Kindergarten Math

This packet includes four sections that cover some of the major content of Kindergarten Math. Each section includes notes and practice for each topic. For additional support, visit KCS TV on YouTube for instructional videos that accompany each section.

The following content is included in this packet:

	Topic			
	I. Counting and Cardinality	II. Teen Numbers	III. Addition and Subtraction	IV. Shapes
Activity 1	Counting with a Hundred Chart	Counting Teen Numbers	Addition	Name Shapes
Activity 2	Writing Numbers	Number Bonds and Ten-Frames for Teen Numbers	Subtraction	Compare Shapes

This lesson explores the idea of what it means to add. It also introduces the plus sign and the equal sign as a way to represent the joining together of two groups of objects into a single group. Your child will use connecting cubes as physical models and drawings as visual models to show adding two groups.

$$1 + 3 = 4$$

plus sign   equal sign

The lesson also introduces different problem situations.

Add To: *There are 2 birds in a tree. 3 more birds join them. How many birds are in the tree now?*

Put Together: *2 oranges and 3 apples are in a bowl. How many pieces of fruit are in the bowl?*

Physically modeling addition, drawing pictures, and exploring different problem situations will help your child make connections to how addition is used in everyday life.

Invite your child to share what he or she knows about addition by doing the following activity together.
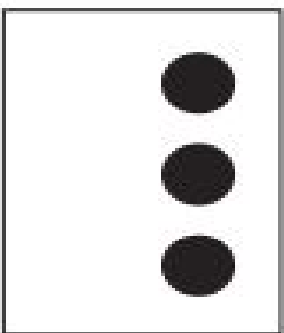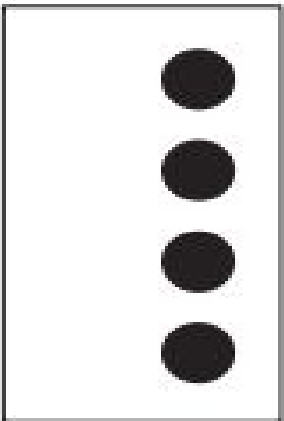
Adding Activity

Materials: 8 small objects of 2 different types or colors (such as pretzels and crackers, dried pasta pieces in 2 different shapes, or buttons in 2 different colors)

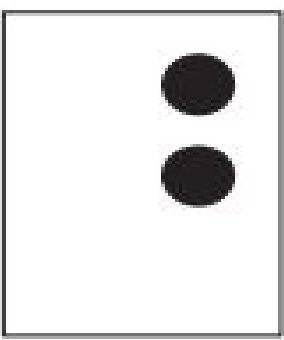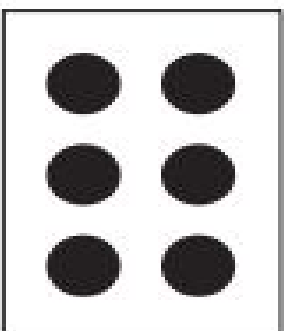Do the following activity to help your child explore what it means to add.

- Give your child two groups of objects that have a combined total of 5 or less. For example, place snack items such as 3 pretzels and 2 crackers in two groups.

- Ask how many objects are in each group. After your child counts, ask an addition problem about the groups, such as: *There are 3 pretzels and 2 crackers. How many snacks are there in all?*

- Your child puts the groups together and counts to find the total. You might also ask your child to write a number sentence, for example 3 + 2 = 5.
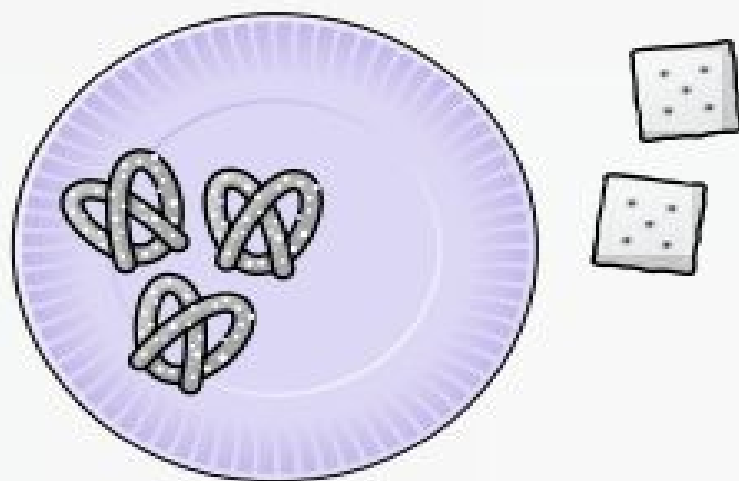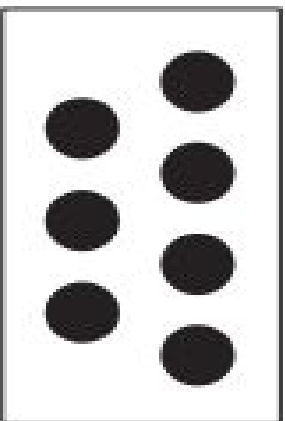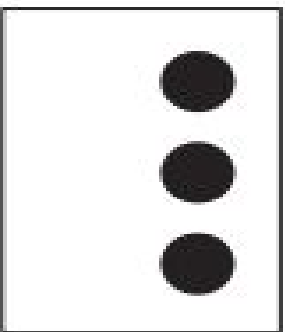
- Ask your child addition problems about small groups of objects whenever you can. For example, have your child add apples and bananas, big spoons and small spoons, or yellow blocks and orange blocks.
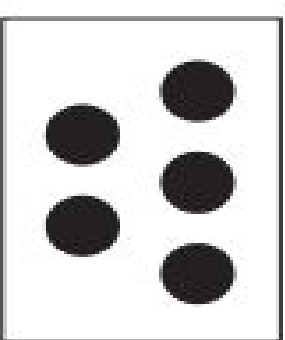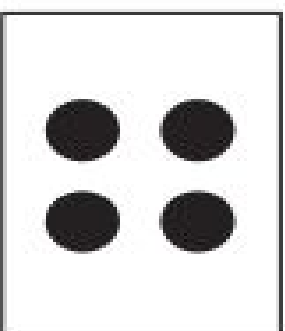
$4 + 3 = $ _____

_____ $+ 7 = 10$

$6 + $ _____ $= 8$

$4 + 5 = $ _____

$$8 + 0 = \underline{}$$

$$4 + \underline{} = 6$$

$$\underline{} = 1 + 6$$

$$\underline{} + 3 = 9$$

$$\underline{} = 6 + 4$$

$$\underline{} + 5 = 7$$

$$5 + \underline{} = 8$$

$$3 + 3 = \underline{}$$

This lesson explores the idea of what it means to subtract and introduces the minus sign and the equal sign as a way to represent taking away objects from a group. Your child will use counters and/or connecting cubes as physical models and drawings as visual models to show taking away from a group.
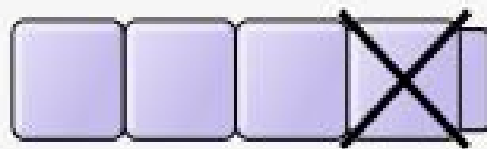
Start with 4. ⟶ 4 − 1 = 3 ⟵ There are 3 left.

Take away 1.

Modeling subtraction in these ways can help make connections to subtraction number sentences. For example, one side of a subtraction number sentence shows how many you start with and how many you take away. The other side shows how many are left.

This lesson also explores take away problem situations.

Take From Result Unknown: *There are 5 birds in a tree. 2 birds fly away. How many birds are in the tree now?*

Physically modeling subtraction, drawing pictures, and exploring subtraction problem situations will help your child make connections to how subtraction is used in daily life.

Invite your child to share what he or she knows about subtraction by doing the following activity together.

Subtracting Activity

Materials: 5 animal-shape crackers or animal toys (or any small objects such as buttons or blocks)
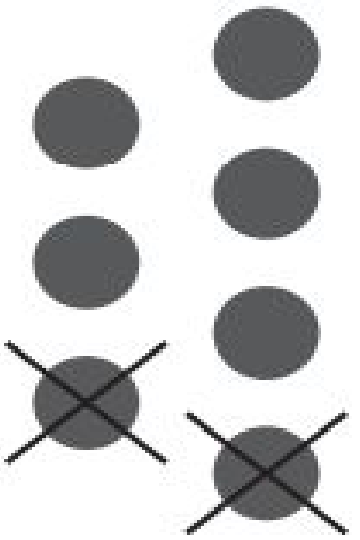
Show your child groups of 2 to 5 animals. Tell subtraction stories such as the one below. Help your child use the objects to act out each story and solve the problem.
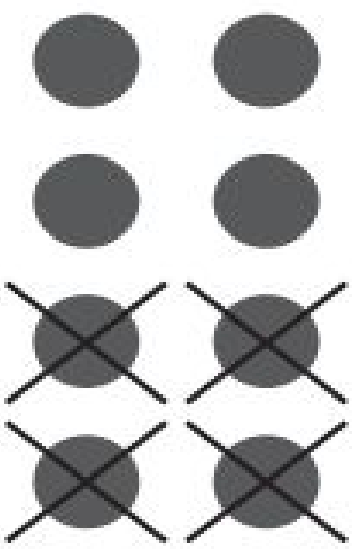
Example:

- *4 ducks were in a pond.* (Have your child count the toy ducks.)

- *1 duck swam away.* (Remove 1 duck from the group.)

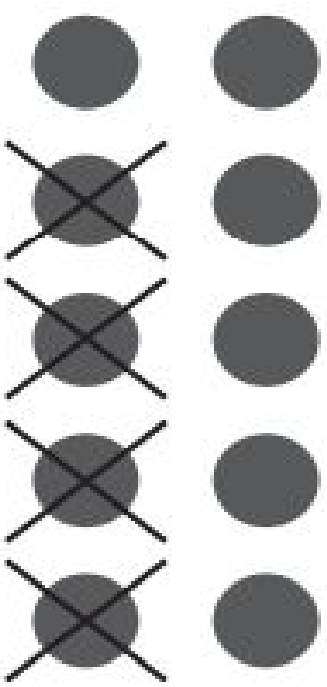- *How many ducks are left?* (Have your child count and tell how many ducks are left.)
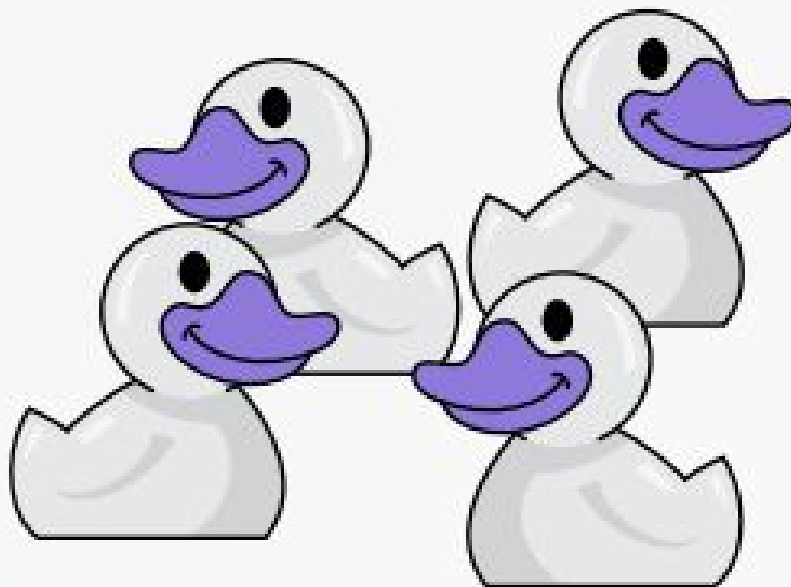
If you do not have small objects shaped like animals, you can use any small objects and explain that you will pretend they are ducks (or any animal that is your child's favorite).
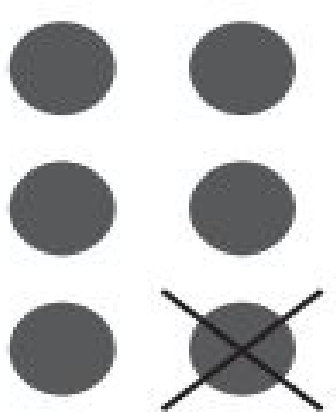
7 − 2 = _____ _ _ _ _ _

_____ − 4 = 4

10 − _____ = 6

_____ − 1 = 5

$9 - 4 =$ _____

_____ $- 4 = 7$

_____ $- 2 = 8$

$6 - 6 =$ _____

_____ $= 10 - 5$

$8 -$ _____ $= 7$

$6 - 0 =$ _____

$8 -$ _____ $= 1$