

# Kindergarten Important Math Information

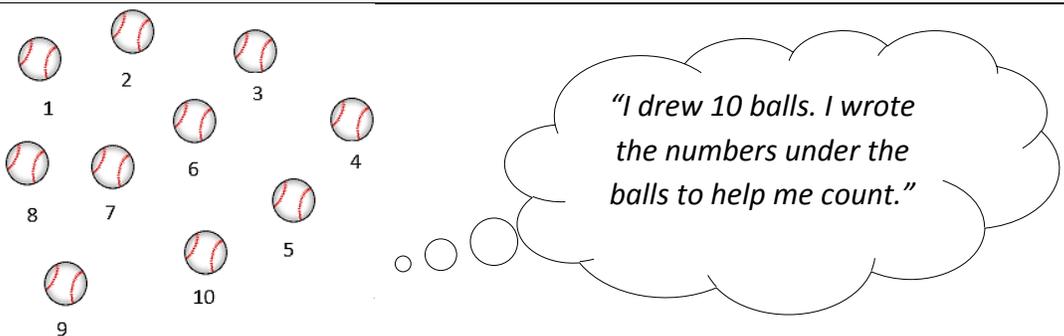
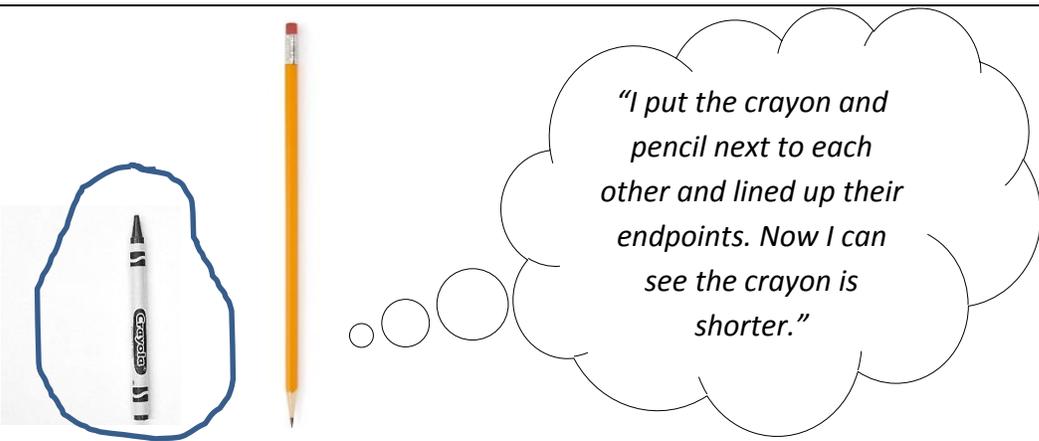
## Numbers to 10 and Comparing Lengths



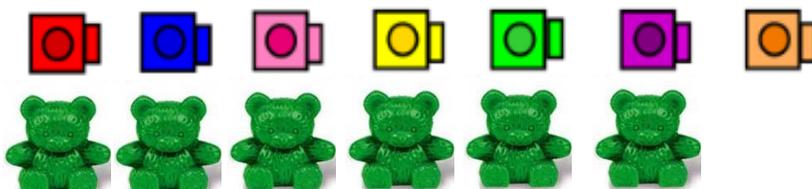
Dear Family,

Our class is starting a unit of study in mathematics called *Numbers to 10 and Comparing Lengths*. This unit of study focuses on counting and comparing quantities and exploring measurement by directly comparing the length of two objects.

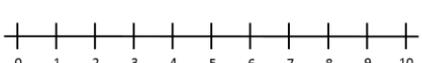
The specific learning goals your student will be working toward are listed below with examples of student work showing understanding of each learning goal.

Learning Goal: Read and write numerals to 10 and represent up to 10 objects with a written numeral.	
Example Problem	Example Student Solution
Sam went shopping. He got 10 balls. Draw how many balls he got.	
Learning Goal: Count to 20 by ones.	
Example Problem	Example Student Solution
Start from 0 and count up to 20.	"0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20."
Learning Goal: Compare the lengths of two objects and describe the difference.	
Example Problem	Example Student Solution
Compare the length of a crayon to the length of a pencil. Which is shorter?	

**Learning Goal:** Compare two groups of up to 10 objects and describe the difference.

Example Problem	Example Student Solution
<p>Compare the set of cubes to the set of bears.</p> <p>Which set has more?</p>	<p><i>"I put the cubes in a row and matched a bear with each cube. There is 1 extra cube. There are more cubes than bears."</i></p> 

**Learning Goal:** Compare two numerals up to 10 and describe the difference.

Example Problem	Example Student Solution
<p>Circle the larger number.</p>	<p></p> <p><i>"When I think of the number line,</i></p>  <p><i>9 comes after 5. 9 is larger."</i></p>

**Mathematical Thinking and Practices Learning Goal:** I can work carefully, double-check, and clearly explain my thinking.



Things you can do at home to support your student throughout this unit of study:



- Gather a set of objects, such as toy cars, blocks, or foam peanuts. Ask your student to grab a handful and count how many he or she grabbed. Then, ask your student to predict whether you will be able to grab more or less. Try it and find out. Your student can also grab a handful of cubes with his/her right hand and a handful of cubes with his/her left hand to see which holds more or less.
- Find opportunities to ask your student about the length of different objects; for example, "What do you think the longest part of this cereal box is? Do you think the cereal box is longer than the milk carton? How can we find out?"