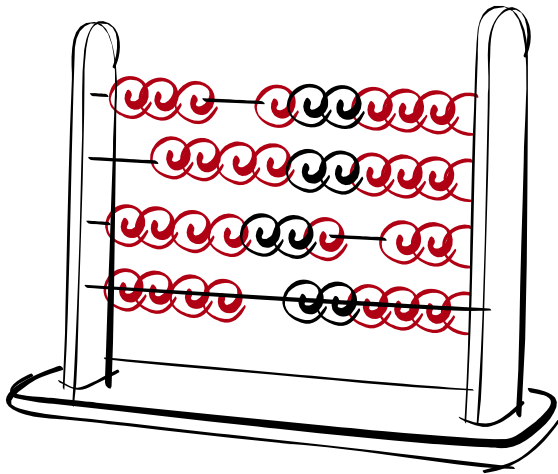


## Tips for Helping at Home

- When we "take inventory" of materials in our classroom, you and your child might take similar inventory at home. For example, count the number of cereal bowls, beds, chairs, people or pillows. Encourage your child to find ways to keep track of which ones have been counted and which still need to be counted.
- One of our class activities will be counting letters in our names. You can do the same at home with names of the family members or a group of friends. Which name has the most letters? Which has the least? Can your child put the names in order by length?



## Web Resources

You will find web resources at:

<http://www.dreamsbeginhere.org/static/aboutdcps/departments/acadprog/mathematics/index.asp>

## Mathematical Emphasis

### Investigation 1—Counting Books

- Thinking about what, when, and why people count
- Recognizing numerals and number names
- Connecting numerals to the quantities they represent
- Creating a set of a given size
- Representing quantities with pictures, numerals, or words

### Investigation 2—Taking Inventory

- Connecting numerals to the quantities they represent
- Developing strategies for counting and keeping track of quantities

### Investigation 3—Comparing Towers

- Developing and using language to describe and compare lengths
- Measuring by direct comparison

### Investigation 4—Counting and Comparing

- Counting groups of objects
- Comparing quantities to determine which is more
- Using terms to describe and compare amounts
- Keeping track of the size of a growing collection
- Finding the total of two single-digit numbers

### Investigation 5—Least to Most

- Counting sets of objects
- Comparing quantities to determine which is more
- Ordering quantities from least to most or most to least

### Investigation 6 - Arrangements of Six

- Finding ways to visualize and arrange a set of six objects
- Developing strategies for counting and keeping track of quantities through about 12

## Duval County Public Schools



Duval County Public Schools

## Investigations in Number, Data, and Space



## Counting, Collecting, and Measuring Grade Kindergarten

### Developing Number Sense

#### Unit Goals:

- Students explore numbers and number relationships
- Students count sets of classroom materials, make counting books, play mathematical games, and solve mathematical problems
- Students explore ways to use pictures, numerals, objects, and words to represent quantities they count.
- Students explore the concept of measurement as they directly compare the lengths of objects to find out which is larger.

### Proposed Time Frame:

7 weeks

## Vocabulary

**Comparing**—determining which is more or greater, how much more

**Number combinations**—identifying numbers that combine to make another number, for example:  $2 + 3 = 5$  and  $1 + 4 = 5$

**Combining**—putting two or more numbers together

**Separating**—breaking numbers apart

**Direct comparison** - measuring two objects next to each other

Which pencil is longer?



## Glossary

<http://www.amathsdictionaryforkids.com/>



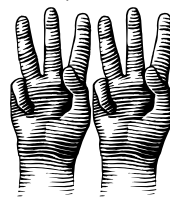
## Why Six?

Through the activities Six Tiles and Books of Six, students explore the quantity of six. While the same activities could have been done with almost any other single-digit number, six was chosen for very specific reasons.

Six is an amount that most kindergarteners can count with some accuracy, even early in the year.

Because students need more than one hand to represent six on their fingers, they will naturally work combinations of two numbers. This gives them lots of opportunities to represent and see six as combinations of other numbers - 1 and 5, 2 and 4, 3 and 3, and 2 and 2 and 2, and so forth.

In addition, six is one of the largest amounts that can be mentally visualized, mentally manipulated and instantly recalled. Finally, and most important to kindergarten students, many of them are likely to be either 6 years old or turning 6 during the year.



Murray, M. Investigations in Number, Data, and Space: Collecting, Counting and Measuring. Dale Seymour Publications, 1998.

## Game

### Grab and Count

Grab a handful of some material, then count to find out how many items you were able to grab (generally students are counting amounts up to 10 or 12).

Materials could be things such as checkers, small blocks, or spools of thread. Avoid buttons, coins, or other things that are too small, or your child may grab more than he or she is able to count. If you get handfuls that are too large, you can count them out loud together so your child can hear and practice the sequence.

Variations:

Who grabbed more? Who grabbed less?

Order the different "grabs" by most to least or least to most.

