KINDERGARTEN MATHEMATICS
UNIT 4 STANDARDS

Dear Parents,

We want to make sure that you have an understanding of the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit Four. Each standard is in bold print and underlined and below it is an explanation with student examples. Your child is not learning math the way we did when we were in school, so hopefully this will assist you when you help your child at home. Please let your teacher know if you have any questions ☺

MGSEK.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

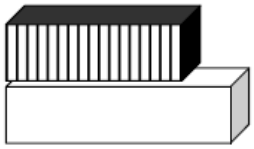
This standard calls for students to describe measurable attributes of objects, such as **length**, **weight**, **size**. For example, a student may describe a shoe as "This shoe is **heavy**! It's also really **long**." This standard focuses on using descriptive words and does not mean that students should sort objects based on attributes. Sorting appears in a different Kindergarten standard.

MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. ***For example, directly compare the heights of two children and describe one child as taller/shorter.***

This standard asks for direct comparisons of objects. Direct comparisons are made when objects are put next to each other, such as two children, two books, two pencils. For example, a student may line up two blocks and say, "This block is a lot longer than this one." Students are not comparing objects that cannot be moved and lined up next to each other.

Through ample experiences with comparing different objects, children should recognize that objects should be matched up at the end of objects to get accurate measurements. Children need multiple experiences to move beyond the idea that ….
"Sometimes this block is **longer than** this one and sometimes it's **shorter** (depending on how I lay them side by side) and that's okay." "This block is always longer than this block (with each end lined up appropriately)."
Before conservation of length: The striped block is longer than the plain block when they are lined up like this. But when I move the blocks around, sometimes the plain block is longer than the striped block.

After conservation of length: I have to line up the blocks to measure them. The plain block is always longer than the striped block.



MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ***(Limit category counts to be less than or equal to 10.)***

This standard asks students to identify similarities and differences between objects (e.g., size, color, shape) and use the identified attributes to sort a collection of objects. Once the objects are sorted, the student counts the amount in each set. Once each set is counted, then the student is asked to sort (or group) each of the sets by the amount in each set.

For example, when given a collection of buttons, the student separates the buttons into different piles based on color (all the blue buttons are in one pile, all the orange buttons are in a different pile, etc.). Then the student counts the number of buttons in each pile: blue (5), green (4), orange (3), and purple (4). Finally, the student organizes the groups by the quantity in each group (Orange buttons (3), Green buttons next (4), Purple buttons with the green buttons because purple also had (4), Blue buttons last (5).

This objective helps to build a foundation for data collection in future grades. In later grades, students will transfer these skills to creating and analyzing various graphical representations.

Thank you in advance for all you do for your child! ☺

The Kindergarten Team