

# Family Math Night ~ 3rd Quarter, Kindergarten

## Teacher Summary Page

If you have not done a **Family Math Night** this year, you need to do the **Introductory Packet** which provides an overview of the **Everyday Mathematics** curriculum.

**Standards:** K.1.1.K1 One-to-one correspondence, K.1.1.K2 compares numbers to 20, K.1.2.K3a counts

**Everyday Mathematics content:** Pages – Activity 5♦4 p. 242

Mathematical Objective – **To develop awareness of equivalent names for numbers using a guessing game.**

**Take Home Game:** (using the playing cards)

### **Guess My Number-**

This activity provides practice with one to one counting, oral counting, combinations of digits, equivalent names for numbers, addition and subtraction clues.

### **Materials needed for number card games**

Teacher materials:

- Use the invitation in your Home Connection Handbook P. 50 to invite parents!
- Math Masters, pp. 38
- TM p. 242

Parent materials to keep:

- Parent packet
- A deck of cards for each family

**Copies needed:** Math Masters, pp. 38

**Everyday Mathematics** whole group lesson with parents (**10 minutes** for introduction section and then **30 minutes** for the lesson): If you have not done a Family Math Night this year, you will need to get the Introductory Packet and use that for the first 10 minutes (suggestion – this could be done with all grade levels in a commons area before finishing the rest of the Math Night in grade level rooms)

**Everyday Mathematics whole group lesson with parents:** This activity will help develop awareness of equivalent names for numbers, think about combinations of digits used to write numbers, recognize and find equivalent names for each number and use addition and subtraction clues. **P. 242 in Every Day Math TM (10 minutes for introduction section and then 20 minutes for the lesson and practice time)**

1. Write a number on a piece of paper or whiteboard, but do not let children see the number. Invite the group to guess the number, based on one or more clues you give. Use different types of clues, such as those that involve simple addition and subtraction, place value, or other information. For Example...
  - The number is 2 less than 5
  - The number is between 7 and 9
  - What number is 1 less than 7
  - What number is 2 more than 8
2. When someone guesses correctly, show the number and have children/parents read it aloud. Ask: Are there other clues that could describe this number? Write the number on chart paper along with the clues children suggest.
3. Invite Children/parents to add to the list as they think of other clues.
4. Increase the difficulty by using higher numbers as the group is ready

**Note to Families:** This is one of several number games we play in class. Use this sheet to review the directions with your child. When you play the game together at home, be sure to give your child time to think about, combine, and compare the numbers on the cards. Please keep both the game directions and the number cards in a safe place at home for continue use. The students are also learning other math terms such as smaller and bigger.

**Take Home Game details (15 minutes)**—(Teach Parents)

How to Play—**Guess my number**

**Materials:**

Deck of Cards (remove face cards, Aces count as 1)

**Players:** 1 – 3

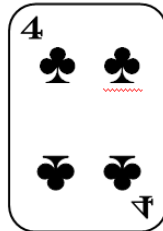
**How to Play (explain to parents as you walk them through their packet)**

1. Place the deck of cards face down on the table.
2. The oldest player goes first.
3. Turn over one card from the deck. Have the child identify what number is on the card. Do not tell the group what your number is.
4. Give clues to help the other players guess the number. For example if you turn over a 4 you would say...

Clue # 1—My number is 1 less than 5

Clue # 2—My number is between 3 and 5

Clue # 3—My number is 1 more than 3



5. The player who gets the right answer turns over a new card from the deck and repeats the process.

**Variations:**

Try turning over two numbers so you have to give clue for a double number such as 12.

**Extension: MISSING NUMBER GAME**

Partners arrange a set of number cards in numerical order. One child removes a card while the other isn't looking. The second child then looks at the cards to figure out the missing number. Increase difficulty by using cards with higher numbers.

**Evaluation (5 Minutes):**

Hand out the evaluation page (Home Connections book p. 88).