



**CANYONS**  
SCHOOL DISTRICT

---

**Home Learning  
Resources  
Kindergarten**

---



## Home Learning with Digital Options: Kindergarten

Listed below you will find a Menu of Learning Opportunities in each core content area. Learning opportunities are intended to support students in reviewing and practicing previously learned content. Parents and Guardians should select activities from the menu in each subject area to build a routine and schedule for home learning.

Kindergarten students participate in a daily oral language block when at school. The goal of this time is to get students talking to an adult and/or child(ren). They know the routine and should be able to continue to follow the three steps while at home. The three steps are: **Plan / Do / Review**. Many will write out their plan in a simple notebook using pictures and words/ sentences to document their plan. Students can also verbally share their plan.

1. **PLAN:** Kindergarten students might make a plan for which part of the menu of opportunities they have chosen. "I am planning to look at some magazines and find all the letters of the alphabet and glue them to a piece of paper."
2. **DO:** Kindergarten students will then "do" what they verbally planned or wrote in their notebook.
3. **REVIEW:** Kindergarten students will share what they did, how they did it and who they did it with. The "doing" would align with their plan. We suggest this be done verbally, but they could also record it in their notebook to share with an adult/sibling later.

Subject	Menu of Learning Opportunities
ELA-Reading	Read books, magazines, food labels, park signs <ul style="list-style-type: none"> <li>● Find letters</li> <li>● Say letter sounds,</li> <li>● Find letters in their name</li> </ul>
ELA-Writing	Use paper, pencils, markers, pens, crayons, or scrap paper to make cards, draw or build to: <ul style="list-style-type: none"> <li>● Write about favorite food or game or place</li> <li>● Tell, draw or act out a story you have read or created</li> <li>● Color</li> <li>● Write and spell family names</li> </ul>
Math	<ul style="list-style-type: none"> <li>● Sort objects (silverware, toys, books, marbles, cereal) by size, color, shape</li> <li>● Write numbers from 1-20</li> <li>● Count numbers out loud up to 100</li> <li>● Tell an addition or subtraction story with objects</li> <li>● Identify shapes within your environment</li> </ul>
Science/Social Studies	<ul style="list-style-type: none"> <li>● Build using Legos, blocks or other objects</li> <li>● Use toy animals or cars to tell about your community</li> <li>● Read science or social studies books</li> <li>● Talk, draw, write about natural things in our world</li> </ul>

Dramatic Play	Pretend to be a: <ul style="list-style-type: none"> <li>● Police Officer</li> <li>● Doctor</li> <li>● Nurse</li> <li>● Postal Worker</li> <li>● Flower Shop worker</li> </ul> Help prepare breakfast, lunch and dinner using pots, pans, dishes, play food and possible recipes to follow with an adult
Additional Ideas	<ul style="list-style-type: none"> <li>● Visit a park or playground</li> <li>● Do a nature walk</li> <li>● Ride bikes, scooters or skateboards</li> </ul>
Special Education (Resource, ABS/DK) and/or English Language Learners	Consider scaffolds, accommodations, and/or modifications needed for specific student groups (i.e. special education, English language learners, etc.) including but not limited to: <ul style="list-style-type: none"> <li>● references for prior knowledge to provide foundation for review</li> <li>● sentence starters and frames for writing activities</li> <li>● graphic organizers that support students visualize relationships between facts, concepts and ideas</li> <li>● visuals to support language and comprehension</li> </ul>

### Links and Log In Guidelines

Utah Education Network:

[Learn at Home](#)

[Utah's Online Library](#)

Utah's Online Library is a collection of electronic resources. It provides statewide access to newspaper articles, magazines, professional journals, encyclopedias, video, photographs, maps, charts, and graphics.

Home access: Go to: <https://onlinelibrary.uen.org>

Login Name: online

Password: school

[Digital Text Resources](#)

[Wellness Resources](#)

[Student Resources Home](#) <http://parentconnections.canyonsdistrict.org/home-learning.html>

### Current Classroom Practices

Your student can log into Clever to access most digital platforms that they regularly use. Current teacher communication practices will continue during the two week dismissal: (e.g. email, google classroom, Canvas, Remind, DoJo, etc. )

- [Logging into Clever at home](#)
- [Logging into Pearson at home](#)



**CANYONS**  
SCHOOL DISTRICT

---

**Home Learning  
Student  
Resources  
Kindergarten**

---

**A a**



**astronaut**

**B b**



**baby**

**C c**



**cactus**

**D d**



**dolphin**

**E e**



**escalator**

**F f**



**fountain**

**G g**



**goose**

**H h**



**helicopter**

**I i**



**igloo**

**J j**



**jaguar**

**K k**



**koala**

**L l**



**lemon**

**M m**



**motorcycle**

**N n**



**nest**

**O o**



**otter**

**P p**



**penguin**

**Q q**



**queen**

**R r**



**river**

**S s**



**salamander**

**T t**



**turtle**

**U u**



**umbrella**

**V v**



**volcano**

**W w**



**watermelon**

**X x**



**x-ray**

**Y y**



**yo-yo**

**Z z**



**zigzag**

**Now  
I know  
my  
ABC's**

**ch**



**chalk**

**sh**



**shark**

**th**



**thermometer**

**Kindergarten Grade Weekly Study Skills**  
Unit 3, Week 3 "George Washington Visits"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Changes all around us: How do changes affect us?	How is life different from life hundreds of years ago?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sounds of "d" "k" The sound of "d" spelled D, d The sound of "k" spelled K, k	see, look
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
celebration, sprinted, barn, blacksmith, arch, soldier	D, d, K, k

**Kindergarten Grade Weekly Study Skills**  
 Unit 3, Week 4 "Farfallina and Marcel"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Changes all around us: How do changes affect us?	What happens when animals change?
<b>Phonics Skills</b> <b>Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "f" spelled F, f	see, look
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
goose, gosling, caterpillar, butterfly, reflection, cocoon	F, f

**Kindergarten Grade Weekly Study Skills**  
Unit 3, Week 5 "Then and Now"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Changes all around us: How do changes affect us?	How are things we use today different than things used long ago?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "o" The sound of "o" is spelled oo	they, you, of
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
gears, headphones, webcams, handwritten, phonographs, newspapers	O, o

**Kindergarten Grade Weekly Study Skills**  
 Unit 3, Week 6 "The Lion and the Mouse"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Changes all around us: How do changes affect us?	What causes us to change the way we feel?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "o" The sound of "o" is spelled oo	they, you, of
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
jungle, beast, nibbling, snarled, trembling, entangled	O, o

## Kindergarten Grade Weekly Study Skills

### Unit 4, Week 2 "My Lucky Day"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Let's go exploring: Where will our adventures take us?	What is a lucky adventure?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "l" The sound of "l" is spelled L, l	are, that, do
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
piglet, fox, lucky, filthy, cook, scrubber	L, l

## Kindergarten Grade Weekly Study Skills

### Unit 4, Week 3 "One Little Mouse"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Let's go exploring: Where will our adventures take us?	What adventures can animals have?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
Consonant blends with l bl, cl, fl, gl, pl, sl,	one, two, three, four, five
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
woodland, nest, vale, hollow, comfortable, shadows	bl, cl, fl, gl, pl, sl

**Kindergarten Grade Weekly Study Skills**  
Unit 4, Week 4 "Goldilocks and the Three Bears"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Let's go exploring: Where will our adventures take us?	How can adventure cause trouble?
<b>Phonics Skills</b> <b>Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "g" spelled G, g	one, two, three, four, five
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
bears, porridge, cottage, big, middle-sized, small	G, g

**Kindergarten Grade Weekly Study Skills**  
Unit 4, Week 5 "If You Could Go to Antarctica"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Let's go exploring: Where will our adventures take us?	What would it be like to have an Antarctic adventure?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "e" The sound of "e" is spelled E, e	here, go, from
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
Antarctica, continent, icebergs, penguins, seals, whales	E, e

**Kindergarten Grade Weekly Study Skills**  
Unit 4, Week 6 "Abuela"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Let's go exploring: Where will our adventures take us?	What kind of adventures can you have in the city?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "e" The sound of "e" is spelled ee	here, go from
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
abuela, adventure, flock, city, airport, harbor	E, e

**Kindergarten Grade Weekly Study Skills**  
Unit 5, Week 1 "Max Takes the Train"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Going Places: How do people and things get from here to there?	What are the different ways of going places?
<b>Phonics Skills</b> <b>Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sounds of "j" and "w" "j" is spelled J, j "w" is spelled W, w	yellow, blue, green
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
plane, jetway, subway, tunnel, ferryboat, sidecar	J, j, W, w

## Kindergarten Grade Weekly Study Skills

Unit 5, Week 2 "Mayday! May day!"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Going Places: How do people and things get from here to there?	What kinds of transportation help us in an emergency?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "ks" The sound of "ks" is spelled X, x	yellow, blue, green
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
rescue, pilot, yacht, sailor, mechanic, shimmering	X, x

## Kindergarten Grade Weekly Study Skills

### Unit 5, Week 3 "Trucks Roll!"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Going Places: How do people and things get from here to there?	What kinds of transportation help people do their jobs?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound "u" spelled U, u	what, said, was
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
trailers, cabs, haul, steering, wheel, truckers, headlight	U, u

**Kindergarten Grade Weekly Study Skills**  
Unit 5, Week 4 "The Little Engine that Could"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Going Places: How do people and things get from here to there?	What kind of work do trains do?
<b>Phonics Skills</b> <b>Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sound of "u" spelled U, u	what, said, was
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
engine, tracks, passenger, roundhouse, mountain, valley	U, u

**Kindergarten Grade Weekly Study Skills**  
Unit 5, Week 5 "On the Move!"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Going Places: How do people and things get from here to there?	How do people in different parts of the world travel?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sounds of "v" and "z" The sound of "v" is spelled V, v The sound of "z" is spelled Z, z	where, come
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
travel, kayak, llama, dogsled, submarine, double-decker bus	V, v, Z, z

**Kindergarten Grade Weekly Study Skills**  
Unit 5, Week 6 "This is the Way We go to School"

Below are the skills and vocabulary we will be working on for the next 4 days. (\*Please note: our literacy lessons are based on 4-day plans that may or may not align with a M-F schedule. In an effort to teach the entire grade level core, we will send home the "weekly study skills" on the day that we begin a new 4-day instructional sequence.) You can support your child's literacy skills by reviewing, discussing. And practicing the skills and concepts below:

<b>Big Idea/Big Question</b> (This is the theme of our unit in class.)	<b>Question of the Week</b> (This is the theme/question for this week's instruction in class.)
Going Places: How do people and things get from here to there?	How do children around the world get to school?
<b>Phonics Skills/ Phonemic Awareness Skills</b> (These are the letters and sounds we are learning in class.)	<b>High Frequency Words</b> (These reading words should be practiced and memorized.)
The sounds of "y" and "kw" The sound of "y" is spelled Y, y The sound of "kw" is spelled Qu	where, come
<b>Oral Vocabulary</b> (Try using these words in your conversations at home.)	<b>Handwriting Practice</b> (Students can practice the writing of these letters in manuscript this week.)
cable car, trolley, horse-and-buggy, skis, Metro line, vaporetto	Y, y, Qu, qu

# Understand Addition

## Topic 6 Standards

K.OA.A.1, K.OA.A.2, K.OA.A.5

*See the front of the Student's Edition for complete standards.*

Dear Family,

Your child is learning about addition. In this topic, he or she will learn to join two groups and decide how many there are in all. Your child will also learn to represent joining situations as equations using the symbols + and =.

### Equations

Joining groups can be shown in an equation.

$$3 + 5 = 8$$



$$5 + 3 = 8$$



Here is an activity to do with your child to practice addition.

## Stack the Pennies

Use 10 pennies. Count out 5 pennies and place them in a stack. Write "5 + " on a sheet of paper. Ask your child to add more pennies to your stack. Your child should count out the pennies (such as 4), and then place his or her group on your stack. Have your child write the number of pennies he or she added to your stack. Then work together to complete the equation:  $5 + 4 = 9$ . Reverse roles and continue the game.

---

## Observe Your Child

### Focus on Mathematical Practice 4:

Model with mathematics.

Help your child become proficient with Mathematical Practice 4. After you have completed an equation, ask your child to explain why 5 pennies and 4 pennies is 9 pennies, and is the same as  $5 + 4 = 9$ .

# Entender la suma

## Estándares del Tema 6

K.OA.A.1, K.OA.A.2, K.OA.A.5

Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está aprendiendo sobre la suma. En este tema, aprenderá a juntar dos grupos y decidir cuántos hay en total. Su niño(a) también aprenderá a representar situaciones en las que se debe juntar grupos como ecuaciones usando los símbolos  $+$  y  $=$ .

### Ecuaciones

La unión de grupos se puede mostrar en una ecuación.

$$3 + 5 = 8$$



$$5 + 3 = 8$$



Esta es una actividad que puede hacer con su niño(a) para practicar la suma.

## Agrupar las monedas de 1¢

Use 10 monedas de 1¢. Cuente 5 monedas de 1¢ y colóquelas en una pila. Escriba “5 + ” en una hoja de papel. Pida a su niño(a) que añada más monedas de 1¢ a la pila. Su niño(a) debería contar las monedas de 1¢ (por ejemplo, 4) y después colocar su grupo en la pila. Pídale que escriba el número de monedas de 1¢ que añadió a la pila. Luego, trabajen juntos para completar la ecuación:  $5 + 4 = 9$ . Intercambien roles y continúen con el juego.

## Observe a su niño(a)

### Enfoque en la Práctica matemática 4

Representar usando las matemáticas.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 4. Después de completar la ecuación, pida a su niño(a) que explique por qué 5 monedas de 1¢ y 4 monedas de 1¢ son igual a 9 monedas de 1¢, que es lo mismo que  $5 + 4 = 9$ .

Name \_\_\_\_\_

# Understand Subtraction

## Topic 7 Standards

K.OA.A.1, K.OA.A.2, K.OA.A.5

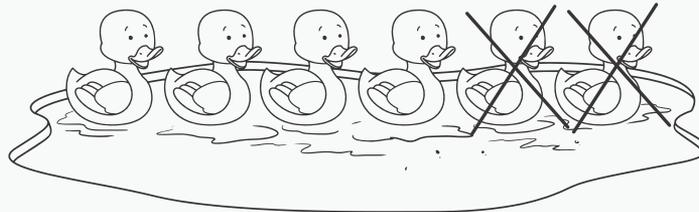
*See the front of the Student's Edition for complete standards.*

Dear Family,

Your child is learning about subtraction. He or she will learn to understand subtraction as taking apart a quantity of objects and separating them into two separate groups and as taking away a quantity of objects from a group. Your child will also learn to represent take-away situations as equations using the symbols  $-$  and  $=$ .

### Take Apart

Separate a set of objects into two groups.



6 take away 2 is 4.

Practice these skills with your child by using the following activity.

## What's in the Bag?

Gather 8 to 10 small objects. Count the objects as you place them in a paper bag, basket, or box. Take out 4 objects and ask your child how many objects are left. Help him or her write the equation to explain the action on a sheet of paper. ( $8 - 4 = 4$ ) Reverse roles, and continue the game by varying the number of total objects.

---

## Observe Your Child

### Focus on Mathematical Practice 4:

Model with mathematics.

Help your child become proficient with Mathematical Practice 4. During one of your turns use the sentence stem:        take away        is       . Then have your child write a matching equation.

Nombre \_\_\_\_\_

De la escuela al hogar  
(en español)

Tema **7**

# Entender la resta

## Estándares del Tema 7

K.OA.A.1, K.OA.A.2, K.OA.A.5

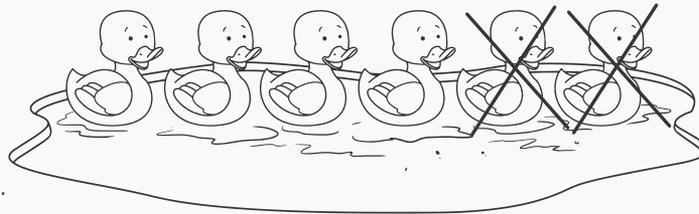
Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está aprendiendo sobre la resta. Él o ella aprenderá a entender la resta como la separación de una cantidad de objetos en dos grupos diferentes y también como quitar objetos de un grupo. Su niño(a) también aprenderá a representar situaciones sobre quitar usando ecuaciones que tengan los símbolos  $-$  y  $=$ .

### Quitar

Separe un grupo de objetos en dos grupos.



Si a 6 se le quitan 2, son 4.

Practique estas destrezas con su niño(a) usando la siguiente actividad.

## ¿Qué hay en la bolsa?

Busque de 8 a 10 objetos pequeños. Cuente los objetos mientras los coloca en una bolsa de papel, canasta o caja. Saque 4 objetos y pregunte a su niño(a) cuántos objetos quedan. Ayúdele a escribir una ecuación para explicar la acción en una hoja de papel. ( $8 - 4 = 4$ ) Invierta los papeles y continúe el juego cambiando el número de objetos en total.

## Observar a su niño(a)

### Enfoque en la Práctica matemática 4

Representar usando las matemáticas.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 4. En alguno de sus turnos use el fragmento de oración: si a \_\_\_\_ le quito \_\_\_\_, me quedan \_\_\_\_; y pida a su niño(a) que escriba una ecuación que lo represente.

Name \_\_\_\_\_

# Count Numbers to 20

## Topic 9 Standards

K.CC.A.2, K.CC.A.3, K.CC.B.4c, K.CC.B.5

*See the front of the Student's Edition for complete standards.*

Dear Family,

Your child is learning to count, read, and write numbers from 11 through 20. He or she will learn to count forward from any number to 20. Your child will also learn to use logical reasoning to solve problems when there is more than one possible solution.

### Count and Write

Each number word has its own unique symbol.

16 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
17 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
18 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
19 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
20 ○○○○○○○○○○○○○○○○○ ○○○○○○○○

Try this activity with your child to practice counting objects and counting forward from any number to 20.

## Make a Group of Objects

Use 20 small objects such as pennies, buttons, paper clips, or paper squares. Ask your child to make a group with 15 objects and write the number 15 on a piece of paper. Then add objects to the group one at a time as you count forward to 20 with your child. Finally, ask your child to write the numbers you counted. Then repeat the activity with a different number of objects.

---

## Observe Your Child

### Focus on Mathematical Practice 7

Look for and make use of structure.

Help your child become proficient with Mathematical Practice 7. When your child makes the group of 15 objects, ask him or her to organize the objects in a way that makes them easier to count. Ask your child to explain what a ten-frame is and how it can help to organize objects.

Nombre \_\_\_\_\_

De la escuela al hogar  
(en español)

Tema **9**

# Contar números hasta 20

## Estándares del Tema 9

K.CNC.A.2, K.CNC.A.3, K.CNC.B.4c, K.CNC.B.5

Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está aprendiendo a contar, leer y escribir números del 11 al 20. Él o ella aprenderá a contar hacia adelante desde cualquier número hasta el 20. Su niño(a) también aprenderá a usar el razonamiento lógico para resolver problemas cuando hay más de una solución posible.

### Contar y escribir

Cada número en palabras tiene su propio símbolo.

16 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
17 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
18 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
19 ○○○○○○○○○○○○○○○○○ ○○○○○○○○  
20 ○○○○○○○○○○○○○○○○○ ○○○○○○○○

Intente esta actividad con su niño(a) para practicar el conteo de objetos y el conteo hacia adelante desde cualquier número hasta el 20.

## Formar un grupo de objetos

Use 20 objetos pequeños como monedas de 1¢, botones, clips o cuadrados de papel. Pídale a su niño(a) que forme un grupo con 15 objetos y escriba el número 15 en una hoja de papel. Luego, añada objetos al grupo, uno a la vez, mientras cuenta hacia adelante hasta el 20 con su niño. Por último, pídale a su niño(a) que escriba los números que contaron. Luego, repita la actividad con un número diferente de objetos.

## Observe a su niño(a)

### Enfoque en la Práctica matemática 7:

Buscar y utilizar la estructura.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 7. Cuando su niño(a) forme el grupo de 15 objetos, pídale que organice los objetos de manera que sean más fáciles de contar. Pídale a su niño(a) que explique qué es un marco de 10 y cómo le puede servir de ayuda para organizar los objetos.

Name \_\_\_\_\_

# Compare Numbers 0 to 10

## Topic 4 Standards

K.CC.A.2, K.CC.B.4c, K.CC.C.6, K.CC.C.7

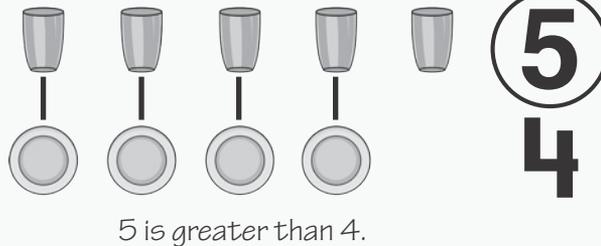
*See the front of the Student's Edition for complete standards.*

Dear Family,

Your child is learning to compare numbers from 0 to 10. In this topic, he or she will learn to compare numbers using groups of objects to determine which number is greater. He or she will also learn to compare groups of numbers by counting.

### Comparing Groups

Count the objects in a group, write the number to tell how many in each group, and then compare groups of objects as greater or less than a specific number.



Here is an activity to do with your child to practice comparing numbers 0 to 10.

## Compare the Stars

Draw 6 stars on a sheet of paper and ask your child to count them. Have him or her draw a group of stars that is less in number than the number of stars they counted, and then write the number. Now ask your child to draw 6 to 9 stars and write the number to tell how many. Say, "I will draw a group of stars greater in number than the group you drew." Have him or her count the stars, write the number that tells how many, and then circle the number that is greater than the other. Repeat the activity using different numbers.

---

## Observe Your Child

### Focus on Mathematical Practice 2:

Reason abstractly and quantitatively.

Help your child become proficient with Mathematical Practice 2. Draw a group of 4 stars and a group of 7 stars. Have your child write the numbers that tell how many in each group. Then have them tell which number is greater than the other, and explain how they know.

Nombre \_\_\_\_\_

De la escuela al hogar  
(en español)

Tema **4**

# Comparar los números del 0 al 10

## Estándares del Tema 4

K.CNC.A.2, K.CNC.B.4c, K.CNC.C.6, K.CNC.C.7

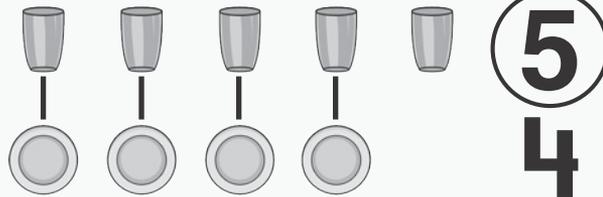
Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está aprendiendo a comparar los números del 0 al 10. En este tema, aprenderá a comparar los números usando grupos de objetos para determinar qué número es mayor. También aprenderá a comparar grupos de números mediante el conteo.

### Comparar grupos

Cuenta los objetos en un grupo, escribe el número para indicar cuántos hay en cada grupo y luego compara grupos de objetos para saber si son mayor o menor que un número específico.



5 es mayor que 4.

Esta es una actividad que puede hacer con su niño(a) para practicar la comparación de los números del 0 al 10.

## Comparar las estrellas

Dibuje 6 estrellas en una hoja de papel y pida a su niño(a) que las cuente. Pida a su niño(a) que dibuje un grupo de estrellas que tenga un número menor que el número de estrellas que contó y luego escriba el número. Ahora pídale que dibuje de 6 a 9 estrellas y escriba el número para indicar cuántas hay. Diga: "Voy a dibujar un grupo de estrellas con un número mayor que el grupo que dibujaste". Pida a su niño(a) que cuente las estrellas, escriba el número que indica cuántas hay y luego encierre en un círculo el número que es mayor que el otro. Repita la actividad usando diferentes números.

## Observe a su niño(a)

### Enfoque en la Práctica matemática 2:

Razonar de manera abstracta y cuantitativa.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 2. Dibuje un grupo de 2 estrellas y un grupo de 7 estrellas. Pida a su niño(a) que escriba los números que indican cuántos hay en cada grupo. Luego pídale que indique qué número es mayor y que explique cómo lo sabe.