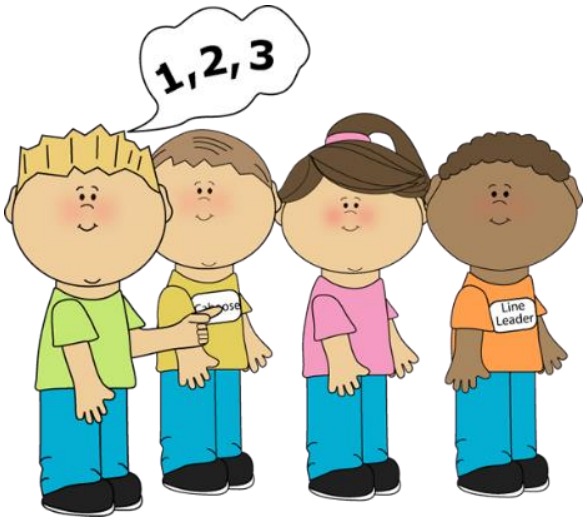
Kindergarten Family Letter
Cluster 3: Comparing Quantities with Counting and Spatial Relationships



Dear Family,

Over the next few weeks, we will:

- Count to 50 by ones and by tens.
- Write numerals 0-20.
- Understand the relationship between numbers and counting.
- Count to answer "How Many?"
- Count sets of 0-20 in many ways (rows, circle, scattered).
- Compare sets of objects 0-10.

These skills build on learning from earlier in the year.
Below you will find more information, and resources to use at home.

Your Partner in Learning,

_____

Kindergartners Write Numerals. Kindergarteners write a numeral when asked. They also write a numeral to match a group of objects. At this age, children may write their numerals backwards.



How can parents help?

- Have your child create numerals 0-20 with Play-Doh or yarn.
- Have your child count objects in the bathtub (e.g., shampoo bottles, rubber ducks, toys, etc.). Then, use a finger number in the air or on the bathtub wall.
- Watch the YouTube video: Dr.Jean Writing Numerals.

Kindergartners Answer the Question "How Many?" Kindergartners count in everyday life. They say one number for each object counted and use the correct counting sequence. If your child has trouble keeping track while counting, help arrange objects in a row or move each object as it is counted.



How can parents help?

- Ask your child to count objects in the house such as doors or windows. When finished counting, ask: *How many did you find?* Your child should be able to say the total amount without recounting.
- Give your child a number 0-20. Challenge your child to do pushups, jumping jacks, or jump rope to represent the number stated.

Kindergartners Understand Number Relationships. Building a solid math foundation requires strong number sense. Kindergartners develop this as they count and say only one number for each object counted. Students further develop this when counting a set of objects by recognizing that the last number word spoken in a counting sequence tells the amount. Here is a great video to help you understand more about number sense: The Progression of Early Numbers and Counting.

How can parents help?

- Play games with dice and/or dominos (e.g, Trouble and Tenzi). Dice with pips (dots) are great for developing *subitizing*. This means the brain instantly "sees" an amount without counting. With practice, children begin to instantly recognize the sets of pips on dice. Subitizing provides a foundation for several later math concepts.
- Hide your hands behind your back then flash a number on your fingers for your child to quickly guess. Continue this changing the number each time.
- Number Sense activity Packet & Games: *https://goo.gl/xeZ185*
- Birthday Candle Counting (abcya.com)

Kindergartners Compare Numbers.
Kindergartners compare groups of objects in various ways. When deciding if one group of objects is greater than, less than, or equal to another group, children may visually look to make a comparison, count each group, or line up the objects from the two groups.



"There are more triangles because that row is longer. I see 6 triangles and 4 squares. 6 is more than 4."

How can parents help?

- Play Beat My Number. Roll two dice, find the total, and ask a partner "Can you beat my number?" The partner rolls the two dice, and finds the total. Whoever has more gets a point. If both amounts are equal, both partners get a point. Play until one partner has 10 points.
- Put 20 cotton balls in a basket. Each partner takes a handful at the same time. Count and compare. For example, *"I have more because 7 is more than 3. You have less because 3 is less than 7."*
- Watch the YouTube video: Matching and Counting Math Sets - Kindergarten

ADDITIONAL RESOURCES

Apps and Online Games:

123 Numbers (count and trace app)
Balloon Pop Math by Sheppard Software
Fruit Splat Counting by Sheppard Software
How Many (compare sets) by Greg Tang
Molly's More or Less Quest by ABCya



Books:

1,2,3 to the Zoo, by Eric Carle
10 Black Dots, by David Crews

Printable Tools:

Number Cards 1-10 / 11-20

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