


# Kindergarten: Quarter 2

## Parent Handbook




*This handbook will help your child review material learned this quarter. If you have any questions or concerns about this material, please contact your child's teacher. Thank you for your support!*

## Kindergarten Essential Math Standards

 **Learning Objective #1:** *“I can count to 100 starting at any number.”*

### **Practice:**

1. Have your child count slowly aloud starting at 29 and ending at 44.
2. Have your child count slowly aloud starting at 51 and ending at 70.
3. Have your child count slowly aloud starting at 84 and ending at 100.

 **Learning Objective #2:** *“I can identify and write my numbers 0-20 and match the number to the correct amount of objects.”*

### **Practice:**

4. Have the students write the numbers 1-20 on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Using blocks or legos, have your child count out 20 blocks. Have them count the numbers of blocks or legos aloud.

6. Make the number 14 below using dots with a marker or pencil and label each dot with a number.

**Learning Objective #3:** *"I can name, find and compare two-dimensional and three-dimensional shapes in any position or size."*

**Practice:**

Shape Word Bank

cube    circle    cone    sphere    square    triangle

7. Look at the shapes below. Write the name of each shape using the shape word bank.



\_\_\_\_\_



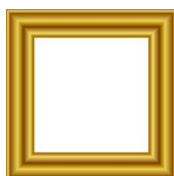
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

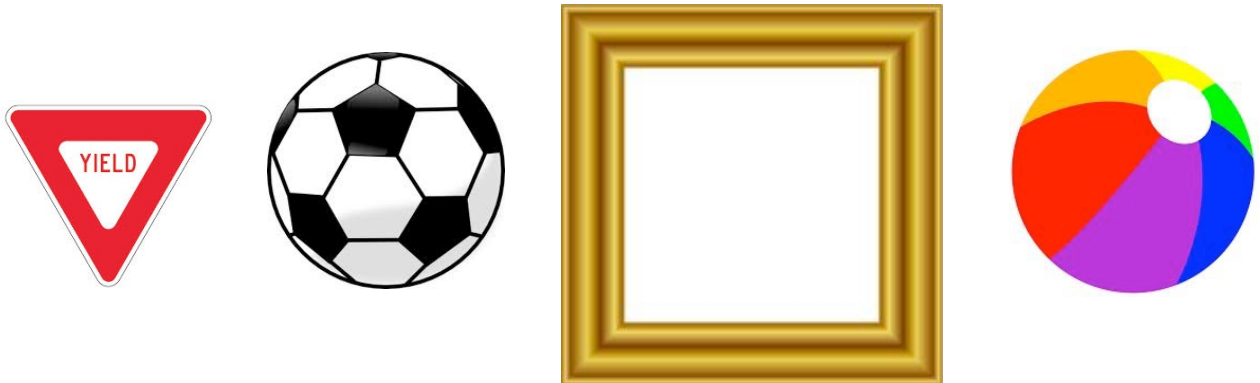


\_\_\_\_\_

8. Look at the shape below. How many vertices does the shape have? Label the vertices?



9. Look at the shapes below. Circle the shapes that are the same size. Draw a square around the shape that is the smallest. Put an X on the shape that is the largest



**📌 Learning Objective #4:** *“I can count objects in different groups and tell which group has more, less or the same amount.”*


**Practice:**

10. Have your child count how many doors and windows are in the house. Draw how many doors and windows then write the number of windows\_\_\_\_\_ and doors\_\_\_\_\_.

11. Have your child write if there are more doors or windows:\_\_\_\_\_

12. Count the number of spheres you see below. Then draw the same number of circles in the box below.



 **Learning Objective #5:** *“I can add and subtract up to ten in different ways. I can use the symbols (+, -, =) in a math sentence.”*


**Practice:**

13. Solve the following addition problem. Be sure to show your work using a picture.  $4 + 1 = \underline{\quad}$

14. Solve the following subtraction problem. Be sure to show your work using a picture.  $3 - 1 = \underline{\quad}$

15. Create a number sentence for the following picture.



 **Learning Objective #6** *"I can model two dimensional and three dimensional shapes by making connections to the real world."*

**Practice:**


16. Have your child count how many spheres are in the house.

Write the number on the line: \_\_\_\_\_ Draw the number.

17. Have your child count how many cubes are in the house.

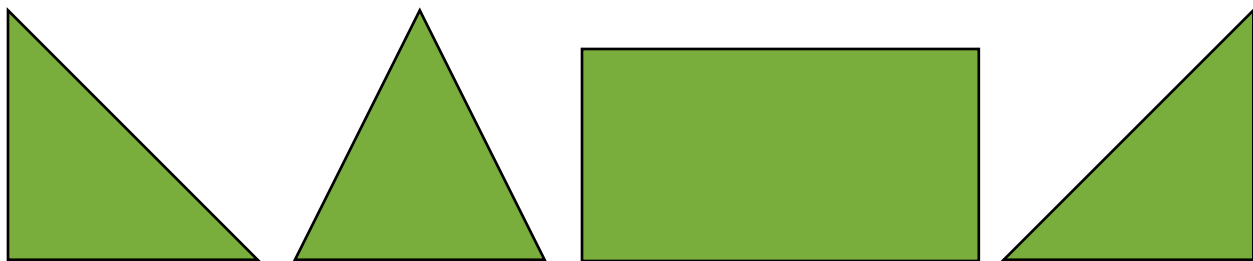
Write the number on the line: \_\_\_\_\_ Draw the number.

18. Have your child find something in your house that is a cylinder, what is the real world item? \_\_\_\_\_ Draw it.

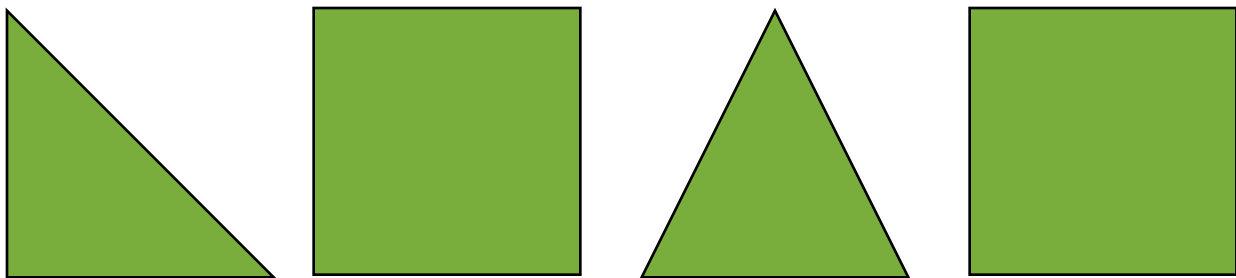
 **Learning Objective #7:** *“I can create a new shape using smaller shapes and name the shapes I used.”*

**Practice:**


19. Which two shapes below can you use to make a square if you put them together? Circle the shapes.



20. Which two shapes below can you use to make a rectangle if you put them together? Circle the shapes.





 **Learning Objective #8:** *"I can sort objects into different groups and then compare the amounts in each group."*

**Practice:**

21. Give your child different amounts of coins. Have them sort them into pennies, nickels, dimes and quarters. Have them tell you which coin had the most and which coin had the least amount. Write the number of the most coins \_\_\_\_\_ write the number of the least coins \_\_\_\_\_.

22. Put something colorful in a bowl, (legos, cereal, crayons) Have your child sort them by: size, color, and shape. What color was there the most of? \_\_\_\_\_ What color was there the least of?

\_\_\_\_\_

Looking at the shapes below:



23. Which shape has the least amount: \_\_\_\_\_ How many?

\_\_\_\_\_

24. Which shape has the most amount: \_\_\_\_\_ How many?

\_\_\_\_\_

Answer Key

- 1. practice with child
- 2. practice with child
- 3. practice with child
- 4. practice with child
- 5. practice with child
- 6. practice with child

7.



**cube**

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**cone**

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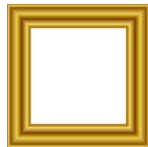
**sphere**

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**circle**

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**square**

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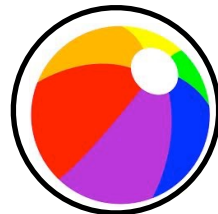
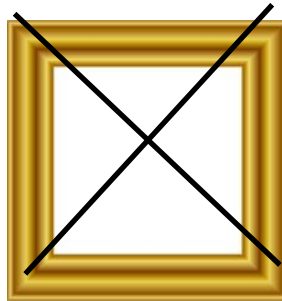


**triangle**

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8. 4, child should draw dots on each corner

9.



10. practice with child

11. practice with child

12. 9

13.  $4 + 1 = 5$ ; picture should show 4 pictures of one thing and 1 picture of another thing to demonstrate addition

14.  $3 - 1 = 2$ ; picture should show 3 things with 1 of them being crossed out to demonstrate subtraction

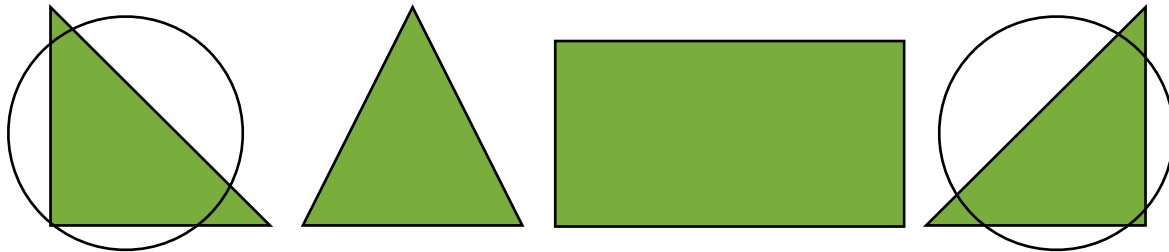
15.  $5 - 2 = 3$

16. practice with child

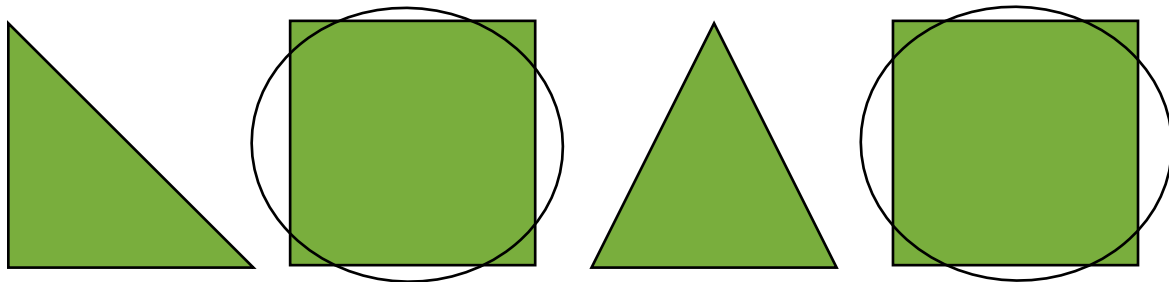
17. practice with child

18. practice with child

19.



20.



21. practice with child

22. practice with child

23. circles 3

24- square 5

## Kindergarten Essential Math Vocabulary

- \* number: a symbol used in counting that represents a value. 3 three = ♥ ♥ ♥
- \* count: counting a set of objects one-by-one
- \* forward: numbers in order getting larger
- \* greater than: more than
- \* less than: smaller than
- \* equal to: the same amount
- \* compare: to show the relationship between numbers or objects
- \* category: group objects that are the same
- \* amount: the number that represents how many of each object there are
- \* classify: telling why objects go together
- \* objects: a physical items that can be counted or touched
- \* 2 dimensional: an object that only has height and width; a flat object
- \* 3 dimensional: an object that has depth, height and width; a model of a real world object

- \* vertices: the point on a shape where two lines connect, (corners)
- \* add: to make bigger or have more of something
- \* subtract: to take away or have less
- \* sum: the answer to an addition problem
- \* addition: the process of adding two or more items together
- \* subtraction: the process of subtracting two or more items.
- \* difference: the answer to a subtract problem

## Kindergarten Essential Reading Standards

📌 Learning Objective #1: “I can say the beginning, middle, and ending sound of a word.”

Practice: Parents, please read the word out loud

1. SAY the beginning sound of this word: **box**

2. SAY the middle sound of this word: **cop**

3. SAY the end sound of this word: **bad**

4. SAY the middle sound of this word: **rat**

📌 Learning Objective #2: “I can write words using the correct sounds.”

Practice:

Ask you child to spell the following words. Make sure your child sounds out each word and individual sound.

5. **clap**

6. **boat**

📌 Learning Objective #3: "I can count, say, blend and take apart the number of syllables in a word."

Practice:

Write the number of syllables for the following words on the lines next to each word. Draw a line to show where the syllables are in the word if it has more than one syllable.

7. mommy = \_\_\_\_\_ syllables

8. happy = \_\_\_\_\_ syllables

9. fun = \_\_\_\_\_ syllables

📌 Learning Objective #4: "I can make a new word by taking away, adding or changing a sound."

Practice:

Use the following word in the box and follow the direction below to create 3 new words.

**hat**

10. What word would you have if you changed the **h** into a **b**. Write it on the line below.

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11. What word would you have if you changed the **t** into a **d**. Write it on the line below.

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12. What word would you have if you took away the **h**. Write it on the line below.

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📌 Learning Objective #5: "I can read sight words with fluency."

Practice:

13. What are the following words? Parents, have your child read the following sight words aloud to you.

ran	Run	get
yes	that	this
with	she	what
my	of	not
under	no	so
go	for	are
play	say	away
saw	they	

📌 Learning Objective #6: “I can retell familiar stories with important details.”

Practice:

14. Parents pick out a book that your child is interested in and read the story together. Have your child describe what is happening on each page to you using details. Talk with your child about if their answers make sense. Then at the end of the the story have your child retell the story to you. Make sure that they tell you the beginning, middle and end of the story.

## Answer Key

1. /b/
2. /o/
3. /d/
4. /a/
5. student spells word phonetically
6. student spells word phonetically
7. mom/my = 2 syllables
8. hap/py = 2 syllables
9. fun = 1 syllable
10. hat becomes bat
11. hat becomes had
12. hat becomes at
13. Students should be able to read the words correctly and with fluency.
14. Practice with your child. Be sure their ideas match the picture and the meaning of the story.

## Kindergarten Essential Reading Vocabulary

- \* letter sound - the individual sound(s) a letter makes.
- \* beginning sound - the first sound heard in a word  
(b - e - d)
- \* ending sound - the last sound heard in a word  
(b - e - d)
- \* details - important facts or information
- \* syllable - to break a word into pieces
- \* blend - two or more letters when put together make a sound (example: the 'sh' in shoe or the 'fr' in frog)
- \* text - the main body of a story
- \* word - letters put together form a meaning