Parent Guide for Transitional Kindergarten Math (At around 60 months of age)

Sacramento City Unified School District

Major Learning Targets for This Grade

Number Sense

Students will understand numbers and quantities, and how these numbers relate in their everyday environment.

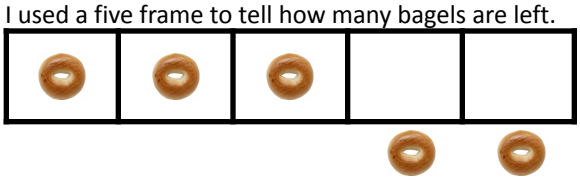
"I can recite the numbers in order to 20."	"I can recognize and know the names of some numbers."	"I can identify the number of objects up to 4 without counting."	"I can count up to 10 objects, one object for each number."

Example Task: ***Bagel Shop***

While singing the "Bagel Shop" song, students count to solve a problem. One of the students plays the role of the Baker while the rest of the students take turns buying bagels at the bagel shop and help the Baker find out, "How many bagels are left in the bagel shop?" *(Song: Five little bagels in the bagel shop, sprinkled poppy seeds on the very top, along came (student's name) with two pennies to pay. He/she bought two bagels and walked away.")*

Student A: (Taking Away)
I gave the Baker two pennies, and the Baker took away two bagels and gave it to me.

Student B: (Using a Five-Frame)
I used a five frame to tell how many bagels are left.



Student C: (Counting Strategy)
I counted 3 bagels left.

Algebra and Functions

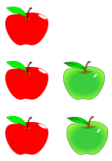
Students will sort and classify objects; recognize, extend, and create patterns.

"I can sort and classify objects by size, shape, and color."	"I can recognize and make simple repeating patterns."	"I can create and continue a simple repeating pattern."

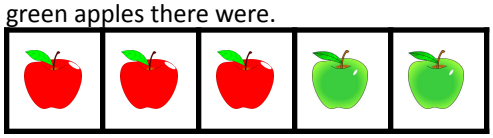
Example Task: ***Sorting, Counting, Graphing, and Comparing Apples***

The teacher asks the students to bring their favorite apple from home. The teacher puts all the apples in a basket. Students were given time to play with the apples. The basket of apples sparked mathematical reasoning and problem solving. The teacher engages students in activities with the apples and observes their responses.

Student A: (Sorting and Graphing)
I sorted the apples by color.



Student B: (Using a Five-Frame)
I used a five frame to tell how many red and green apples there were.



Student C: (Counting Strategy)
I counted 3 red apples and 2 green apples.

Geometry

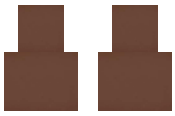
Students will recognize shapes, their size and their position as it relates to other objects.

"I can identify and describe circles, squares, rectangles, triangles, and other shapes." *(two-dimensional shapes)*	"I can combine different shapes to create a picture or a design."	"I can identify the positions of objects and people in space." *(including in/on/under, up/down, inside/outside, besides/between, and in front/behind)*

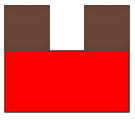
Example Task: ***Building a Castle***

The teacher noticed that students showed strong interest in castles. They had built castles in the block area, in the sandbox, and looked for castles in fairy tale books in the library. The teacher suggested that the students build a big castle. They started by gathering materials like building blocks. The students brought from home different size boxes and figures or characters to be included in the castle. The students made different suggestions for the castle as they are building.

Student A: (Identifying and Describing Shapes)
I put all the big boxes on the bottom and the small one on top of them.



Student B: (Naming Shapes, Using Spatial Words)
I put the small brown square blocks on top of the big red rectangle block.



Parent Guide for Transitional Kindergarten Math

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.