Tips for Helping at Home

• Continue to count things around the house with your child. How many cans of soup are on the shelf? How many spoons are in the drawer? Ask your child to keep track of the counts and then find a way to communicate that information to someone else.

• At home, the children are going to collect information about the eyes of the people in their family. Some will draw pictures of this information.

Others might use words, numbers, or a combination. You can help by listening to your child's plan for recording this information.

Ask questions like these:
"Is there a way you could show what color your sister's eyes are?
"How can you make sure that you have included everyone in our family?"

Web Resources

You will find web resources at:

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

Economopoulos, K. Investigations in Number, Data, and Space: Counting Ourselves and Others. Dale Seymour Publications, 1998.

Mathematical Emphasis

Investigation 1—How Many Are We?
• Developing and using strategies for counting
• Relating counting to the quantity of items in a group
• Using one-to-one correspondence
• Exploring two-to-one correspondence
• Representing data in a variety of ways
• Looking at different representations of the same data set
• Sorting objects into groups by attribute

Investigation 2—What Did You Eat For Lunch?
• Collecting, recording and representing data
• Noting similarities and differences in related objects
• Sorting by attribute into two groups
• Sorting a set of objects in more than one way
• Discussing the information in a data representation

Investigation 3—Collecting Data About Our Class
• Composing survey questions
• Gathering and recording survey data
• Comparing the sizes of different groups in a survey
• Making sense of data representations
• Describing categories for a sort

Investigation 4—Who's Here? Who's Not?
• Solving a mathematical problem based on data
• Building a model or making a representation to explain a problem solving strategy
• Counting and comparing sets of objects or people

Duval County Public Schools

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Investigations in Number, Data,and Space

Counting Ourselves and Others
Grade Kindergarten

Exploring Data

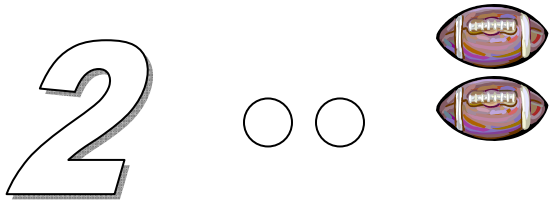
Unit Goals:
• Students count to collect information about themselves, their classmates, and the environment
• Students begin to sort objects, sort data, and classify data.
• Students work to represent their results with physical models or on paper
• Students conduct their own surveys within the class
• Students study the results to see what their surveys showed.

Proposed Time Frame:

9 weeks

Vocabulary

Representation - using words, pictures, numbers to represent information



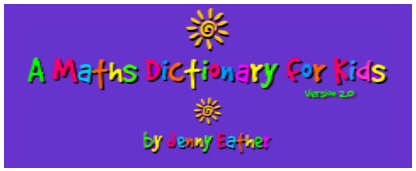
Same - things that are alike

Different - things that are not alike

Attributes - a characteristic like color, size or shape. These are all shapes.

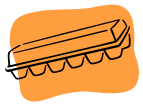
Glossary

http://www.amathsdictionaryforkids.com/



Help Stock Our Class Store!

Some of the activities we will do in the next few weeks require common household objects. In one of the activities, we set up a classroom grocery store.



If you can lend us any of the following items, please send them to school with your child.

*empty boxes (cereal boxes, cracker boxes, or other grocery items)

*empty plastic bottles (with labels)

*unopened cans (put your name on the bottom with masking tape, and we'll re turn them)

*paper bags of different sizes

*egg cartons

*other empty grocery containers

Thanks for your help!

Game

Same and Different

Find two similar objects, such as a sneaker and a boot, or a T-shirt and a shirt with buttons.

With your child, take turns describing how the two things are the same and how they are different.

We compared

Same	Different