

Section 5: Family Letter

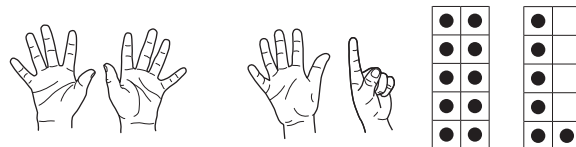
NAME

DATE

Dear Families,

We are beginning Section 5 in *Kindergarten Everyday Mathematics*. Below is information about the main topics we will learn about during the next few weeks.

Teen Numbers In Sections 1–4, children have worked extensively with numbers 0–10. In Section 5, they will begin to build an understanding of place value by exploring the numbers 11–19. They will use fingers and counters to show that these numbers are made up of a group of ten and some additional ones.



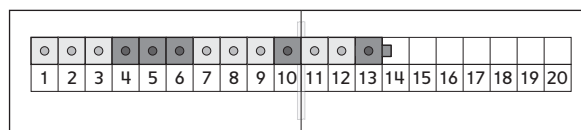
The number 16 is represented as “ten and some more ones” with fingers and with counters on a double ten frame.

100th Day of School We have been tracking the number of days we have been in school. On the 100th day, children will count and share their own collections of 100 objects. We will also celebrate with fun math activities such as counting games and 100-themed art, movement, and snack activities.



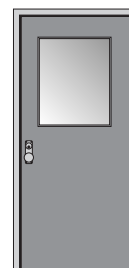
A collection of 100 stickers

Introduction to Symbols During Section 5, children will be introduced to the equal ($=$) and addition ($+$) symbols. They will relate the equal symbol to earlier experiences of showing the same number in many ways. They will use the addition symbol as they act out addition situations with counters. Children will practice using these symbols in games such as *Growing Train*, in which they roll a die labeled $+1$, $+2$, and $+3$ to add to connecting-cube “trains.”



Children become familiar with the addition ($+$) symbol while playing *Growing Train*.

Shapes Children will continue to explore 2-dimensional shapes by going on a “shape walk” to look for shapes in their environment and by playing *I Spy*. They will draw the shapes they see and practice using positional words to describe them.



“I spy something that is round *next to* the door.”