



Dear Kindergarten Families,

In Unit 2, students will work with numbers 6 to 10 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 2 Concepts:

- One-to-one matching for quantities 6-10
- Build, count, and write numbers 6-10
- Answer “how many?” questions for quantities 6-10
- Count out a quantity from 6-10
- Order numbers 6-10

How many balls?



Need a review? Check out our lesson videos on-line!

swunmath.com/student-videos

If you don't know the class's special name, ask your child's teacher.

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

Thank you for your support!

Kindergarten – Unit 2

Numbers 6 to 10



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

- Count the buttons on your shirt as you get dressed. How many buttons are there?
- Usually __ people eat dinner together. Tonight there will be one more person. How many people will there be?
- Can you count out 8 napkins?
- Let's count your socks while we put them away.
- Count how many bananas there are. What would one fewer be?
- How do you know you counted 10 correctly?
- There are three cups on the table. We need seven. Please put more cups on the table until there are seven.
- Cut and use these cards as a matching game to help your child associate numbers with the quantities they represent.

Unit 2 Vocabulary:

six - 6	
seven - 7	
eight - 8	
nine - 9	
ten - 10	

6	
7	
8	
9	
10	

