Welcome to school! In an effort to keep parents and guardians informed of the expectations and content being covered in math class this year, this informational handout will be provided for each nine weeks. Its intent is to assist in guiding you in ways to support your child in deepening their mathematical understanding.

Our goal is to keep a balance of skill-based learning along with enhancing our student’s ability to problem solve and think conceptually.

### Material for Kindergarten

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1)</td>
<td>I can count to 10 by ones. (K.CC.1)</td>
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<td>2)</td>
<td>I can write numbers 0-5. I can write the number to show how many are in a group. (K.CC.3)</td>
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<td>3)</td>
<td>I can count and work with numbers 0-5. (<em>One-to-one correspondence.</em>) (K.CC.4a-c)</td>
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<td>4)</td>
<td>I can count 0-5 objects in a line and rectangular array. (K.CC.5)</td>
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<td>5)</td>
<td>I can describe greater than, less than, and equal to. (K.CC.6)</td>
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<td>6)</td>
<td>I can identify measurable attributes (width, height, length) of objects. (K.MD.1)</td>
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<tr>
<td>7)</td>
<td>I can understand comparisons of objects as shorter/taller. (K.MD.2)</td>
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<tr>
<td>8)</td>
<td>I can classify and sort objects into given categories such as shape, color, and size. I can count the number of objects in each category up to 5 (K.MD.3)</td>
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<td>9)</td>
<td>I can correctly name two-dimensional shapes (circle, square, triangle, rectangle, and hexagon). (K.G.2)</td>
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<tr>
<td>10)</td>
<td>I can identify and sort shapes as 2-D “flat” or 3-D “solid.” (K.G.3)</td>
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### End of Nine Weeks Expectations

<p>| | |</p>
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<tbody>
<tr>
<td>1)</td>
<td>Students will be assessed using various formative assessments including, but not limited to: observations, checklists, interviews, journals, independent practice, and exit tickets.</td>
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</tbody>
</table>

*Please note the list above highlights the main skills to be assessed. Teachers may include additional content to meet the needs of their students.*
**Examples of Math Standards**

**K.CC.1**
Your child should be able to recite numbers 1-10. Your child should be able to count each child in the picture.

**K.CC.3**
Your child should be able to write the numbers 0-5 in order.

0   1   2   3   4   5

Your child should be able to count objects and write the number that represents the group.

**K.CC.4a-c**
Your child should be able to count and draw objects for the numerals 0-5. If given a number between 0-5 your child should be able to draw that many objects.

Draw 4 circles.

Count each object below and match the number to the object.

*Please note the list above highlights the main skills to be assessed. Teachers may include additional content to meet the needs of their students.*
### Examples of Math Standards

**K.CC.5**
Your child should be able to look at dots in a line or in a rectangular array (arrangement of dots into rows or columns that form a rectangle) and identify the amount of dots without stopping and counting them. They should also be able to match an object with each of these dots to help them count “how many” or the amount on the card.

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<tbody>
<tr>
<td><img src="image1.png" alt="Dots" /></td>
<td><img src="image2.png" alt="Dots" /></td>
<td><img src="image3.png" alt="Dots" /></td>
<td><img src="image4.png" alt="Dots" /></td>
<td><img src="image5.png" alt="Dots" /></td>
</tr>
</tbody>
</table>

**K.CC.6**
Your child should be able to understand what greater than, less than, and equal to means when looking at objects in a group.

- ![Red Buses](image6.png)
  - is less than
- ![Red Buses](image7.png)
- ![Is More Than](image8.png)
- ![Is Less Than](image9.png)

**K.MD.1**
Your child should be able to look at objects and describe them as small, big, short, tall, heavy, light, etc...

- ![Elephant](image10.png)
  - An elephant is **heavy**.
- ![Feather](image11.png)
  - A feather is **light**.
- ![Giraffe](image12.png)
  - A giraffe is **tall**.

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## Examples of Math Standards

### K.MD.2
Your child should be able to compare the difference of two objects by size. They could circle the shorter cake. Then draw an X on the taller cake.

![Cake comparison](image)

### K.MD.3
Your child should be able to classify and sort objects into categories. Then count the number of objects in each category.

![Category examples](image)

### K.G.2
Your child should be able to correctly name two-dimensional shapes.

<table>
<thead>
<tr>
<th>Shape</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>Square</td>
</tr>
</tbody>
</table>

### K.G.3
Your child should be able to identify 2D shapes as “flat” and 3D shapes as “solid”.

- A square is flat.
- A cone is solid.

![Shape illustrations](image)

*Please note the list above highlights the main skills to be assessed. Teachers may include additional content to meet the needs of their students.*