



Kindergarten

Parent Guide for Understanding the Math Common Core

	Counting and Cardinality	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
Students will be able to:	<ul style="list-style-type: none"> Count to 100 by ones and by tens. Count forward from any given number within 100, not just from 1. Use numbers to describe how many objects are in a set. Model, compare and describe numbers (e.g., 5 is one more than 4). Understand that the name of a number corresponds to a quantity of objects. 	<ul style="list-style-type: none"> Model putting numbers together and taking them apart. Represent addition and subtraction of numbers. Solve addition and subtraction word problems. Fluently add and subtract within 5. 	<ul style="list-style-type: none"> Take apart numbers from 11 – 19 creating a group of ten ones and the rest. Put a group of ten together with some more ones to make a new number from 11 – 19. 	<ul style="list-style-type: none"> Compare and describe the properties of objects (e.g., length or weight). Tell time of everyday events. Know the days of the week. 	<ul style="list-style-type: none"> Identify shapes in pictures and in the environment. Compare 2 and 3 dimensional shapes Describe the relative positions of objects (e.g., behind, below, left) Build new shapes from smaller shapes.
Schools will support by providing opportunities to:	<ul style="list-style-type: none"> Count in sequence while matching each word with a concrete object. Reason with manipulatives and written numbers to determine the relationship between two numbers. Compare and contrast the relationship between numbers and quantities. Answer “how many” questions of up to 20 objects. Use vocabulary to share their thinking. 	<ul style="list-style-type: none"> Find multiple ways to make and take apart numbers. Show different ways to make 10 (e.g. 6 and 4 is the same as 10, 7 and 3 is the same as 10) using drawings, manipulatives, hand claps or other methods. Add and subtract objects, making sense of putting together or taking apart. Use vocabulary to share their thinking. 	<ul style="list-style-type: none"> Use manipulatives such as base-ten blocks, ten frames and place value cards to represent numbers from 11-19 in order to model the relationship between a group of ten and ones. Use objects, drawings and equations to describe, explore and explain how the numbers from 11 - 19 are patterned as a group of ten and ones. 	<ul style="list-style-type: none"> Compare similar objects and describe their differences (e.g., Micah is shorter than Julio). Classify and sort objects such as color tiles or pattern blocks and count the items in each category. Use a play clock to practice telling the time. Use a calendar to learn the days of the week. 	<ul style="list-style-type: none"> Identify 2 and 3 dimensional objects by name (e.g. rectangle, circle sphere and cone). Use math vocabulary to tell why a shape is a rectangle, triangle, or something else. Make drawings or use objects to build shapes.
Parents can support by providing opportunities to:	<ul style="list-style-type: none"> Collect and count household items such as beans or buttons. Count the number of steps from the kitchen to the bedroom. Tell your child a number and have them tell you the number before or after. Play number games with your child (e.g., Go Fish, Crazy Eights or Concentration). 	<ul style="list-style-type: none"> Use groups of objects to make five or 10 (e.g., I have “3 apples and seven apples”). Use two different counters such as coins and buttons to determine all the possible combinations of a given number. Ask “how many more/less than” questions (e.g., shopping, cooking, cleaning up toys). 	<ul style="list-style-type: none"> Play “Find the 10” by grouping more than 10 items and have your child separate them into a group of 10 and ones. 	<ul style="list-style-type: none"> Compare size and weight of similar items found around the house, like fruit, books, stuffed animals. Sort and classify items like coins, buttons or types of beans by size, shape or color. Review the time of regular events with your child (e.g., dinnertime, bedtime, story time). Go over a calendar with your child to learn days and months. 	<ul style="list-style-type: none"> Ask your child to find objects shaped like circles, rectangles and triangles. Have your child describe the shape he or she is drawing. Answer questions about 2 dimensional or 3 dimensional objects Identify shapes in their own drawings.

Kindergarten Students:

- Count to 100 by tens and ones.
- Understand that the name of an object corresponds to the amount of objects.
- Extend their understanding of number relationships by putting together and taking apart numbers up to 20.
- Make groups of ten to develop foundations for understanding the base-ten system and place value.
- Solve addition and subtraction word problems using objects, pictures, and symbols.
- Describe, compare, and identify shapes and objects.

Resources:

Sacramento City Unified School District

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including videos for the Standards for Mathematical Practice

Parent-Teacher Association

<http://www.pta.org/446.htm>

- ✓ Parent Guides including key items that children should be learning in mathematics in each grade.

California Department of Education

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the Math CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*

How Parents Can Support:

- Around the dinner table, ask your child for three events of the day in the order in which they occurred.
- When washing hands, count to ten or higher with your child.
- Read math related books with your child.
- Play games with your child such as cards, Hi-Ho-Cherry-O, Candy Land, Memory, or other board games.
- Put away dishes, socks or toys in groups of ten with your child.
- Share how you use math in your daily life.
- Encourage your child to be persistent if a problem seems difficult.
- When your child gets stuck on homework, some questions to ask are:
 - 1) Can you tell me what you know now?
 - 2) What do you need to find out?
 - 3) Can you make a drawing or picture to get started?
 - 4) Can you show me what you did that didn't work?

Created by Sacramento City Unified School District

How Things Have Changed:

Expectations of students have changed a great deal with the adoption of the Common Core State Standards in Mathematics. While getting the right answer is still a great achievement, students are now required to think mathematically, communicate their thinking, and justify their reasoning while continuing to develop a greater level of understanding of how math works.

Previous California Standards Assessment:

Teacher shows a number line and asks students to “count” to six.

Students recite, “1, 2, 3, 4, 5, 6”

Common Core Standards Assessment:

Teacher shows a picture of four dots and says, “I wish I had six dots. Think about how many more dots I need.” (Think time given)

Teacher says, “Talk to a neighbor about how many more dots I need”.

Teacher has students share their strategies for finding how many dots were needed.