

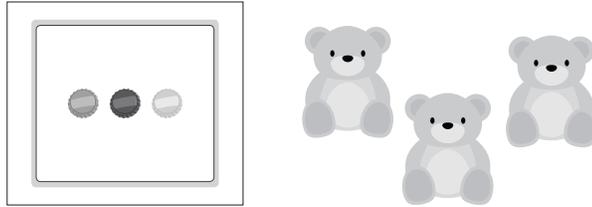
Core Focus

- Creating groups of objects to match pictures, numerals, number names and symbols
- Sorting and classifying objects in a variety of ways, such as color and type



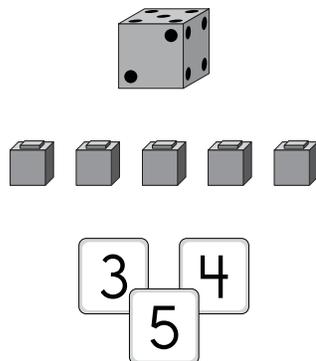
Numbers 0–10

- Counting concepts and skills are among the most important elements in a young child's mathematical development because they form the basis for all future number and arithmetic concepts and skills.
- To develop a full understanding of numbers, students connect three ideas: the concrete or pictorial representation, the number name, and the symbol (both the numeral and the written word).
- Students learning to count often, count out of order, skip some numbers, or repeat some. They are trying to mimic the counting they have heard without realizing why we count.
- As students realize the purpose of counting is to determine the number of items in a collection, they learn to recite the counting numbers properly.



In this lesson, students create a quantity of bears to match a picture card.

- While students are still developing counting skills, it is normal for them to say more than one number as they point to a single object, they may skip some objects or they may count some objects more than once.
- Matching sets of objects, number names, pictures with the same amount, and numerals are valuable activities to develop counting concepts and skills.



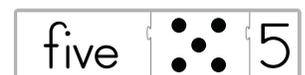
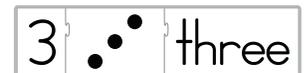
In this lesson, students match quantities to the numerals 1–5.

Ideas for Home

- Find opportunities to count at home. Have your child count the plates on the table for a meal, the number of toys on their bed, or the number of people in the car.
- When counting objects, try pushing each object to one side, or pointing to each object as it is counted, to help avoid recounting objects or skipping an object.
- After your child counts a group of objects, ask “How many?” An important concept for kindergarten students is learning that the last number said names the total of the set.

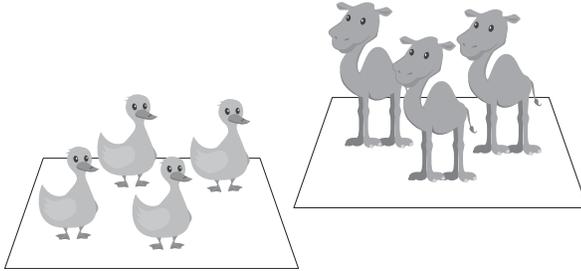
Glossary

- ▶ As they count, students connect **numerals**, pictures of the **quantity**, and **number name**. They also create matching sets, e.g. counting out three or five toy animals to match the cards shown below.



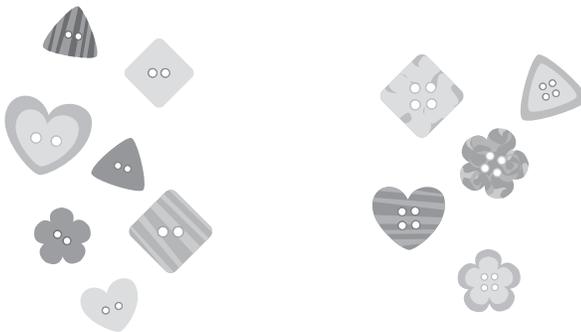
Sorting

- Students sort and classify objects into small groups in a variety of ways — by color, type of object, and so on.
- Counting the sorted groups and making observations, such as which group has the most, provides important practice in recognizing both numerals and number names from 1 to 5.



In this lesson students sort objects, such as toy animals, into groups using a rule (e.g. type of animal, color or size of animal). Students then describe their sorting by noticing which group has the most or least, or the group that is in-between.

- Students develop their understanding and skill with numbers through varied experiences with sorting and classifying objects into small groups. They then count the small groups and match the quantities to numerals.
- Students develop their own rules for sorting based on measurable attributes, such as color, size, or shape. E.g. a collection of toy cars can be sorted by color and then sorted again by type of car (truck, sports car, or SUV).



In this activity, students sort buttons by color, shape, size, or number of holes. They invite other students to guess their sorting rule.

Ideas for Home

- Encourage your child to sort their toys and other household objects. Hold up an object and ask, “Which group does this belong to? How do you know?” Listen to your child explain their sorting rule (e.g. toys with wheels and toys with no wheels).
- Once your child has sorted items into groups, ask questions such as “Which group has the most?” and “Which group has the least?”
- Ask your child to make groups to match your own. Say, “I have four plates. Can you make a group of cups with the same amount?”