Kindergarten Math

Unit 1: Understanding Numbers Within 10 in my World

Dear Families,

We want to make sure that you understand the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit 1.

Each standard is in bold print, and below each one is an explanation with examples. Please let your teacher know if you have any questions. We appreciate your partnership and support.

K.NR.1.1*: Count up to 20 objects in a variety of structured arrangements and up to 10 objects in a scattered arrangement (*Count up to 10 objects in Unit 1).

Students should be able to…

- count to answer "how many?" questions with up to 20 objects arranged in a variety of ways (a line, a rectangular array, or a circle), or up to 10 objects arranged in a scattered configuration.

Example:

There are 6 blocks spread out on a table. How many do you have?

Answer:

The student will count and say 6.

K.NR.1.2*: When counting objects, explain that the last number counted represents the total quantity in a set (cardinality), regardless of the arrangement and order (*Count up to 10 objects in Unit 1).

Students should be able to…

- instantly see how many objects are in a group without counting (subitizing).
- understand that the last number counted represents the total quantity in a set (cardinality), when counting objects regardless of the arrangement and order.
- understand that even if the objects are moved around, there are still the same number.

Example:

There are 9 stuffed animals in a line. How many do you have?

Answer:

The student will count and say 9.

K.NR.2.1*: Count forward to 100 by tens and ones and backward from 20 by ones (*Counting by tens is not an expectation in Unit 1. Students will only count backward from 10.)

Students should be able to…

- count for authentic purposes which connect to their everyday experiences.
- understand that each successive number name refers to a quantity that is one larger.

Example:

Students will need to start at 10 and count backwards.

Answer:

10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.

K.NR.4.1*: Identify written numerals 0-20 and represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects), (*Identify and represent numerals 0-10 in this unit).

Examples:

1. What numbers do you see? 5 3 6 2
2. Write the number of objects you see on the paper.



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Answers:

1. 5, 3, 6, 2
2. 3

K.NR.4.2: Compare two sets of up to 10 objects and identify whether the number of objects in one group is more or less than the other group using the words "greater than," "less than," or "the same as."

Students should be able to…

- explain that "equal to" is the same quantity.

Example:
The teacher shows the student the number 3 then asks the student to choose a number from their number cards that is greater than 3.

Answer:
The student uses a number line or a hundreds chart to choose a number that is greater than 3. Possible answers could be 4, 8, 10, etc.

K.MDR.7.3: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.

Students should be able to...

- ask questions and answer them based on gathered information, observations, and appropriate graphical displays.

Example:

The student is shown a picture of a school bus with kids. The teacher will ask, "What mathematical question do you have?"

Possible Answer:

How many kids are getting on the school bus?