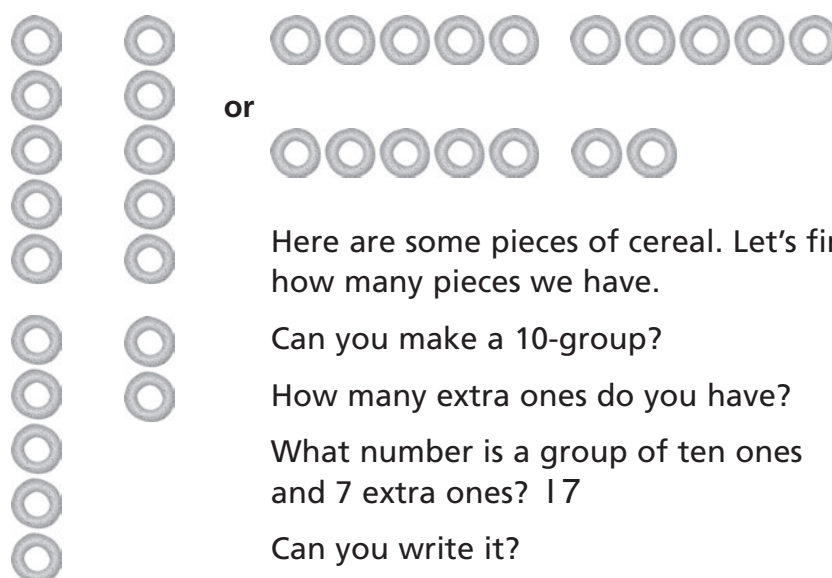
Unit 5 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5; Numbers and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.1, K.MD.2



Dear Family:

It is important that your child learn to see the ten in teen numbers. Each teen number (11, 12, 13, 14, 15, 16, 17, 18, and 19) is made of ten ones and some “extra ones.”

Please help your child at home with groups of 11–19 objects. Ask your child to show the group of ten ones, show the extra ones, and then write the number. Below are two ways to display 17 pieces of cereal in a group of ten and extra ones, shown with a sample dialogue about the cereal.



Here are some pieces of cereal. Let's find out how many pieces we have.

Can you make a 10-group?

How many extra ones do you have?

What number is a group of ten ones and 7 extra ones? 17

Can you write it?

If you have any questions or problems, please contact me. Thank you for your cooperation.

Sincerely,
Your child's teacher



Unit 5 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4c, K.CC.5, K.CC.6, K.CC.7; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5; Numbers and Operations in Base Ten K.NBT.1; Measurement and Data K.MD.1, K.MD.2



Dear Family:

In the next two lessons, your child will be learning how to compare several measurable attributes of objects, including length, height, and weight. They will also learn how to compare the capacity of containers.

Your child will use the words *longer* and *shorter* to compare the lengths of two objects and the words *taller* and *shorter* to compare heights. You can help your child by practicing these comparisons at home. For example, while having a meal, you might ask your child which is taller, the table or the chair. If your child is drawing, you can ask him or her to compare the lengths of two different crayons. Young children have better success comparing length when the two objects are aligned, as shown here.



Your child will also be learning to compare weight and capacity. These comparisons may also be practiced at home. You might ask your child to hold a toy in each hand and say which is *heavier* and which is *lighter*. They will be shown that bigger does not always mean heavier. A pillow, for example, may be lighter than a book that is smaller.

Comparisons of capacity can be practiced at mealtime. You might ask your child to say which holds *more* and which holds *less*, the carton of milk or the drinking glass.

Sincerely,
Your child's teacher



Unit 5 includes the Common Core Standards for Mathematical Content for Counting and Cardinality K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5; Operations and Algebraic Thinking K.OA.1, K.OA.2, K.OA.3; Measurement and Data K.MD.1, K.MD.2 and all Mathematical Practices.