What We Are Working On

**Reading:**

**Wonders Unit 4**
Essential Questions: What do people use to do their jobs? Who are your neighbors? How can people help to make your community better?

Types of texts – informational, fiction, non-fiction.

Important skills – ask and answer questions, identify characters and setting, identify similarities and differences of texts, identify the main topic and key details, describe the relationship between illustrations and the text.

**Phonics:**

**Open Court Unit 4**

**Letter Sounds:** initial & final /s/, /m/, /d/, /p/, /h/, /t/, and /n/; initial & medial short /a/, /i/

Identify upper- and lowercase letters A-Z

Blend onset & rime (beginning sound (onset) with the ending (rime) of a word)

Use our finger to follow words from left to right in a text

Sound out unknown words

**Sight words:** a, the, and, go, had, he, I, see, has, you, we, of, am, at, to, as, have, in, is, it

**Writing:**

**Writer’s Workshop**

Write the corresponding letters for sounds that we hear

Draw detailed pictures to show ideas and to match words

Recognize and name end punctuation (period, question mark, exclamation point)

**Math:**

**Bridges Unit 3 – Numbers to ten**

**Bridges Unit 4 – Paths to Adding, Subtracting, and Measuring**

Important Skills – count forward and backward to 50 by 1s, compare and order numbers, add and subtract within 10, compare the length of objects, identify and compare numbers on a number line to 10

**Science:**

**Weather Wonders**

Essential Question: How can we protect everyone from the sun while on the playground?

Students will become meteorologists in order to explain and understand the impact of weather.

Shout Outs

Connor N.  |  Violet A.
Paige W.   |  Ariel T.
Gracelyn C. |  Gabriella S.
Finnegan S.

Classroom Reminders

Remember to have your child bring a filled water bottle each day.

Students need to wear closed toes shoes to play in the mulch.

On days we have P.E. please send your student in sneakers.

Please dress your student for the weather as we will go outside as long as it is not raining.

Birthdays

Gracelyn – 13th

Emersyn – 24th
Chesapeake Terrace Elementary  
2112 Lodge Farm Road, Baltimore, MD 21219  
443-809-7505

Bridges in Mathematics  
Kindergarten Unit 4  
Paths to Adding, Subtracting & Measuring

In this unit your child will:
- Count forward and backward between 0 and 50
- Order and compare numbers from 1 to 10
- Solve addition and subtraction problems within 10
- Compare objects to see which is longer, shorter, or the same length
- Add with pennies and nickels

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| Fill in the missing numbers.  

\[
\begin{array}{cccccc}
\_ & 5 & \_ & 8 & \_ & 10 \\
\end{array}
\]

"I started at 4 and counted. I know 5 comes after 4, so 5 is missing. Then I kept counting 6, 7, 8... so 8 is the other missing number."

Circle the numbers greater than 7.  

\[
\begin{array}{cccc}
\_ & \_ & \_ & \_ \\
\end{array}
\]

"I know 8, 9, and 10 come after 7, so they are greater than 7."

| Students build a number line from 0 to 10 by placing the numbers in counting order. The number line helps them think about sequence and number relationships such as before, after, and between, more than, and less than. |
| [0-10 number line with missing numbers filled in] |

Solve the squirrel and nut problems.  

\[
\begin{array}{ccc}
4 & + & 1 \\
\end{array}
\]

"Four and 1 more is 5. The squirrel has 5 nuts."

\[
\begin{array}{ccc}
4 & - & 2 \\
\end{array}
\]

"If the squirrel has 6 nuts and eats 2 nuts, he has 4 nuts left. I counted backward 6... 5, 4."

| Students make connections between counting and combining, which helps them begin to add and subtract small numbers. They solve simple story problems and play games to find the total or difference when 1, 2, and 3 are added or taken away. |
| [Squirrel and nuts images with numbers and operations] |

Color the longest ribbon blue. Color the shortest ribbon red.  

| Students measure and compare objects in the classroom to develop an understanding of longer, shorter, and the same length. They compare objects informally and then measure them using cubes or craft sticks. |
| [Ribbon images with longest and shortest ribbons highlighted] |
FREQUENTLY ASKED QUESTIONS ABOUT UNIT 4

Q: Why is the number line used in kindergarten?
A: The number line helps students read numbers in a counting sequence and to connect number words with written numerals when they count both forward and backward. It also helps them see relationships between numbers. For example, a child can see that 1 is right next to 2 but 10 is much farther away. When he sees the spatial difference between 2 and 5 on a number line, it is easier for him to understand the difference between 2 and 5. Research has shown that this understanding helps the child develop an internal or mental number line, which enhances his overall number sense and helps him compute more fluently.

Q: How can I help my child have a better understanding of one more and one fewer of an amount?
A: Provide your child with opportunities to count such objects at home as small toys, pennies, or snack items like grapes or crackers. Then ask her, “What if I gave you one more? How many would you have?” or “What if I took one away? How many would you have?” Encourage your child to think of these answers by asking what number comes before or after a number when counting. For example, if she counts five fish crackers and you take one away, ask your child what number comes before 5 when counting. Invite her to count to check her answer. By doing so, you are helping your child make connections between counting and computing. When she is confident with one more and one fewer, expand the idea to two more and two less than a given number.

Q: Are kindergarteners expected to count money?
A: Children show interest in money at an early age, but because counting money and making change are complex skills, mastery is not expected until the end of second grade. Students must first learn to identify the names and values of coins. Next, they must recognize that money comes in different sizes and colors and learn to use these features to tell one coin from another. Then they learn that counting cents is different from counting the number of coins (for example, one nickel is worth five cents). The Bridges curriculum introduces money in kindergarten as a meaningful reason to count by and add and subtract with 1s, 5s, and 10s using groups. Bridges provides repeated exposure and practice throughout kindergarten, first, and second grades, allowing students the time needed to develop these lifelong, real-world skills.

A nickel is equal to 5 pennies.
A nickel is worth the same amount as 5 pennies.