



Dear Kindergarten Families,

Long before your child entered Kindergarten, you were already building skills in the Counting and Cardinality domain. Simple activities like counting the number of plates on the table or finding the date on a calendar have helped your child build the concept of number, and the foundational skills of counting and number identification.

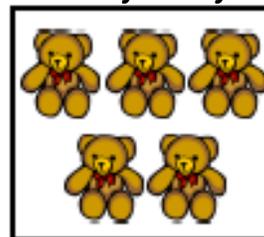
In Unit 1, students will work with numbers 0 to 5 following the Kindergarten Common Core standards in the domain of Counting and Cardinality:

K.CC.1	Count to 100 by ones and by tens.
K.CC.2	Count forward beginning from a given number within a known sequence (instead of having to begin with 1).
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
K.CC.5	Count to answer “how many?” questions.

Unit 1 Concepts:

- One-to-one matching for quantities 0-5
- Build, count, and write numbers 0-5
- Answer “how many?” questions for quantities 0-5
- Count out a quantity from 0-5
- Order numbers 0-5

How many teddy bears?



Need a review?

Have your student login to Swun Math to access lesson support videos.

We encourage you to talk with your child daily about what was learned in math class.
Thank you for your support!



Unit 1 Vocabulary:

One-to-one Matching:



Ask questions like these to help your child become a productive mathematical thinker:

- What will you wear today? Let's match one shirt with one pair of pants.
- There are __ people eating dinner together tonight. How many plates will we need?
- Can you show me zero forks?
- Let's count your shoes while we put them away.
- We need 3 markers for this project. Could you give me 3 markers?
- How do you know you counted 3 correctly?
- Cut and use these cards as a matching game to help your child associate numbers with the quantities they represent.

zero: 0

one: 1



two: 2



three: 3



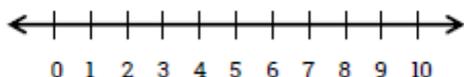
four: 4



five: 5



number line:



0	
1	
2	
3	
4	
5	