

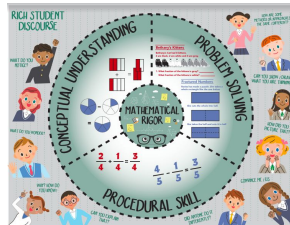


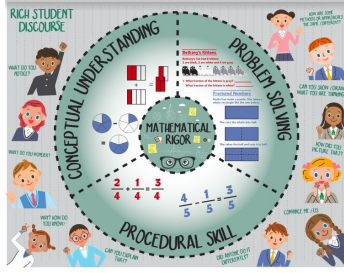
# SAUSD Math

## Distance Learning Packet

### Grade: Kindergarten

### 2020





## SAUSD Distance Learning - Grade K

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# Cereal Sort

## School to Home Connections

Objective: Grid, Sorting and Classifying

We are learning about sorting and classifying with Ji Ji. Your child will practice looking for objects that share a specific quality and grouping them together. We will practice sorting by shape, color, and size. You can help your child practice this skill at home.

### Cereal Sort

- Gather colored cereal, fruit snacks, or candies such as M&M's or Skittles. You may also substitute food items with other colorful things, such as buttons, marbles, blocks or paper clips.
- Give your child a small pile of any of the items above, and help him/her sort it by color - red in one pile, green in another, and so on.
- Find more objects in your house to sort into groups by color, such as socks, dishes, or shoes.
- Next, sort by size, perhaps small socks and large socks, or small, medium and large plates.

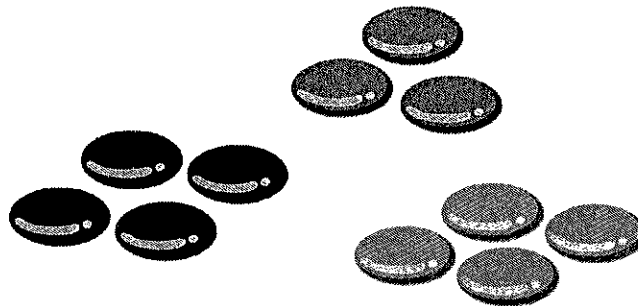


#### Extension:

Try sorting by other qualities. Ask your child to sort spoons into metal and plastic spoons or cups into tall cups and short cups. Discuss how items are the same/different.

#### Math Words:

- Quality, same, different, sort, group





# Grocery Sort School to Home Connections

*Objective: Grid, Sorting and Classifying Advanced*

We are continuing to learn more about sorting and classifying with JiJi. Your child will practice identifying objects that share one specific quality or more and grouping them together. We will practice sorting by attributes other than shape, color and size. You can help your child practice this skill at home.

## Grocery Sort

- Allow your child to help you sort out the groceries into multiple groups, such as pantry items, freezer items and refrigerator items. This encourages them to sort objects by other qualities, rather than just color or size.
- Frequently ask, "How do you know that this item goes into the \_\_\_?" or "Why doesn't this item go into the \_\_\_?"
- Practice sorting with your child using other types of items found in the house. Examples include having him or her sort by types of art tools, such as colored pencils, crayons and markers, and sort coins into pennies, nickels, dimes, and quarters. Focus on counting and comparing the number of items in each group. For example, ask your child to compare the number of pennies to the number of nickels.



### Extension:

- Your child can practice subgrouping a collection of similar items into different groups. For example, after sorting out the groceries into pantry items, freezer items, and refrigerator items, encourage your child to further sort the pantry items into canned goods, snacks, baking supplies and so on. If your child is ready, you can also challenge him or her further by sorting the canned goods into different groups such as meat, vegetables, fruits and soups.

### Math Words:

- Sort, group, same, different



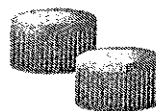
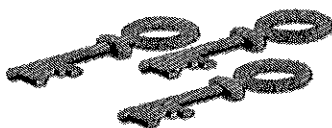
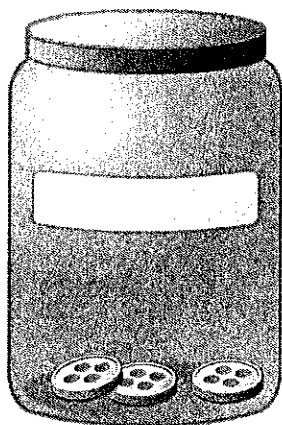
# Counting Jar School to Home Connections

*Objective: Number Sense to 5*

We are now exploring numbers 0-5 with Jiji. Your child will practice recognizing the numerals 0, 1, 2, 3, 4 and 5, and also learn that the number 0 means zero objects, 1 means one object, and so on. You can help your child practice this skill at home.

## Counting Jar

- Let your child assist you in collecting a variety of materials for hands-on counting. Small items like stones, old keys, plastic bottle caps, and buttons all work well.
- Save the items in a container, such as a basket, jar, or bag.
- Allow your child to remove the items from the container, then arrange and count them.
- Help your child compare amounts. For example, are there more bottle caps than keys? How can you tell?



### Extension:

Once your child is comfortable counting small amounts, make numeral cards by writing 1, 2, 3, 4 and 5 on index cards. Add these cards to the counting jar, so your child can practice matching the correct numeral to the set of objects.

### Math Words:

- One, two, three, four, five, count, amount, more, less



# Copycat Patterns

## School to Home Connections

Objective: Intro to Patterns

We are now exploring AB patterns with Jiji. Examples of AB patterns include "red, green, red, green, red, green" or "small plate, large plate, small plate, large plate." Your child will practice reading patterns, making patterns, and completing patterns. You can help your child practice these skills at home.

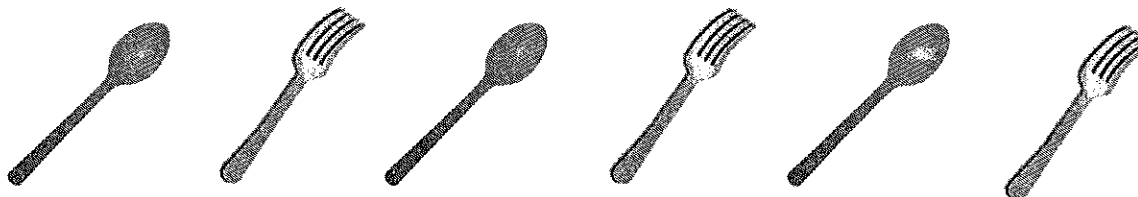
### Copycat Patterns

- Gather 6-12 each of household items such as spoons, forks, buttons, paperclips, or bottle caps to be arranged in a pattern.
- Line up the items to make a pattern for your child such as button, bottle cap, button, bottle cap.
- Help your child "read" the pattern by pointing to and naming each item.
- Encourage your child to copy the pattern that you created.
- Ask your child to make a different AB pattern for you to copy.



#### Extension:

Once your child is comfortable copying and making AB patterns, have him or her determine what comes next in a pattern. In other words, your child will try to extend an existing AB pattern created by you. Encourage your child to create different types of AB patterns using features of items such as size, color and orientation.



#### Math Words:

- Pattern, copy, same



# Subitizing Mystery (1-5)

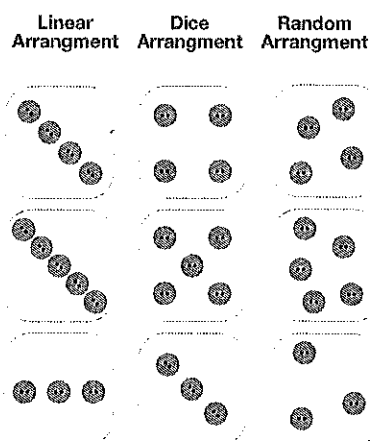
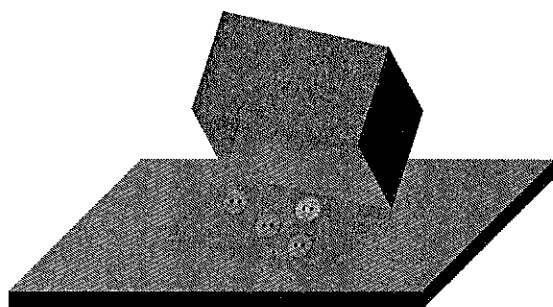
## School to Home Connections

Objective: Subitizing to 5

We are now practicing subitizing with JiJi. Subitizing is the ability to recognize the number of objects in a small group instantly without counting. Your child will work on subitizing finger patterns and small groups of up to 5 objects in linear, dice, and random arrangements. You can help your child develop this ability at home.

### Subitizing Mystery (1-5)

- Look for a cardboard box and small items, such as buttons or macaroni.
- Start by explaining to your child that it is important to refrain from counting the number of items when a group is exposed.
- Place 1 item on the table and cover it with the box without your child seeing.
- Raise and then put the box down quickly. Ask your child to use fingers to indicate the number of items exposed.
- Repeat the previous step with linear arrangements of 1 to 5 items.
- When your child is ready, decrease the period of time the group of items is uncovered and introduce dice and random arrangements of 1 to 5 items.



#### Extension:

- Encourage your child to communicate the amount they subitized by verbalizing the amount of items and writing down the corresponding numeral.

#### Math Words:

- Subitize, amount, linear arrangement, dice arrangement, random arrangement



# Exploring Positions

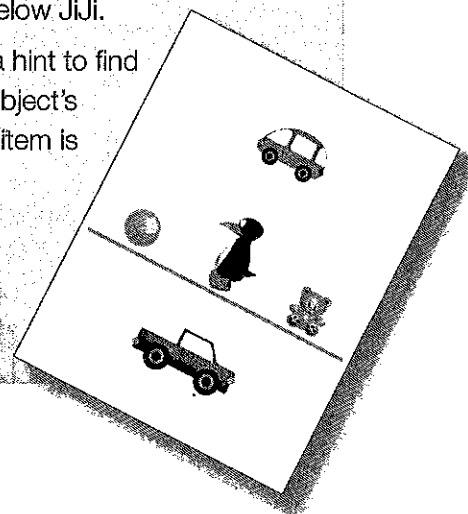
## School to Home Connections

Objective: Spatial Position

We are now learning about different spatial positions with JiJi. Your child will practice identifying positions of objects in relation to each other and describe locations of objects using positional words. You can help your child practice these skills at home.

### Exploring Positions

- Draw a line across the middle of a sheet of paper.
- Cut and place one of the JiJi cutouts (located at the bottom-left hand corner of this page) on the line.
- Place two small toys, one in front of and one behind JiJi. Ask which toy JiJi can see. Explain that JiJi can see the “\_\_\_” because it is in front of JiJi and JiJi cannot see the “\_\_\_” because it is behind JiJi.
- Continue by placing one of the toys, above JiJi and one below JiJi. Ask, “If JiJi jumps up, which toy can JiJi touch?” Explain that JiJi can touch the “\_\_\_” because it is above JiJi and JiJi cannot reach the “\_\_\_” because it is below JiJi.
- Place small toys in four different positions. Give your child a hint to find the correct toy. Add another description in regards to the object’s shape or color, and then give position hints only (e.g., “This item is red and it is in front of JiJi.” Then, “This item is behind JiJi” and “JiJi is above this item”).
- Repeat this activity with the other JiJi cutout facing a different direction.



#### Extension:

- Switch roles and allow your child to give hints about the items he/she has in mind. Encourage the use of positional words.

#### Math Words:

- Above, below, on top, under, in front, in back, behind, on, up, down, bottom







# Number Match

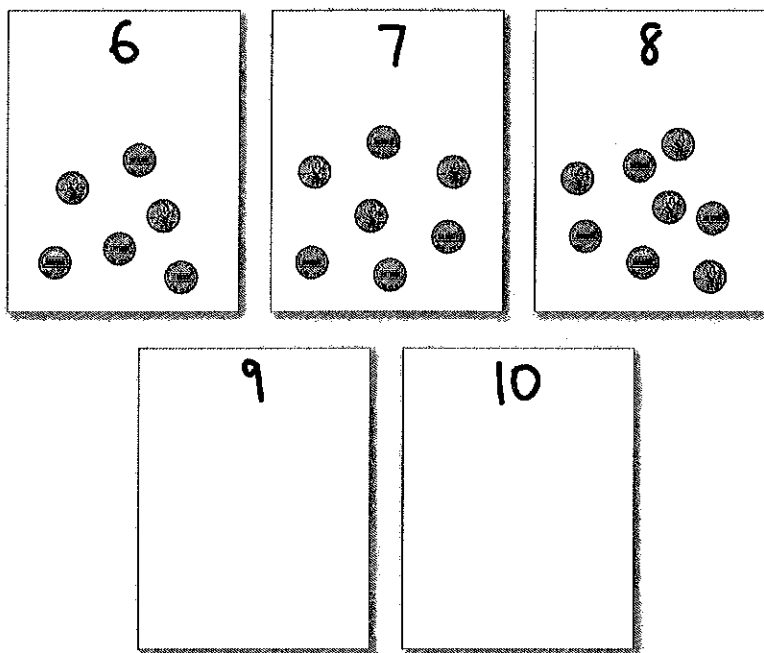
## School to Home Connections

Objective: Number Sense to 10

We are now exploring numbers 6 - 10 with JiJi. Your child will practice recognizing the numerals 6, 7, 8, 9 and 10. We will also practice counting up to ten. You can help your child practice these skills at home.

### Number Match

- Cut three pieces of paper into halves to create 6 cards.
- Write the number 6, 7, 8, 9, or 10 on each card.
- Give your child 40 pennies, cheerios, or other small items. Encourage your child to count and place six pennies on the card that says 6, and so on.



#### Extension:

- After your child has counted out pennies for all the cards, ask "Which card has the most pennies?" "How can you tell?"

#### Math Words:

- Six, seven, eight, nine, ten, count, amount, more, less, most, least



# Measurement Adventure

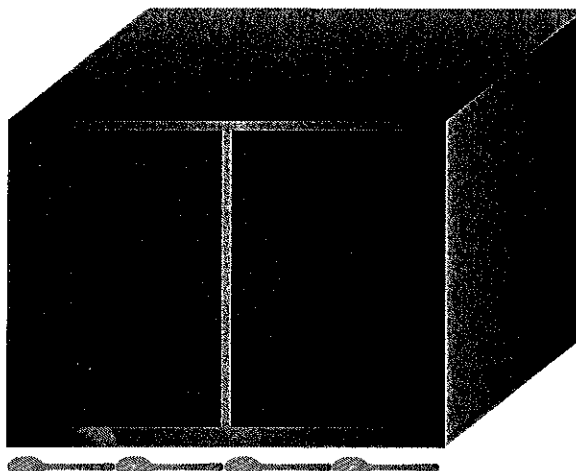
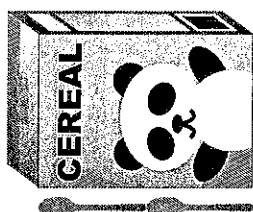
## School to Home Connections

Objective: Measurement

We are beginning to learn measurement skills with JiJi. Instead of using a tape measure or ruler, we will measure with objects like paper clips or small toys. For example, we might measure a block by seeing how many paper clips we can line up along its edge. You can help your child practice this skill at home.

### Measurement Adventure

- Collect 10 spoons and explain to your child that these spoons will be used to measure different items around the house.
- Assist your child in finding several appropriate measurable objects.
- Model for your child how to measure correctly by lining up the spoons in a row, end-to-end, and placing the first spoon at the edge of the item you are measuring. Then, count the number of spoons and verbalize how many spoons long the object is.
- Provide assistance as needed and pose questions, such as “How many spoons long is the doorway?” and “How many spoons long is a box of cereal?”
- Encourage your child to count and verbalize the measurements of the selected items.



#### Extension:

- With the help of your child, record measurements of the objects on a list. Write the object's name or draw a picture of it, and write how many spoons long it was. Compare the lengths of each object: which are shorter, which is longest, etc.

#### Math Words:

- Measure, row, line up, end-to-end



# Cereal Add and Subtract

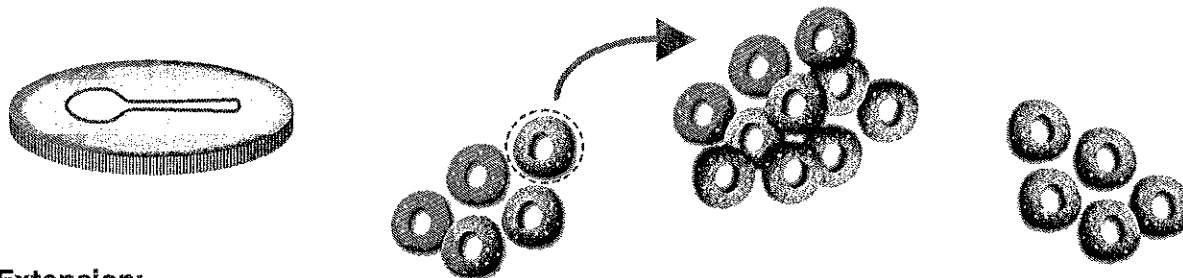
## School to Home Connections

*Objective: Addition and Subtraction*

We are learning early addition and subtraction concepts with Jiji. Your child will learn that addition will increase the number of objects in a group and subtraction will decrease the number of objects in a group. He/She will also learn to solve simple addition and subtraction problems. You can help your child work on this skill at home.

### Cereal Add and Subtract

- Put a piece of tape on each side of a coin. On one side, draw one cereal piece and on the other side, draw a spoon.
- Give yourself and your child 5 pieces of cereal each, and leave a small pile of cereal in between the two of you.
- Explain to your child that each player will take turns flipping the coin. If it lands on the cereal side, the player needs to take one piece of cereal from the middle pile and add to his/her existing pile. If it lands on the spoon side, one piece from his/her existing pile needs to be removed and placed in the middle pile.
- Start playing the game when your child is ready. Ask questions during game play: "You just added one to your pile, how many cereal pieces do you have altogether?" or "You just took one away, how many cereal pieces do you have left?"
- Continue playing until a player collects 10 pieces of cereal, or until one player loses all his/her pieces.
- You may use other items for this activity such as popsicle sticks, beans, buttons or small toys. Replace the drawings of a spoon and a cereal with other appropriate picture cues.



#### Extension:

- Stop the game intermittently after every player has had 3-4 turns flipping the coins and allow your child to compare his/her cereal pile to yours. Ask facilitating questions, "Who has more cereal? Why?" The player with more cereal pieces scores a point.

#### Math Words:

- Add, subtract, plus, minus



# Copycat Advanced Patterns

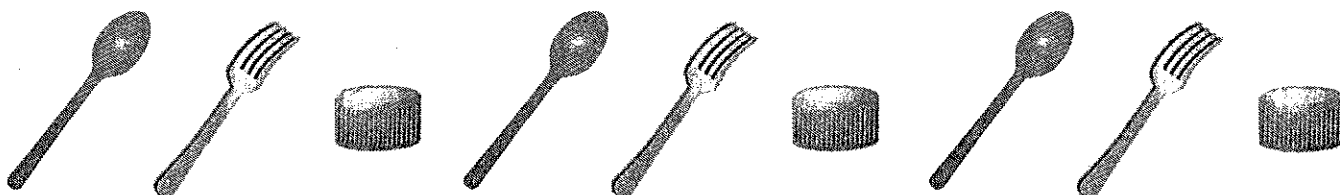
## School to Home Connections

*Objective: Patterns*

We are now exploring ABC, ABB and AAB patterns with JiJi. Examples of these patterns include “red, green, blue, red, green, blue” (ABC) “small plate, large plate, large plate, small plate, large plate, large plate” (ABB) and “spoon, spoon, fork, spoon, spoon, fork” (AAB). Your child will practice reading patterns, making patterns, and completing patterns. You can help your child practice these skills at home.

### Copycat Advanced Patterns

- Gather 10-12 each of at least three household items such as spoons, forks, buttons, paperclips, or bottle caps to be arranged in a pattern.
- Line up the items to make an ABC pattern for your child such as spoon, fork, bottle cap, spoon, fork, bottle cap.
- Help your child “read” the pattern by pointing to and naming each item.
- Encourage your child to copy the pattern that you created.
- Ask your child to make a different ABC pattern for you to copy.
- Repeat the steps above with ABB and AAB patterns.



#### Extension:

- Once your child is comfortable copying and making ABC, ABB and AAB patterns, have him or her determine what comes next in a pattern. In other words, your child will try to extend an existing ABC, ABB, or AAB pattern created by you. Encourage your child to create a variety of these patterns using features of items such as size, color and orientation.

#### Math Words:

- Pattern, copy, same



# Number Pairs

## School to Home Connections

Objective: Number Pairs to 5

We are exploring different ways to compose numbers up to 5 with Ji Ji. Your child is learning to represent a number using number pairs. For example, the number four can be represented as three plus one ( $4 = 3 + 1$ ) or two plus two ( $4 = 2 + 2$ ). You can help your child practice this skill at home.

### Number Pairs

- Prepare 8 empty small bowls and 20 beans or small countable items.
- Place 1 - 4 beans in each set of two bowls. For example, in two bowls, there will be 1 bean each, and in another two bowls, there will be 2 beans each and so on.
- Move the bowls around. Now ask your child "I want to make the number 2. Which two bowls can I use to make the number 2?"
- Provide time for your child to think and solve the problem. When he or she is ready, ask "How do you know that these two bowls make 2?"
- Continue by asking for the two bowls that will make up the numbers 3, 4 and 5. There will be more than one way to compose these numbers. Ask your child to find all pairs. Track each pair your child found by setting it to the side to avoid choosing the same pair.

Numerals 3:  $2 + 1$ ,  $1 + 2$

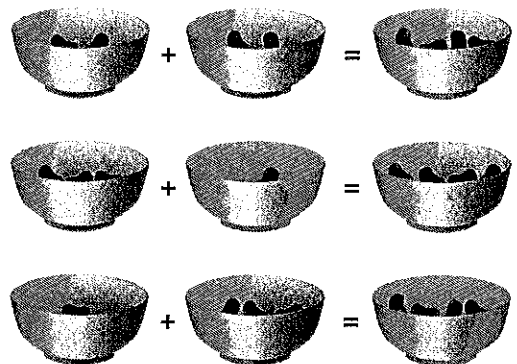
Numerals 4:  $2 + 2$ ,  $3 + 1$ ,  $1 + 3$

Numerals 5:  $1 + 4$ ,  $4 + 1$ ,  $2 + 3$ ,  $3 + 2$

- Notice that  $1 + 4$  and  $4 + 1$  are considered two different number pairs that make up the number 5. If the child selected  $1 + 4$  and then  $1 + 4$  again, try to prompt the child to switch the order of the two numbers and arrive at  $4 + 1$ .

### Extension:

- Choose a bowl. Then ask your child to find one bowl that when added to your bowl will compose a specific number. For example, choose the bowl with 2 beans. Then ask, "What other bowl should I pick to make up the number 5, together with this bowl of 2 beans?"
- Encourage your child to compose numbers that are greater than 5, but less than or equal to 10.



### Math Words:

- One, two, three, four, five, plus, equal, pair