@ Home Math ideas

Making Sense of Numbers . . . .

☐ Look at unequal groups of items and talk about how to make the groups equal.

☐ Have your child order the ages of family members from least to greatest.

☐ Play "ten more, ten less." Give your child a number from 1 to 100. Have your child tell you the number that is ten more or ten less.

Geometric Shapes . . . .

☐ Go on a shape treasure hunt. Look for any objects in the house that are two- or three-dimensional figures.

☐ Take a walk through the park and look for leaves, insects, flowers, and other things that show examples of symmetry.

☐ Have your child tell you the shape of road signs while your are driving. Look for triangles, rectangles, squares, and circles.

☐ Have your child look around the house and find an example of one of each: cube, sphere, cone, triangle, square, rectangle, and circle. Draw the object.

Estimation . . . .

☐ Ask your child to guess numbers of items. For example, ask about how many peas are on the plate, how many socks are in the laundry basket, or how many petals are on the flower.

☐ Help your child find objects that differ in length such as pencils, crayons, shoe laces, and silverware. Have your child choose two objects and decide which one is longer. Find objects of differing weight. Have your child choose two objects and decide which one is lighter.

Grade K

CCSS Math Expectations Checklist

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base 10
- Geometry, Measurement and Data
- Mathematical Practices

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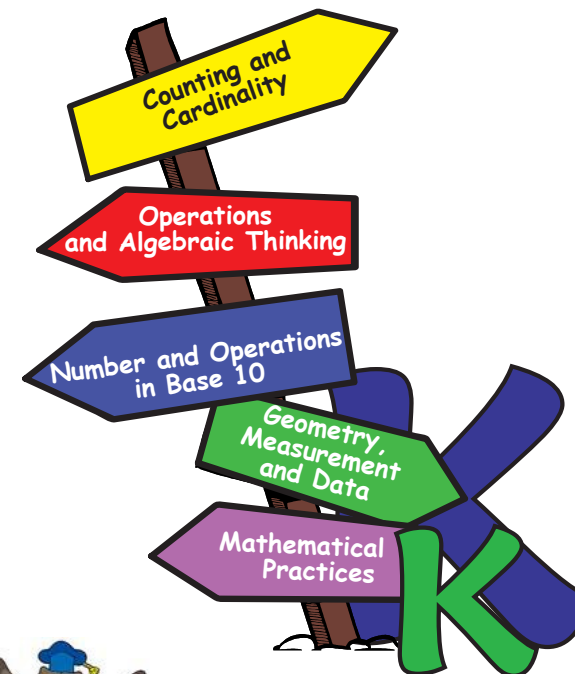
Kindergarten

Counting . . . .

☐ Count different objects. For example, ask how many pillows are on the bed (or house), how many plates are on the table, or how many cans are in the cupboard.

☐ Count the types of clothes in a closet. You write the word and your child can write the number of items.

☐ Have your child find 20 or less of an object. For example, have your child find 13 pennies or 17 crayons. Count the objects. Write the number. Compare the number of objects to show more, less, or the same amounts.

☐ Use the calendar to count up to or back from a special day, like a birthday or holiday.

☐ Ask your child to help by counting household items, for example, forks for a large family dinner or quarters for lunch money.

☐ When counting large numbers of things, help your child group and count them by 2's (2, 4, 6…), 5's (5, 10, 15…), or 10's (10, 20, 30…).

☐ At the store, ask your child to count the items you want to buy, for example, 10 cans of tomatoes.

Addition and Subtraction Concepts

☐ Have your child count out pieces of cereal to represent their age. Then have them count out pieces to show the age of a younger sibling, cousin, or friend. Have them add the cereal pieces together to find out how many them have in all.

☐ Place 5 crayons, markers, or spoons in front of your child. Remove 2. Ask your child to tell how many are left. Replace the 2 items and choose another amount to remove. Again ask your child to tell how many are left.

☐ Ask your child to add with objects. For example, pick out 2 oranges and then pick out 3 more oranges. Ask how many oranges are there altogether?

☐ Ask your child to subtract with objects. Start with 7 apples. Put 2 back in the basket. How many apples do we have now?

My checklist of what I can do in kindergarten math . . . .

☐ I understand that it is important to apply the mathematical practices (identified on the inside cover) on a regular basis.

Counting and Cardinality . . . .
Know number names and the count sequence: (K.CC.1, K.CC.2, K.CC.3)

☐ I can count to 100 by ones.

☐ I can count to 100 by tens.

☐ I can count starting with any number.

☐ I can write the numbers from 0 to 20.

Count to tell the number of objects: (K.CC.4, K.CC.5)

☐ I can count to 100 by tens.

☐ I can say the number as I count each object.

☐ I can understand the last number I said is the total number of objects I counted.

☐ I can understand that each number name is one more than the last number name.

☐ I can count objects to answer questions.

Compare numbers: (K.CC.6, K.CC.7)

☐ I can compare groups of objects to decide which is greater than, less than, or equal to.

☐ I can compare two written numerals between 1 and 10 to decide which is greater than, less than, or equal to.

Operations & Algebraic Thinking . . . . . .
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: (K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5)

☐ I can show addition.

☐ I can show subtraction.

☐ I can add to solve word problems within 10.

☐ I can subtract to solve word problems within 10.

☐ I can break apart numbers (1-10) into pairs in many ways.

☐ I can use objects and drawings to add a number to another number to make 10.

☐ I can make combinations of 10 using two numbers.

☐ I can show what number is needed to add to another number to make 10.

☐ I can quickly add numbers up to 5.

☐ I can quickly subtract from numbers up to 5.

Number & Operations in Base 10 . . . . . .
Work with numbers 11-19 to gain foundations for place value: (K.NBT.1)

☐ I can show how the numbers 11-19 are made of ten ones and more ones.

Measurement and Data . . . .
Describe and compare measurable attributes: (K.MD.1, K.MD.2)

☐ I can describe objects.

☐ I can compare two objects.

Classify objects and count the number of objects in each category: (K.MD.3)

☐ I can sort and count objects.

Geometry . . . .
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres): (K.G.1, K.G.2, K.G.3)

☐ I can describe objects around me by their shape and where they are found.

☐ I can name shapes.

☐ I can tell if a shape is flat or solid.

Analyze, compare, create, and compose shapes: (K.G.4, K.G.5, K.G.6)

☐ I can describe how shapes are alike and different.

☐ I can build and draw shapes.

☐ I can put shapes together to make another shape.

How to use checklist:
- Show the date of when you were able to do the math expectation.
- Show an example of what you did in a journal.