

Section 3: Family Letter

NAME _____

DATE _____

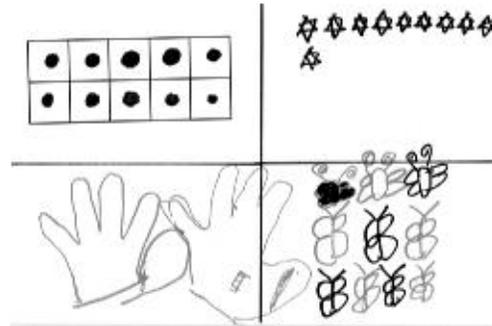
Dear Families,

We are beginning Section 3 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

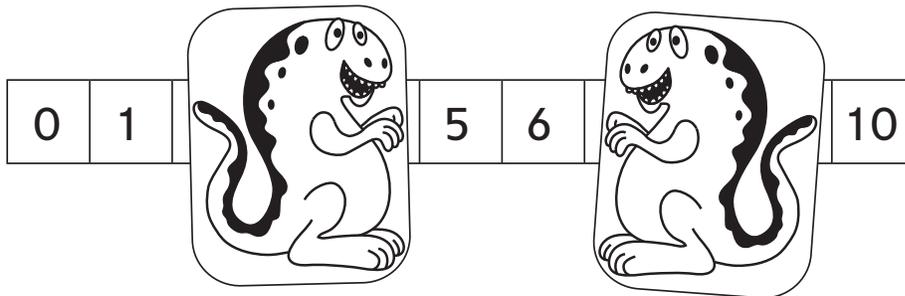
Numerals Throughout Section 3, children will make connections between written numbers and what they stand for. For example, the numeral 10 may represent ten fingers, ten stars, or ten spaces on a gameboard. Children will practice writing and interpreting numerals as they create number books and show numbers in many ways.

They will also build on their understanding of the number sequence by putting numerals in order, and observing and discussing that each number is exactly one more than the number before it in the counting sequence.

Children will continue playing games to deepen their understanding of numerals. In *Spin a Number* and *Monster Squeeze*, they will practice recognizing and comparing numerals.

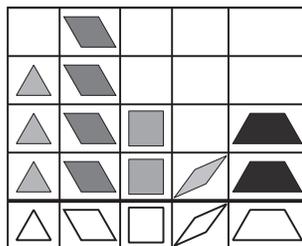


Children show the number 10 in four different ways.



In *Monster Squeeze*, children use number relationships (greater/less) to find a mystery number.

Graphing Earlier in Kindergarten, children collected and organized data to create a class birthday display and a graph showing their ages. In Section 3, they will sort pattern blocks to create a graph. (Pattern blocks are used throughout *Kindergarten Everyday Mathematics* to explore shapes and shape combinations.)



Children sort pattern blocks by shape and create a graph. They count and compare totals of each type of shape.

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