

Family Letter Masters



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Send home the first week of school.
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Send home within the first month of the school year.
- 3. Mid-Year Update 76**
Send home at the middle of the school year, approximately after completing Section 4 in the *Teacher's Guide to Activities*.
- 4. End-of-Year Message 77, 78**
Send home at the end of the year.



Dear Families,

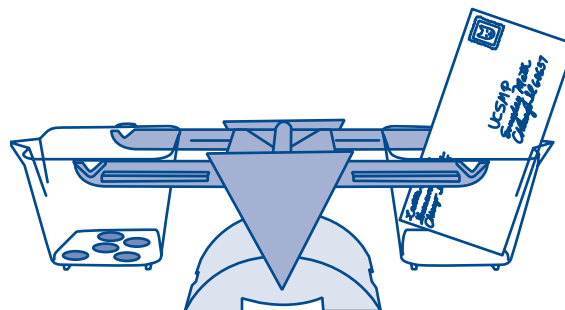
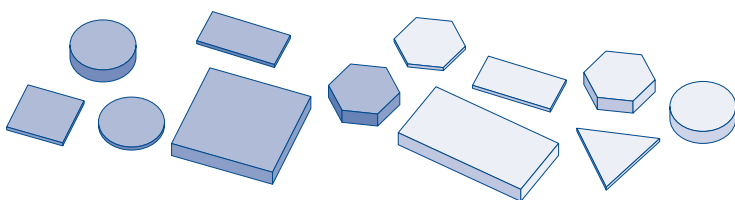
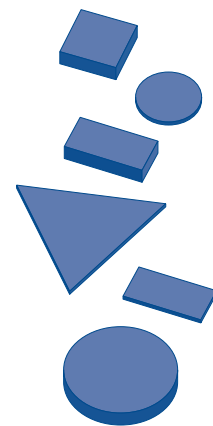
Welcome to *Kindergarten Everyday Mathematics*, a program created by the University of Chicago School Mathematics Project. This program is based on research and experience that shows that young children are capable of far more mathematics learning in Kindergarten than was previously believed, provided that the content is presented and explored in age-appropriate ways.

Over the course of the year, your child will do many hands-on activities related to a range of mathematical topics, including counting, numeration, measurement, geometry, patterns, sorting, data collecting, and calculator use. Classroom routines such as keeping track of the days of school, helping with attendance, and observing and graphing weather and temperature give children real-life opportunities to develop and refine mathematics skills and become “math thinkers.” Periodically, you will receive “Home Links” which suggest ways to help your child by doing mathematics activities at home.

The playful mathematics activities that make up *Kindergarten Everyday Mathematics* are meaningful and productive and are designed to help children build a solid understanding of mathematical skills and concepts. Research has shown that children have more success with written and symbolic mathematics in later grades if they have a Kindergarten experience that builds a strong foundation based on experience and understanding.

Everyday Mathematics is a Kindergarten through Grade 6 curriculum. Content in the early grades begins with concrete experiences. Topics, concepts, and skills are revisited in varied ways and contexts over time, integrating new learning with previous knowledge and experiences. Children will revisit and build upon skills and concepts throughout the Kindergarten year. They will continue to develop their understanding of topics that they encounter in Kindergarten as they move through later grades.

As children participate in *Kindergarten Everyday Mathematics* activities, they will find that mathematics is useful, enjoyable, varied, and meaningful. Just as telling stories and reading books to children helps foster a love of reading, your involvement in your child’s ongoing mathematics experiences will help him or her develop lasting excitement, confidence, and competence in math!



Introducing Our Classroom Routines



Dear Families,

Routines are an important part of daily life in our classroom. They provide children with security and predictability, help build classroom community and collaboration, and make aspects of classroom life (such as attendance and classroom jobs) run more smoothly. They also provide valuable and meaningful opportunities to integrate mathematics and other subject areas into everyday activities. Children are involved in a variety of mathematical experiences as they carry out the following classroom routines:

- ▷ The **Number of the Day Routine** develops counting and other numeration skills, such as number writing and place value. Beginning with the first day of school, we add a new number each day to our Growing Number Line. As the line grows, children become increasingly aware of number patterns and begin to use the Number Line as a tool for solving problems and playing mathematics games.
- ▷ The **Attendance Routine** provides a meaningful way to count and work with numbers and data as children check in every day and count the number of children who are present and absent.
- ▷ The **Job Chart Routine** gives children responsibility for various classroom tasks, which builds confidence and pride and provides practice with a variety of different skills. As children begin to understand the pattern of rotation on the job chart, they can predict when they will have a particular job.
- ▷ The **Monthly Calendar Routine** helps children develop a sense of time as they keep track of the day of the week, date, and month.
- ▷ The **Daily Schedule Routine** helps children gain familiarity with time periods during the day as they order and track their day at school.
- ▷ The **Weather and Temperature Routines** allow children to record and track temperature measurements and weather observations. These routines provide rich opportunities for graphing and interpreting data and help children develop awareness about seasonal changes and tools used to measure weather.
- ▷ In the **Survey Routine**, children respond and record their answers to a “question of the day” (or week). This provides regular experiences with collecting, graphing, and interpreting data.

| | | | | |
|----------------------------|------------------------|------------------------|----------------------|------------------------|
| Amy Line Leader | Brandon Day Off | Carlos Calendar | Diana Survey | Emma Attendance |
| Jessica Temperature | Kwami Snack | Michael Weather | Nadia Day Off | Tara Cleaner |

When you talk to your child about the school day, you might begin by asking what job he or she had, how many days he or she has been in school, or ask about the survey question and results. Questions such as these often encourage children to share more information than “What did you do at school today?”