Sacramento City Unified School District

Parent Guide for Kindergarten Math

Major Learning Targets for This Grade

Counting and Numbers

Students will read, write, and count numbers up to 100.

"I can count to 100 by tens and ones."	"I can read and write numbers from 0 to 20."	"I can compare two written numbers between 1 and 10."	"I can make and take apart numbers from 11-19 by telling how many tens and ones are in the numbers."

Example Task:

There are some green cubes in this set and some red cubes in this set. Which set has fewer or is there an equal amount of cubes in each set? (Students are given a set of 7 green cubes and a set of 5 red cubes.)

Student A: (Matching Strategy)
I lined the red cubes to match the green cubes. I saw that there are 2 more green cubes. There are fewer red cubes than green cubes.

Student B: (Using a Ten-Frame)
I used a ten frame to tell which has less. There are 2 more green cubes so there are less red cubes.

Student C: (Counting Strategy)
I know that 7 is more than 5 because I counted 2 more green cubes. This tells me that there are fewer red cubes than green cubes.

Adding and Subtracting

Students will put together and take apart numbers 1 through 10 and combine numbers to make 10.

"I can put together or take apart numbers 1-10."	"I can make 10 using numbers 1-9."	"I can use objects or drawing to add or subtract within 10 when solving word problems."	"I can add and subtract numbers 0-5."

Example Task:

A full case of juice boxes has 10 boxes. There are only 6 boxes in this case. How many juice boxes are missing?

Student A: *(Using a Ten-Frame)*
I used a ten frame for the case. Then, I put on 6 counters for juice still in the case. There's no juice in these 4 spaces. So, 4 are missing.

Student B: *(Think Addition)*
I counted 10 counters because I knew there needed to be ten. I pushed these 6 over here because they were in the container. These are left over. So, there's 4 missing.

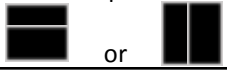
Student C: *(Fluently Add/Subtract)*
I know that it's 4 because 6 and 4 is the same amount as 10.
6 + 4 = 10

Shapes

Students will name and tell shapes and compare two-and-three-dimensional shapes.

"I can name and talk about shapes I see around me."	"I can compare shapes and tell if a shape is flat (two-dimensional) or solid (three dimensional)."	"I can make shapes by drawing or using simple shapes to make larger shapes."

I know that this is a square because a square has 4 equal sizes.



Example Task:

Join these two rectangles to make a square.
How do you know that this new shape is a square? **(Students are given 2 rectangles.)**

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Expected Behaviors in Math Class

Students will…

- Consider available tools to help them solve problems and deepen understanding (including hands-on tools and technology).
- Look for patterns and connections.
- Explain their thinking and their process for solving a problem.
- Make predictions and estimations.
- Decide if an answer is reasonable.
- Justify conclusions.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Apply mathematics to solve problems in everyday life.

How Can I Support My Student in This Course?

Access Google Classroom Regularly (if Applicable)

⇨Look at the Stream for daily announcements and a weekly schedule.
⇨View the Classwork for assignment information and support.

Encourage Multiple Strategies and Representations of the Problem

⇨Ask your student to solve the problem in different ways.
⇨Encourage the use of different representations (e.g., symbols, words, or pictures/visuals), and have them make connections between representations.

Ask Questions & Encourage Your Student to Ask Questions

⇨When your student is stuck, don't simply tell them the correct answer. Ask questions like:

- "What is the question in the problem/task?"
- "What do you understand/know from the task?"
- "How do you know?" Listen while your student explains their mathematical reasoning and ask, "Does your answer make sense?" based on the context of the problem or task.

⇨Encourage your student to write down questions to bring to their teacher or peer the next day.

Value Mistakes

⇨Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it.

Acknowledge Effort over Answers and Speed

⇨Celebrate how hard your student is working, whether their answer is correct or not.
⇨When your student is stuck, remind them that learning can be challenging, and if they continue to practice and work hard, they will improve.