



Kindergarten Unit 3

Comparing Numbers

Volume 1 Issue 3

References

Helpful Links:

Links for Parents to build background knowledge:

- <http://www2.scholastic.com>
- <http://www.aimse.org/articles/files/download.php?file=numbersNnames.pdf>
- <http://www.math.com/parents/articles/domath.html>
- <http://www.hbschool.com/glossary/math2/indexk.html>
- <http://www.coolmath.com/parents/howtohelp.htm>
- http://www.coolmath.com/parents/getready_easycooking.htm
- <http://mathforum.org/library/drmath/drmath.elem.html>

Dear Parents

We are eager to work with you and your students as we learn new mathematical concepts. The State of Georgia is using Mathematics Georgia Standards of Excellence (MGSE) that call for students to be actively engaged in the learning process. During this student's learning, the focus will be counting and comparing numbers.

Concepts Students will Use and Understand

- Count by ones from 0 to 100
- Counting on from a given number
- Write numbers from 0 to 20
- Understand that when counting, the next number said is one larger (5 is one more than 4)
- Count to match objects in a set
- Compare objects as greater than, less than or equal to with up to 10 objects in a set
- Compare 2 numbers between 1 and 10 as written numerals

Vocabulary

- **Rote Counting:** Orally counting in sequential order (0,1,2,3,4,5 etc.)
- **Counting on:** Instead of counting from one, counting forward from a given number.
- **Number:** A concept used to describe the count, size or position of objects
- **Numeral:** symbol or mark to represent a number
- **Number Words:** Names of numbers such as, one, two, three
- **Set:** Collection of numbers, figures, or other objects that have some characteristics in common.

Example 1

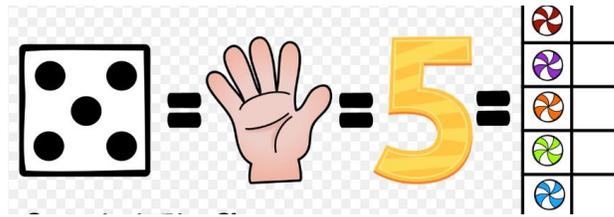
K Textbook

Connection:

Ch. 1, Lessons 6-9

Ch. 2, Lesson 7, 8

Ch.3, Lessons 8-9



Textbook Online:

connected.mcgraw-hill.com

Ask your teacher for the online passcode

The goal for students is to be able to quickly recognize the quantity of beads using their understanding of 5 and 10.

The use of cards fosters subitization, fluency, and computation with addition and subtraction.

Example 2



Students need to work on fine motor skills as well as counting. Have them connect clothes pins to paper plates with numerals written on them.

Example 3



Students can practice counting with objects such as this number line. Students will see numbers in sequential order and the numbers increase as they go up the line.

Example 4



Kindergartens will compare objects greater than, less than and equal to in sets up to 10.

The yellow bunnies are less than the pink bunnies.

Home Activities

Play concentration with your child. Use flash cards (1 – 20 and one to twenty) to match number word and numeral. As a challenge, encourage your child to create his own set of number flash cards that he can match to the numeral and number word. The child's set would have objects such as stars and balls.

Place the flashcards mentioned above face down. Let your child draw a card and read it. Then help her make a set of pennies to match the card.

Compare sets of objects around your home. For example, is your set of forks greater than your set of spoons?

Invite your child to help with chores. Let him count the number of forks as he sets the table. Ask him to estimate the number of socks in the laundry and then count, pair them, and count the pairs.

Play "Count On." Choose any numeral from 0-10. Ask your child to count beginning from the numeral chosen until he reaches 20.

- Have your child count the number of spoons and forks in the drawer. Compare to see which set is greater or less than a set.
- Help your child learn to count forward from 1 to 100. They can start at 58 and count to 75, or start at 28 and count to 63
- Place money in a straight line and have your child touch and count each coin (they do not need to know the name or value of the coins, just using them as a counter).
- Play games that require counting and using dice, such as Trouble, Chutes and Ladders.
- First, your child separates the buttons into different piles based on color (all the blue buttons are in one pile, all the orange buttons are in a different pile, etc.). Then the student counts the number of buttons in each pile: blue (5), green (4), orange (3).
- Help your child learn various words to compare objects she sees in her world. For example, when she sees two dogs, it could be one is taller, and one shorter
- Students may use observation to compare two quantities (e.g., by looking at two sets of objects, they may be able to tell which set has more or less without counting).
- Use benchmark numbers such as 0, 5, 10 to help students develop sense of quantity. Then the student state whether the number of objects in a set is more, less, or equal to a set that has 0, 5, or 10 objects.