

WISDOM WONDER PROJECT™

Kindergarten

Singapore Math



**We make the power, magic,
and mystery of learning
accessible to our modern world.**



One of the most amazing things to me about kindergarteners is that they approach learning so wholeheartedly. They embrace the unknown with wonder and joy, and they just want to touch and experience everything they see in the world around them. I love teaching Singapore Math to kindergarteners because they are so eager to connect what they're learning about the world to absolutely everything—and learning math in a tangible way helps it all make sense.

My kindergarteners, and my own children, are so quick to see patterns everywhere! Whether it is seeing patterns in windows, in the curtain print, or in the tile flooring, patterns are all around us. Understanding patterns helps our children prepare for learning more complex math concepts down the road. Kindergarteners help me remember the joy of first connecting those dots as they see patterns, learn concepts, and build skills one after the other until they realize that they know more than they thought they knew about math. Math doesn't have to be scary, or boring, when it's learned the right way.

It has been a unique challenge to translate how I teach math in the classroom and during homeschool to the screen. My favorite moments have been when some of my students have joined me on-screen to show how fun learning math can be through hands-on activities. I incorporate a lot of fun activities into my videos, such as my personal favorites of bowling and bean bag toss, that even as an adult I never get tired of. I can only hope that the games we play and the activities we do together in this kindergarten series of teaching videos bring joy to you and your child(ren) as they learn the building blocks of math throughout this kindergarten year.

Warmly,
Amy Houser



Amy Houser

If she's not exploring the oceanfront and observing what the tide brings in, Amy is probably homeschooling her three children, or, of course, in her classroom. A graduate from Hope International University and a teacher for seventeen years, Amy is dedicated to helping others embrace the developmental process of their children.





EQUIPPING YOU: a message to the educator



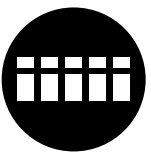
Overview

The Wisdom Wonder Project Kindergarten Singapore Math Collection was created to give home and classroom educators a feast of playful and captivating math lessons. It is intended to encourage a deep, engaging, and meaningful rhythm to your weeks and months as you journey through the kinder year alongside your child(ren). This collection is about creating a love of learning math. It is meant to walk you slowly through each week—not to overwhelm you or cause you to rush to check the boxes. It is intended to create time for you and your child(ren) to spend together, enjoying the process and learning.



Finding Success in the Journey

1. Watch the introduction video: "Why Singapore Math."
2. Read through this Collection Overview to get a feel for the flow of the series.
3. Invest in, gather, and prepare the necessary materials.
4. Watch the videos and complete the lessons with your child(ren).
5. Engage in the feast of activities and ideas.
6. Enjoy this tiring, but fleeting, kindergarten year.



Sample Schedule

M	T	W	Th	F
Math Video and/or Lesson	Math Video and/or Lesson	Math Video and/or Lesson	Math Video and/or Lesson	Math Video and/or Lesson OR Practice Concepts on Your Own



Getting Started

Kindergarten students learn best through play. The Wisdom Wonder Project's Kindergarten Singapore Math Collection reflects this value by maintaining a whimsical nature while providing quality education of serious mathematical concepts that are developmentally appropriate for 5-6 year olds.

In today's culture, there is pressure to get ahead and to race to the finish. The Wisdom Wonder Project's approach to kindergarten math is different; we intentionally move slowly, carefully, and systematically through the concepts. The Singapore Math program is one or two grade levels ahead of most traditional American math programs. It is also important to note that in the country of Singapore, students do not even begin formal instruction during the kindergarten year. This year of math was added to give an even better base for the years to follow. While the curriculum throughout this year may seem simple and as if your child(ren) already knows how to do it, taking your time to lay a solid math foundation during kindergarten will not put your child(ren) behind; it will do quite the opposite. By having a solid foundation in these mathematical concepts, we are confident that at the year's end your child(ren) will end up just where they need to be—ready to excel as they dive into the deeper aspects of math in the future.

When this firm foundation is laid during the kindergarten year, and continued during the 1st-2nd grade years, students are able to quickly assimilate more complex concepts as they go through the subsequent years of math (algebraic thinking is even introduced in Level 1). By going slowly and methodically at the start, and working within the developmental proclivities of 5 and 6 year olds, this kinder year prepares children for success in math in the years to come.

As you prepare to start the video series with your child(ren), watch the introduction video, familiarize yourself with the textbook, and think about how the flow of the lessons will go. You will complete four or five videos and/or lessons each week with your child(ren). When there is not a video for a lesson, use the concepts taught in the previous video(s) to complete the textbook lesson, getting out whatever manipulatives are helpful to your child to understand and to interact with that lesson. Even though there are lessons in the book you will not be completing and a few units are out of order, Mrs. Houser has found, through her many years of teaching this curriculum, that this is the most effective layout for the lessons.



During the video lessons, make sure to pause when needed to complete activities or to answer Mrs. Houser's questions. After a video lesson, have your child(ren) complete all of the textbook pages that correspond with that lesson while you sit side by side and guide them as necessary. Some of the "Look and Talk" activities will be completed with Mrs. Houser during the video lesson, so make sure to have your textbook on hand when starting each video, as well as all of the materials needed for that lesson.

While Singapore Math can seem materials heavy, these materials and manipulatives are what enable the concepts to be learned so thoroughly by your child(ren). Children first learn concrete concepts through the use of the manipulatives, then pictorial concepts through pictures and images, and finally abstract concepts through numbers and signs. These steps are vital for deep comprehension and are systematically laid out in this collection of videos and lessons. Make sure to have all of the needed materials in advance so that you are not stuck waiting for something to arrive or driving all over town to find it in time. You can print the templates all at once at the beginning, or you can print and prepare them as you need them for the lessons. When you print the templates, it is helpful to laminate them, or cover the front and back with clear contact paper, so that your child(ren) can write on them with a dry erase marker, and you can easily use them again and again. The Number Craft Templates and the Cone Craft Template should not be laminated.

To lay a strong foundation in math for your child(ren), continually practice each concept taught throughout the weeks and months to solidify the concepts. But, don't double up on lessons or do more on certain days. While your intention may be valid and understandable, it is necessary to do the lessons one at a time over the course of the entire year to enable the concepts to sink in and to help your child(ren) fall in love with learning math.

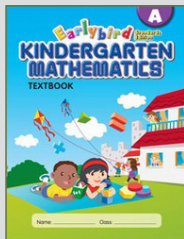


Materials

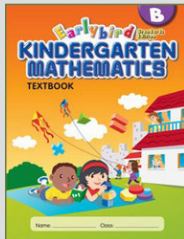
Materials/manipulatives are vital to teaching math and are at the core of developing math sense for kindergarteners. While this may seem like many things to purchase, you will likely find that you have much of it already. All of the materials are meant to enhance your child's learning experience. Many can be found around the house, while some will need to be purchased. Our goal is to find affordable options for high quality products. Links are included for your convenience, but you are welcome to substitute brands or make your own materials.

All of the materials for each lesson are listed in the Lesson Materials section below and also in the Materials section of the video lesson itself. Some of the materials on that list are pulled from the Collection Materials below.

Collection Materials—Some materials will be used often throughout this particular collection and are required for the collection. Before you begin your first math lesson, plan on purchasing and preparing the required Collection Materials listed below.



[Textbook A](#)



[Textbook B](#)

[Templates](#), also located where you downloaded this PDF and in the Lesson Materials and Notes

[Dot Markers](#)

[Dry Erase Board](#), double sided

[Dry Erase Markers](#), colored

[Eraser](#), or old cloth

[Bear Counters](#)

[Number Cards](#)

[Red/Yellow Counters](#)

[Transportation Vehicle](#)

[Counters](#), 2 sets

[Unifix Cubes](#), 2 sets



Lesson Materials & Notes

This section lists all of the materials you need for each video lesson. Please look ahead and gather, purchase, or make the materials prior to beginning the unit. The Collection Materials are not linked because it is presumed you will have already purchased them. Most normal children's art and play materials and household items are also not linked; you can use what you already have or purchase them if needed. The materials that are more specific to the units, or less common, are linked each time they are listed.

You will also find select notes to help you prepare for lessons as needed and/or practice the concepts with your children.

WEEK 01

Unit 1: Match & Sort

Lesson 1.1

Bear counters and Textbook A

Lesson 1.2

Textbook A

Lesson 1.3

Crayons, white printer paper, washable paints, a protective tablecloth or tray, a paintbrush, a jar of water, and Textbook A

Prior to starting this lesson, prepare your materials and plan a good way to keep the painting activity far enough away from your computer to protect it from any possible splashing.

Lesson 1.4

[Origami paper](#) and Textbook A

Additional Practice—Provide a [Memory Game](#) to play together after the lesson.

WEEK 02

Lesson 1.5

[Pattern blocks](#), [craft beads](#) (blue, purple, orange, and green), [pipe cleaners](#), and Textbook A

Lesson 1.6

Crayons, a spoon, a tennis shoe, and Textbook A



WEEK 03

Lesson 1.7
Textbook A

Lesson 1.8
Textbook A

Lesson 1.9
Textbook A

Unit 1 Review
Textbook A

Unit 2: Numbers to 5

Lesson 2.1
Counters (Mrs. Houser is using transportation counters in this video), a dry erase board/marker/eraser, 1-5 number cards (or pieces of paper/index cards with the numbers 1-5 written on them), and Textbook A

Lesson 2.2
Dot markers, white printer paper, 1-5 number cards, [bean bags](#) (or rolled up socks), three different types of counters, a dry erase board/marker/eraser, and Textbook A

Lesson 2.3
[Craft beads](#), 5 [pipe cleaners](#), number cards, playdough ([purchased](#) or [homemade](#)), Unifix Cubes, and Textbook A

WEEK 04

Lesson 2.4
[Pattern blocks](#), [geometric solid blocks](#), a dry erase board/marker/eraser, and Textbook A

Lesson 2.5
Dry erase board/marker/eraser, two cups with Unifix Cubes (one cup should have 5 green, 1 blue, and 3 red; and the other cup with 4 blue, 4 orange, and 2 red), and Textbook A

Lesson 2.6
Dry erase board/marker/eraser, a cup with transportation counters (3 cars, 4 buses, 4 planes, and 2 helicopters), a cup with [pattern blocks](#) (1 blue, 2 red, 4 yellow, and 5 orange), and Textbook A

Lesson 2.7
Unifix Cubes, a dry erase board/marker/eraser, and Textbook A



WEEK 05

Lesson 2.8

[Number craft template](#) #1 printed and cut out, the [number rhymes](#) printed, a glue stick, dot markers (or stickers, stamps, crayons, etc.), a marker, a dry erase board/marker/eraser, and Textbook A

Lesson 2.9

[Number craft template](#) #2 printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, dry erase board/marker/eraser, the number 1 craft from the previous lesson, and Textbook A

Lesson 2.10

[Number craft template](#) #3 printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-2 crafts from previous lessons, and Textbook A

Lesson 2.11

[Number craft template](#) #4 printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-3 crafts from previous lessons, and Textbook A

WEEK 06

Lesson 2.12

[Number craft template](#) #5 printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-4 crafts from previous lessons, and Textbook A

Lesson 2.13

Dry erase board/marker/eraser, shaving cream, a tray or cookie sheet, 5 [dice](#), and Textbook A

You may want to glance ahead in the video at this shaving cream and tray activity and use something slightly different if you don't have shaving cream on hand (such as non-toxic finger paints or rice). The key here is for your child to engage in a sensory activity while practicing their numbers.

While completing page 47, your child can roll a dice and write that number. If they roll a 6, have them roll again! It is up to you to determine how many numbers your child should write on the page.

Lesson 2.14

[Sticky notes](#), various items to graph (colored toys, several shoes, a variety of blocks, etc.), a dry erase board/marker/eraser (for after the lesson), and Textbook A

Unit 2 Review

Textbook A

**Unit 3: Numbers to 10****Lesson 3.1**

Textbook A

Lesson 3.2

[Number craft template #6](#) printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-5 crafts from previous lessons, and Textbook A

Lesson 3.3

[Number craft Template #7](#) printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-6 crafts from previous lessons, and Textbook A

Lesson 3.4

[Number craft Template #8](#) printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-7 crafts from previous lessons, and Textbook A

Lesson 3.5

Variety of [buttons](#) (or another similarly-sized item to sort and graph, such as beans or pompoms), a dry erase board/marker/eraser (or a pre-drawn graph sized to fit your largest button), and Textbook A

Lesson 3.6

Counters (Mrs. Houser is using red/yellow disc counters in this video), a dry erase board/marker/eraser, and Textbook A

Lesson 3.7

Dry erase board/marker/eraser and Textbook A

Lesson 3.8

[Number craft template #9](#) printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-8 crafts from previous lessons, and Textbook A

Lesson 3.9

[Number craft template #10](#) printed and cut out, the [number rhymes](#), a glue stick, dot markers, a marker, a dry erase board/marker/eraser, the numbers 1-9 crafts from previous lessons, and Textbook A

Lesson 3.10

White printer paper, clear tape, scissors, a marker, a [ten frame template](#) printed and cut out, Unifix Cubes (8 red, 8 yellow, and 8 brown), and Textbook A

WEEK 07

WEEK 08

WEEK 09

**Lesson 3.11**

Number line with numbers 1-10 (just like the one made during the previous lesson), 4 sets of various objects (each set should have between 4-10 objects), string/yarn or [pipe cleaners](#) to connect objects to number line, and Textbook A

Additional Practice—Use [sidewalk chalk](#) to make a large 1-10 number line outside after the lesson. Call out a number for your child to stand on, then have them collect that number of items and bring them back to put on the number line. Repeat for all of the numbers.

Lesson 3.12

[Number craft template](#) #0 printed and cut out, a glue stick, dot markers, a marker, 5 pieces of a snack-like cereal, the numbers 1-10 crafts from previous lessons, and Textbook A

Lesson 3.13

Red Unifix Cubes (or 10 other small red object such as buttons or pompoms), [Cuisenaire Rods](#), number cards, a dry erase board/eraser, a variety of colored dry erase markers, and Textbook A

Additional Practice—Read [Ten Red Apples](#) by Pat Hutchins after the lesson with your child.

Lesson 3.14

Numbers crafts 0-10 from previous lessons, objects from around the house or counting manipulatives corresponding to each number (1 object for #1, 2 objects for #2, etc.), and Textbook A.

Unit 3 Review

Textbook A

Unit 4: Order**Lesson 4.1**

[Pipe cleaners](#), [craft beads](#), and Textbook A

Lesson 4.2

[Standard unit blocks](#) or Unifix Cubes, number cards, [pipe cleaners](#), [craft beads](#), and Textbook A

Optional—[Marble Run](#)



WEEK 11

Lesson 4.3

5 sheets of white printer paper cut in half (10 pieces total), 10 smaller pieces of paper (about the size of a sticky note), a 1-10 number line, dot markers, a marker, washable paint, paintbrushes, a cup of water, and Textbook A

Lesson 4.4

Dry erase board/marker/erasers, a 1-10 number line, [subitizing cards](#) printed and cut apart, and Textbook A

Lesson 4.5

10 small snack items (pieces of cereal, raisins, fruit snacks, etc.), number cards, and Textbook A

Optional—[Marble Run](#)

Lesson 4.6

Unifix Cubes, a toy such as a bulldozer or wrecking ball (your child can just push their towers down with their hand if you don't have these toys already available), [pipe cleaners](#), [craft beads](#), and Textbook A

Save these bracelets through Unit 13.

WEEK 12

Lesson 4.7

[Subitizing cards](#), number cards, a dry erase board/marker/eraser, and Textbook A

Lesson 4.8

Dry erase board/marker/eraser, a number line, and Textbook A

Unit 4 Review

Textbook A

Unit 5: Shapes**Lesson 5.1**

White printer paper, crayons (1 each of red, blue, and green and 1 other favorite color), a marker, a [clipboard](#) (optional), and Textbook A

Additional Practice—Use [Magna-Tiles](#) for practice naming shapes and for building new shapes and creations.

WEEK 13

Lesson 5.2

Objects to trace circles from or pre-cut circles (suggested sizes and color are: one brown 6 ½ inch, one brown 5 ½ inch, one white 3 inch, four brown 2 ½ inch, two brown 1 ½ inch, one brown 1 inch), brown and white construction



paper, scissors, a [button](#) or similar item, a glue stick, a black marker, [wiggly/googly eyes](#), a pencil, the [shape poems](#) from the templates printed (front to back if possible), and Textbook A

Lesson 5.3

[Geoboard and geobands](#), glue stick, scissors, construction paper scraps in a variety of colors, the [shape poems](#), and Textbook A

Lesson 5.4

[Legos](#), a [Lego mat](#), [geoboards and geobands](#), the [shape poems](#), and Textbook A

Lesson 5.5

[Shape poems](#), [tangrams](#), [geoboards and geobands](#), 2 large construction paper squares in different colors (sized 6-8 inches), 4 small construction paper squares in at least 2 different colors (sized 2-3 inches), scissors, yarn, clear tape, and Textbook A

Lesson 5.6

[Shape poems](#), [attribute blocks](#), crayons, craft supplies (construction paper, scissors, glue) to make a clown following the instructions in the textbook, and Textbook A

Lesson 5.7

[Geometric solids](#), a household item that resembles each shape (square, rectangle, cone or triangle, and sphere), and Textbook A

Lesson 5.8

[Geometric solids](#), mini marshmallows (or playdough, [purchased](#) or [homemade](#)), toothpicks, [Magna-Tiles](#) (optional), and Textbook A

Lesson 5.9

[Geometric solids](#), a cone (either use a large piece of construction paper like Mrs. Houser or print the [cone template](#)—this will be smaller than Mrs. Houser's), string/yarn, dot markers, scissors, a [balloon](#) (blown up to a size that fits your cone), clear tape, and Textbook A

Lesson 5.10

Mini marshmallows (or playdough, [purchased](#) or [homemade](#)), toothpicks, the rectangular [geometric solid](#), and Textbook A

Lesson 5.11

3 different spheres from around the house, 12 paper circles (approximately 4½ inches in diameter), a glue stick, yarn that is cut to approximately 18 inches, 2 [craft beads](#), and Textbook A

WEEK 14

WEEK 15



WEEK 16

Lesson 5.12

[Geometric solids](#), a paper plate or tray, washable paints in a variety of colors, paintbrushes, a jar of water, construction paper or cardstock, shapes cut from potatoes or carrots to stamp with (optional), and Textbook A

Unit 5 Review

Textbook A

Unit 6: Patterns**Lesson 6.1**

Variety of counters and Textbook A

Lesson 6.2

Unifix Cubes and Textbook A

Lesson 6.3

[Pattern blocks](#), Unifix Cubes, transportation counters (or other multi-colored counters), and Textbook A

Lesson 6.4

[Pattern blocks](#), Unifix Cubes, 3 printed [hundreds chart templates](#), crayons or markers, and Textbook A

Unit 6 Review

Textbook A

WEEK 17

Unit 7: Length & Size**Lesson 7.1**

Unifix Cubes, different size shoes, crayons, and Textbook A

Lesson 7.2

Dolls/animals/toys that can stand in a variety of heights, paper (or sticky notes), markers, crayons, measuring tools (straws, yarn, string, [chain links](#), or paper clips), and Textbook A

Lesson 7.3

Objects that are long, objects that are tall, objects that are square ([Legos](#), [base 10 blocks](#), Unifix Cubes), a jar (or plastic cup) with objects to estimate, and Textbook A

**Lesson 7.4**

Predetermined areas and objects that your child can measure (a handspan, a foot, and a pace) and Textbook A

Optional—Paper and pencil to record results

Lesson 7.5

Household items (or favorite toys and books) that are "longer than" or "shorter than" each other and Textbook A

Lesson 7.6

Construction paper (any color of background paper, brown for a tree trunk, green for a minimum of 13 rectangular strips that are all the same length with each strip about $\frac{1}{4}$ - $\frac{1}{2}$ inches wide), scissors, a glue stick, and Textbook A

Additional Practice—Gather 5-10 (or more) objects of different lengths, and have your child place them in the correct order by length.

Lesson 7.7

Construction paper in a variety of colors, a glue stick, scissors, a pencil, 7-10 objects of different heights (dolls, jars of food, etc), and Textbook A

Lesson 7.8

12 [dice](#) and Textbook A

Additional Practice—Set a timer for 1 minute or less, and race with your child to see who can build the tallest tower using Unifix Cubes, building blocks, or Legos. Continue to practice the concepts of tallest vs. shortest both inside and outside with games or comparisons.

Lesson 7.9

Similar objects of different sizes to practice comparing "bigger" and "smaller" after the video lesson and Textbook A

Additional Practice—Compare your shadow to your child's shadow. Discuss how they change, compare how big and small their size is to each other, and compare them with other objects outside.

Lesson 7.10

Playdough ([purchased](#) or [homemade](#)), at least four sets of 3 similar objects of different sizes (measuring cups, cookie cutters, coins, etc), and Textbook A

Additional Practice—Compare "bigger than" and "smaller than" by blowing up several [balloons](#) in different sizes.

**Lesson 7.11**

Dry erase board/colored markers/eraser and Textbook A

Additional Practice—Read [Goldilocks and the 3 Bears](#) and [The Three Billy Goats Gruff](#) together after the video lesson.

Unit 7 Review

Textbook A

Unit 10: Compare Sets**Lesson 10.1**

[Subitizing cards](#), a [deck of cards](#), [dominoes](#), [Cuisenaire Rods](#) for a challenge game, and Textbook A

Lesson 10.2

3 cups with 2 different types of coins in each (ex: 5 pennies and 3 dimes), [subitizing cards](#), 10 red/yellow disc counters, a [deck of cards](#), and Textbook A

Additional Practice—A way to incorporate practicing coin counting is to have your child use coins to show the date on the calendar. Start with using pennies then incorporate nickels and dimes, and then quarters, as your child is ready.

Lesson 10.3

Red/yellow disc counters, [craft beads](#), 2 [pipe cleaners](#) (or yarn/string), a timer (most phones have a timer), and Textbook A

Additional Practice—Prepare snack time or mealtime with multiple items to compare the concepts of "fewer than," "more than," or "same"

Lesson 10.4

Multi-colored food items (M&Ms, Skittles, fruit snacks, multi-colored cereal), a dry erase board/marker/eraser, a premade graph with the same number of columns as the number of colors you have for your items, and Textbook A

Unit 10 Review

Textbook A

Unit 11: Compare Numbers**Lesson 11.1**

Dry erase board/marker/eraser, [dice](#), counters, [subitizing cards](#), a 1-10 number line, and Textbook B



WEEK 21

To play the subitizing game, pre-select pairs of cards that are only 1 number away from each other (7 and 8 or 2 and 3).

Lesson 11.2

Unifix Cubes, a [ten frame template](#), [subitizing cards](#), dot markers, blank paper scraps, number cards, a grab bag (or spread the cards out with the number facing down and turn a number over one at a time), and Textbook B

Lesson 11.3

[Subitizing cards](#), [five frames](#), a dry erase board/marker/eraser, [buttons](#) (or other items to count that are the same size), [dominoes](#), and Textbook B

Additional Practice—Say a number and have your child show you the same number using tally marks or [dominoes](#).

Lesson 11.4

Red/yellow disc counters, Unifix Cubes, [ten frame cards](#), and [ten frame templates](#), 0-10 number line, and the Textbook B

Lesson 11.5

Variety of counters, [subitizing cards](#), a [ten frame template](#), [dice](#), a dry erase board/marker/eraser, and Textbook B

WEEK 22

Lesson 11.6

Variety of objects to compare (2 types of flowers, types of silverware, types of toys, pattern blocks, transportation counters, or attribute blocks), a dry erase board/marker/eraser, and Textbook B

Lesson 11.7

Number line, a dry erase board/marker/eraser, a pencil, a variety of objects to compare, and Textbook B

Lesson 11.8

Dry erase board/marker/eraser, a pencil, a variety of objects to compare, and Textbook B

Unit 11 Review

Textbook B

WEEK 23

Unit 12: Numbers to 20**Lesson 12.1**

[Ten frame template](#), counters, a dry erase board/marker/eraser, and Textbook B



WEEK 24

Lesson 12.2

Dry erase board/marker/eraser, various objects to make into groups of 10 or more, and Textbook B

Lesson 12.3

[Place value mat](#) (printed template or draw it on the dry erase board), a marker, Unifix Cubes, and Textbook B

Additional Practice- Continue this activity with popsicle sticks (or straws) and a rubber band.

Lesson 12.4

Unifix Cubes, a dry erase board/marker/eraser, a [place value mat](#), and Textbook B

This lesson will likely seem repetitive to you, but fully engage in it with your child to solidify the concept of tens and ones for your kinder.

Lesson 12.5

Unifix Cubes (13 orange, 20 maroon, 15 red, 18 blue), 4 cups, a [place value mat](#), a marker, sticky notes, a [hundreds chart](#), and Textbook B

Lesson 12.6

0-10 beaded bracelet crafts, 2 [ten frame templates](#), counters or Unifix Cubes, a [hundreds chart](#), number cards, and Textbook B

Unit 12 Review

Textbook B

Unit 13: Number Bonds**Lesson 13.1**

Variety of counters and Textbook B

Lesson 13.2

Unifix Cubes (5 red and 5 blue), a variety of counters, and Textbook B

Lesson 13.3

[Number bond mat](#), a pencil, various counters or Unifix Cubes, a dry erase board/marker/eraser, and Textbook B

Lesson 13.4

Unifix Cubes (15 green and 15 red), a dry erase board/marker/eraser, the #5 beaded bracelet, and Textbook B

WEEK 25



WEEK 26

Lesson 13.5

Transportation vehicle counters (3 blue trains, 2 purple trains, 1 purple boat, 1 purple plane), a [number bond mat](#), 7 Unifix Cubes, the #6 beaded bracelet, a dry erase board/marker/eraser, and Textbook B

Lesson 13.6

8 [bean bags](#) (or rolled up socks), a landing spot for your bean bags (such as a tray), a dry erase board/marker/eraser, "___and___makes___" written on the dry erase board, and Textbook B

Lesson 13.7

Scissors, 2 pieces of paper with 9 dots (using dot markers) in a 3x3 grid, a [number bond mat](#), 10 red/yellow disc counters, a [ten frame template](#), a dry erase board/marker/eraser, and Textbook B

Unit 13 Review

Textbook B

Unit 14: Addition**Lesson 14.1**

Variety of counters and Textbook B

Lesson 14.2

3 groups of counters (1 set of 10, 1 set of 9, 1 set of 12), a [number bond mat](#), a dry erase board/marker/eraser, 2 [ten frame templates](#), and Textbook B

Lesson 14.3

Variety of counters, a dry erase board/marker/eraser, 2 [ten frame templates](#), and Textbook B

WEEK 27

Lesson 14.4

Dry erase board/marker/eraser, red/yellow disc counters (or other counters of your choice), a [number bond mat](#), and Textbook B

Lesson 14.5

[Dice](#), [cardstock](#), markers (to make a simple version of the game board like Mrs. Houser's), and Textbook B

Lesson 14.6

Small snack items (pieces of cereal, raisins, fruit snacks, etc.), counters, and Textbook B

**Lesson 14.7**

[Subitizing cards](#) and Textbook B

Optional—Deck of cards, a pencil, and paper to play the card game Mrs. Houser plays in this video

Unit 14 Review

Textbook B

WEEK 28

Unit 15: Subtraction**Lesson 15.1**

12 loose Unifix Cubes in a container, a [place value mat](#), a supply of animals or counters to make up simple subtraction stories, and Textbook B

Lesson 15.2

17 loose Unifix Cubes in a container, a [place value mat](#), 7-10 wood blocks to use as towers, playdough ([purchased](#) or [homemade](#)) or pompoms, and Textbook B

Lesson 15.3

[Number bond mat](#), counters, a dry erase marker (or regular marker if your number bond template is not laminated), Unifix Cubes, and Textbook B

Lesson 15.4

[Number bond mat](#), [dominoes](#), counters, and Textbook B

Lesson 15.5

Playdough ([purchased](#) or [homemade](#)), a dry erase board/marker/eraser, and Textbook B

Lesson 15.6

Something to knock down like bowling pins (blocks, toilet paper tubes, cups, etc), a ball, a dry erase board/marker/eraser, and Textbook B

Optional—Bowling template downloaded from the internet, and a guard for the ball to keep it from rolling away (blocks, a book, or a wall)

Lesson 15.7

19 loose Unifix Cubes in a container, a [place value mat](#), a dry erase board/marker/eraser, 0-10 number cards, a [number bond mat](#), and Textbook B

Lesson 15.8

20 Unifix Cubes (2 colors of 10 each), crayons the same color as the cubes, a dry erase board/marker/eraser, and Textbook B

Optional—[Pipe cleaner bracelet](#) with 7 [craft beads](#) on it

WEEK 29



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Unit 15 Review

Textbook B

WEEK 30

Unit 16: Addition & Subtraction**Lesson 16.1**Pencil, paper, counters, 2 [ten frame templates](#), and Textbook B**Lesson 16.2**Dry erase board/marker/eraser, a [number bond mat](#), Unifix Cubes, and Textbook B**Lesson 16.3**

Unifix Cubes (red, green, and brown), a pencil, and Textbook B

Lesson 16.4

Toys or counters to make up addition and subtraction stories and Textbook B

Unit 16 Review

Textbook B

WEEK 31

Unit 17: Numbers to 30**Lesson 17.1**[Number bond mat](#), Unifix Cubes, a pencil or dry erase marker, and Textbook B**Lesson 17.2**2 [ten frame templates](#), counters, 2 [pipe cleaners](#), 30 [craft beads](#), a [place value mat](#), and Textbook B**Lesson 17.3**

Dot markers, white paper, markers (green and brown), and Textbook B

Lesson 17.424 [buttons](#) in a container, 10 Unifix Cubes (5 green and 5 blue), 3 [ten frame templates](#), a dry erase marker or a pencil, and Textbook B

WEEK 32

Lesson 17.52 or 3 [ten frame templates](#), counters, a white board/marker/eraser, and Textbook B**Lesson 17.6**2 containers with lids, 20-30 [buttons](#) (or [craft beads](#) or small counters), a pencil, a dry erase board/marker/eraser, and Textbook B

**Lesson 17.7**

2 cups with 20-30 counters, 3 [ten frame templates](#), a dry erase board/marker/eraser, and Textbook B

Lesson 17.8

Light colored marker or crayon, a dry erase board/marker/eraser, and Textbook B

Unit 17 Review

Textbook B

Unit 8: Weight

Note: Both lessons in Unit 8 are covered in one video.

Lesson 8.1

Hanger, ruler, string, 2 plastic cups (to make a balance like in the video or purchase a [balance](#)), a variety of objects to compare weights, and Textbook A

Lesson 8.4

Balance, soap, blocks, balls, coins or bottle caps, a pencil, and Textbook A

In addition to this lesson, you can pick and choose a few other concepts to practice with your child from this unit.

Unit 8 Review

Textbook A

Unit 9: Capacity

Note: Both lessons in Unit 9 are covered in one video.

Lesson 9.1

Variety of containers in different shapes and sizes for holding and pouring water and Textbook A

Optional—Food coloring or liquid watercolors

Lesson 9.5

Cup, water, a bucket or pail, a bottle, fish bowl or substitute, a pencil, and Textbook A

**Lesson 9.6**

Cups, water, a pencil, and Textbook A

In addition to these lessons, you can pick and choose a few other concepts to practice with your child from this unit if you desire.

Unit 9 Review

Textbook A

WEEK 34

Unit 18: Time**Lesson 18.1**

Textbook B

Lesson 18.5

Learning clock, different types of clocks from around the house, and Textbook B

Lesson 18.9

Dot markers, white paper, markers (green and brown), and Textbook B

Lesson 18.11

Calendar page (download one from the internet) and Textbook B

Unit 18 Review

Textbook B

WEEK 35

Unit 19: Numbers to 100**Lesson 19.1**

Hundreds chart, 100 buttons (or craft beads, beans, etc), 10 cups or containers, and Textbook B

Lesson 19.2

A pencil, dice, a game piece (choose any game piece from a board game or choose a counter instead), and Textbook B

Lesson 19.3

Hundreds chart, small counters, a dry erase board/marker/eraser, and Textbook B

Lesson 19.4

11 dice and Textbook B

Additional Practice—Can you and your child find groups of 2 in nature?



WEEK 36

Lesson 19.5

Base 10 blocks (or Unifix Cubes stacked in 10 towers of 10 cubes), a dry erase board/marker/eraser, a place value mat, and Textbook B

Unit 19 Review

Textbook B

Unit 20: Money

Note to parents: We use American coins in this unit, but you can learn other currencies along with this lesson if you make some minor adjustments.

Lesson 20.1

Variety of coins (with many pennies, nickels, dimes, and quarters) and Textbook B

Lesson 20.2

Variety of coins, items to buy with prices 40 cents or less (label with sticky notes or something similar), and Textbook B

Remember to have your child use the least amount of coins possible for each item.

WEEK 37

Lesson 20.3

Variety of coins, items to buy with prices 50 cents or less (label with sticky notes or something similar), and Textbook B

Remember to have your child use the least amount of coins possible for each item.

Lesson 20.4

Items to buy with prices 50 cents or less (label with sticky notes or something similar), 5 dimes and 8 nickels to make change with, and Textbook B

Lesson 20.5

Variety of coins, items to buy with prices greater than 50 cents (label with sticky notes or something similar), 2 dice, and Textbook B

Unit 20 Review

Textbook B

Congratulations, you have successfully completed the Kindergarten Singapore Math Collection! Make sure to contact Wisdom Wonder Project to get your certificate of completion.

Expressions of Gratitude

Wisdom Wonder Project would like to thank [Cana Creative](#) for their willingness to take on the huge little project of filming our Singapore Math video series. Their videography skills, production, and custom music were the perfect fit for the whimsical flair that we wanted for our math videos. It was important to us to keep production local, and we are honored to work with this wonderful group of locals making beautiful videos for our community on the Central Coast of California.

WWP would also like to thank Lisa Ann Dillon for her oversight and mentorship on the math curriculum and vision for how to capture it on film. We're so proud that this project has finally come to fruition and that through this incredible team we get to share our love for learning math with children all around the world.

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