Kindergarten Quarter 2
Math Learning Overview

VA SOL	By the end of the unit your child will be expected to:	What you can do at home/ examples:
K.3: The student will a) Count forward orally by ones from 0-100; b) Count backward orally by ones when given any number between 1 and 10; c) Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and d) Count forward by tens to determine the total number of objects to 100. ** We only work on counting to 60 orally and numbers to 50 for the number after during the 2nd marking period	→ I can count orally to 60 → I can count backwards from 10 → I can identify the number that comes after a number up to number 50 without counting up to it. I can also tell you what comes before a number, up to 10. → I can count to 100 skip counting by multiples of ten	• Driving in the car or taking a walk, count to 60. Start with a different number other than 1. Tell them to start at 6 and count to 60, 15 and count to 60 and so on. • Start with 10 objects and take one away as you count down to 10. • Turn activities into timed races. See if your child can beat the clock to complete tasks. • Give your child a number up to 50 and ask them what comes next. • Give your child containers and have then put ten items in each. Have them count the items by ten. If they can not count by ten have them start with ten and count on to 20 by starting at ten and counting each item by 1
K.6: The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.	→ I can solve story problems about separating (subtraction)	• Have your child act out a math story problem. If I have 3 crayons and lose 2, how many do I have left?

K.8: The student will investigate the passage of time by reading and interpreting a calendar.	→ I can name the days of the week and the months of the year	• Ask your child what day of the week it is. What will tomorrow be? What day of the week was yesterday? • Ask what month it is.
K.1 a, b: The student will a) Tell how many are in a given set of 20 or fewer objects by counting orally; and b) Read, write, and represent numbers from 0-20. ** We work on the numbers 0-10 the second marking period	→ I can count set of objects to 10 → I can read, write, and represent numbers 0-10	• Give your child up to 10 objects to count. • Have your child count everything! When your child is having a snack have them count the number of pieces they have. (goldfish, cereal, fruit snacks, candy) • Have your child write how many items they have. Writing can be made fun using different pens, pencils, paint, shaving cream. A favorite is gel in a baggie with some glitter added, make sure you tape it shut! • Give your child a number and have them count out that many items or draw that many circles. You can draw shapes and have them circle up to ten of them.
K.13: The student will identify, describe, extend, create, and transfer repeating patterns	→ I can identify, describe, extend, create and transfer patterns.	• Have your child use items to create a pattern. Have them tell you what kind of pattern it is. (We use AB, ABB, and ABC to help describe them) ABABABAB is a repeating pattern • ABAABAAAB is a growing pattern • Make a pattern with objects and see if your child can create the same type of pattern with different objects (This is transferring a pattern) EX. You build 🔺 🔻 🔺 🔻 (this is an AB pattern)

		• They build ←↑←↑←↑ (this is also an AB pattern)
K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will (a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and (b) Compare and order sets from least to greatest and greatest to least.	→ I can tell you what set has more, fewer or the same when talking about the number of objects in a set. → I can put sets in order by greatest to least and least to greatest.	• Share a snack with your child and give them more than you. Have them tell you who has more. Who has fewer? Make the sets the same and ask them what is it called when they are equal? After working with objects try to use numbers. • Write the numbers 3 and 7 on a paper and ask which number is more. If they can't tell you, have them draw out 3 circles and 7 circles and ask them which one is more or fewer. • Put items in bowls and have them line them up in order greatest to least or least to greatest. Try this with numbers as well.
K.11 The student will (a) collect, organize, and represent data; and (b) read and interpret data in object graphs, picture graphs, and tables.	→ I can collect data and make a chart. → I can read and interpret graphs.	• Have your child collect data by having them ask family members and friends what their favorite kind of icecream is. You can do this with favorite pets or favorite places to eat. • Make a graph and ask them to tell you about the data they see. They can tell you how many of each item there is and what has the most and least.