



KINDERGARTEN MATHEMATICS–Unit 1

Dear Parents,

Here is what your child is learning in Kindergarten, Unit 1 along with some specific ways you can help. Look for additional newsletters for upcoming units.

ALGEBRA, PATTERNS, AND FUNCTIONS

Students need to:

- Identify, describe, extend, and create patterns using concrete objects.

Example:

Student is given a set of shapes and is asked to create and describe a pattern.

Sample Response:

Student creates the pattern below and describes it as “heart, moon, heart, moon...” or as “AB, AB...”



GEOMETRY

Students need to:

- Describe the location of an object using directional and positional words.
- Sort objects and explain the sorting rule.

Examples:

- Student is asked to point to the object on the top shelf, the bottom shelf, and the middle shelf.

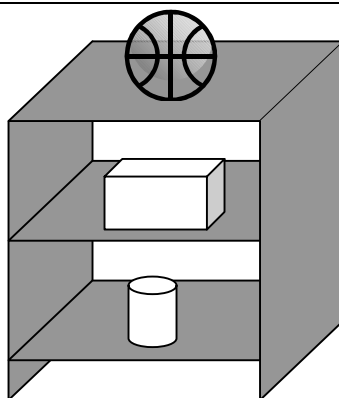
Sample Responses:

Student correctly points to the ball, cylinder, and block.

- Student is given a set of counting bears of different sizes and colors and asked to sort them by color. Then student is asked to describe how the bears were sorted.

Sample Response:

Student sorts the bears by color and says, “These are the green bears, these are the red bears, and these are the yellow bears.”



STATISTICS

Students need to:

- Organize and display data using bar graphs and pictographs as a class.

Example:

Students make a weather chart to tally the number of sunny, cloudy, and rainy days. They work together to make a bar graph or pictograph of the data collected on the weather chart.

Sunny Days	////
Cloudy Days	//
Rainy Days	//// //

Sample Response:

Student participates in tallying and in accurately placing information on the class graph.

WAYS PARENTS CAN HELP

- Count toys with your child when cleaning up. Say, “You put away (number) toys.” Repeat this with other objects (up to 31) and when your child is finished counting ask, “How many?”
- Encourage your child to sort a variety of objects: laundry, toys, or objects collected from a walk. Say, “Tell me how you sorted.” Then say, “Show me another way to sort these.” Ask, “How did you sort the objects this time?”
- Explore positional words with your child. Use language and objects to model *before, after, over, under, inside, outside, in front of, behind, top, middle, bottom, below, or above*. For example, “The toys are inside the box.” Have your child model in the same way with other objects. Play *I Spy*: “I spy a red book on the top shelf. Can you find it?” Reverse roles and play again.



- With your child, make noodle necklace patterns. Use a variety of noodle colors. Begin with an AB pattern (e.g., yellow, green, yellow, green, ...). Ask your child to describe the repeating part of each pattern. For example, “This pattern is yellow, green.” Let your child explore other patterns such as green, red, yellow, green, red, yellow, ... The repeating part in this pattern is green, red, yellow. This is an ABC pattern.

For additional activities, visit www.ed.gov/pubs/parents/Math