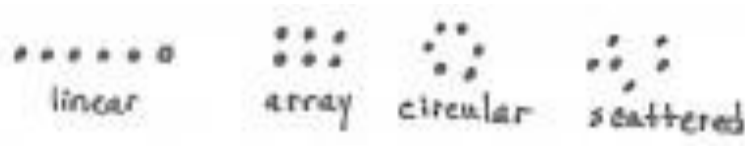Dear Parents,

I'd like to give you an overview of our first math module in kindergarten. The title of the module is "**Numbers to 10**". This module will start with activities that allow your child to analyze and observe their world and articulate their observations. Reasoning and dialogue begin immediately. *"These balloons are exactly the same." "These are the same but a different size."* Students will recognize counting as yet one more lens for classification. *"I put a pencil, a book, and an eraser, three things, in the backpack for school." "I put five toys in the closet to keep at home."* From the moment your child enters school, they will practice the counting sequence so that when counting a set of objects, their attention can be on matching one count to one object, rather than on simply reciting number words.

In order to answer the question *how many?* students will order, count, and write numbers up to ten objects. Students use their understanding of numbers and matching numbers with objects to answer *how many* questions about a variety of objects, pictures, and drawings.

A focus in early kindergarten is to learn that the last number name said tells the number of objects counted. Daily, they will engage in mathematical dialogue. They might compare their seven objects to a friend's. For example, *"My cotton balls are bigger than your cubes, but when we count them, we both have seven!"*

Very basic expressions and equations will be introduced early in order to ensure students' familiarity with numbers throughout the entire year so that they exit fluent in sums and differences to 5. Decomposition (breaking down numbers) is modeled with materials and drawings and as addition equations. Students will see that both the expression 2 + 1 and the equation 3 = 2 + 1 describe a stick of three cubes decomposed into two parts. Emphasis will not be placed on the

expressions and equations or using them in isolation from the concrete and pictorial—they will simply be included to show another representation of decompositions alongside counters and drawings.

Students will go on to use their understanding of relationships between numbers to recognize that each successive number name refers to a quantity that is one greater and that the number before is one less. This important insight will lead students to use the strategy of "counting on" rather than "counting all", later in the year and on into Grade 1.