

Tips for Helping at Home

- Take advantage of any opportunities you might have to count with your child. Children learn to count by having many opportunities to see and hear other people count, and to count on their own. You can model counting out napkins or plates for the table, or crackers or fruit for snack. It would also be helpful to have a collection of objects your child can use to practice counting, such as beans, buttons, or pennies.



- Help your child explore your use of the calendar at home. When you write an appointment or a family event on your calendar, or when you use the calendar to find out how many days until your trip,



talk with your child about what you are doing. Explain how and why you are using a calendar. You might also point out examples of calendars when you see them.

- <http://athomewithmath.terc.edu/>

Mathematical Emphasis

Investigation 1— Attendance

- Counting the number of students in class
- Establishing one-to-one correspondence
- Exploring materials (tiles, blocks)

Investigation 2—Counting Jar

- Counting a set of objects
- Creating a set of a given size
- Recording numerical information



Investigation 3—Calendar

- Developing a sense of time
- Viewing the calendar as a tool for keeping track of time and events
- Counting on the calendar
- Connecting number names, numerals, and quantities

Investigation 4—Today's Question

- Collecting data that fall into two groups
- Counting and comparing the number of students in different groups
- Establishing one-to-one correspondence between a group and the data collected

Websites

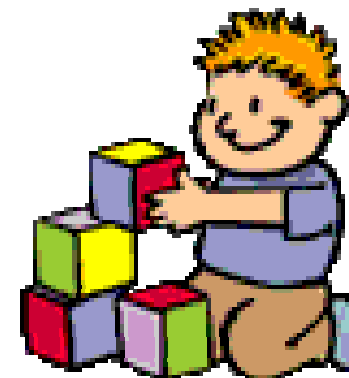
<http://cms.everett.k12.wa.us/math/Kinder>

<http://investigations.scottforesman.com/pdfs/parentpage.pdf>



Mathematical Thinking in Kindergarten

Introduction to Mathematics



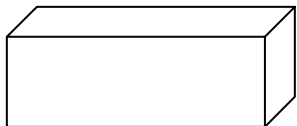
Everett Public Schools

Vocabulary

Color tiles—1 inch square tiles

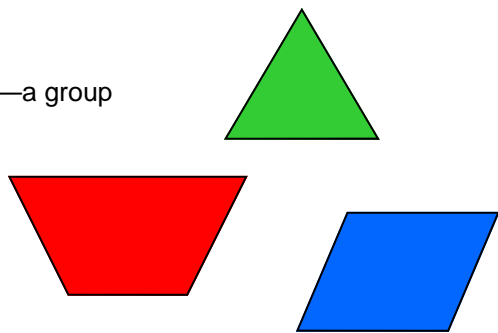
Pattern blocks—shapes include square, diamond or rhombus, triangle, hexagon, and trapezoid.

Geo-Blocks—three dimensional blocks



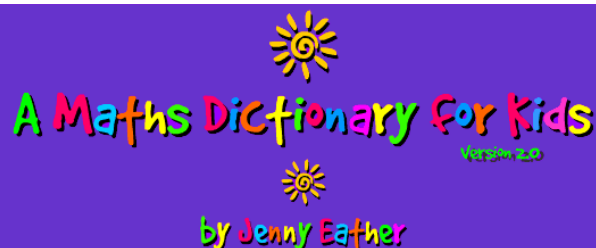
Manipulative—object that can be moved or manipulated to help solve problems, count, etc.

Set—a group



Glossary

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



Counting is More Than 1, 2, 3

Counting is the basis for understanding our number system and for almost all the number work in the primary grades. It involves more than just knowing the number names, sequence, and how to write each numeral. Counting is actually quite complex and involves interplay between the following concepts.

Rote Counting: knowing number names and sequence

One-to-One Correspondence: counting accurately means a student must know that one number name stands for one object that is counted.

Keeping Track: another part of counting accurately is being able to keep track of what has been counted and what still remains to be counted.

Connecting Numbers to Quantities: using numbers to describe the quantity of objects counted.

Conservation: understanding that three is always three, whether it's three objects pushed or linked together, objects spread apart in a line, or some other formation.

Counting by Groups: counting a set of objects by equal groups.

Economopoulos, Karen. Investigations in Number, Data, and Space: Mathematical Thinking in Kindergarten. Dale Seymour Publications, 1998.

Calendar



Involve your student in organizing and recording special dates on the calendar.

Here are some questions that you could use to help you with your conversation:

Is our trip tomorrow? The next day? This week?

What day of the week will we go to...?

How many more days until...?

How many days have gone by since...?

If our trip is on the 13th, on which day should we record...?

