

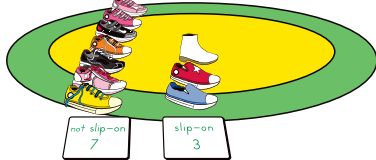
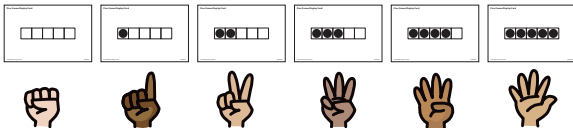
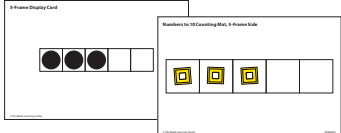
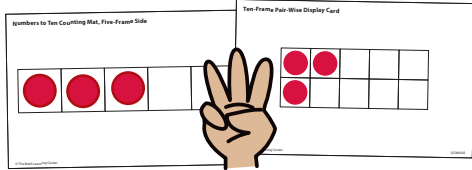
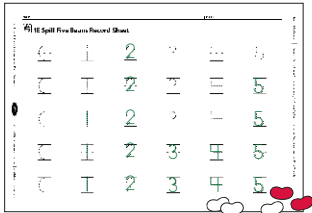
Numbers to 5 & 10

In this unit, your student will:

- Count to 20
- Recognize and build sets to 10 using fingers, 5-frames, 10-frames, and objects
- Count, order, and compare numbers to 10
- Write numerals to 10
- Sort and compare groups of objects
- Copy, extend, describe, and create repeating patterns







Your student will practice these skills by solving problems such as these:

PROBLEM	COMMENTS
<p>How many shoes in each group? Which group has more? How many shoes in all?</p> 	<p>The Sorting Shoes activities engage all students by inviting them to closely examine their own shoes, discuss the similarities and differences between shoes, and sort the shoes in their classroom by a variety of features. These sorting activities invite student participation and offer many opportunities to count and compare.</p>
<p>Look at the dots on the 5-frame. Use your fingers or cubes to show how many you see.</p>  <p>Quantities shown with finger formations.</p>  <p>Quantities shown with dots and cubes on a counting mat.</p>	<p>Pictures help students understand “how many?” questions. The 5- and 10-frames (shown here) help students learn how many more they need to make 5 and 10.</p>  <p>As students become familiar with the dot arrangements, they begin to recognize quantities without having to count one by one. Fingers also help young students represent numbers.</p>
<p>Spill 5 Beans. Count the beans that land red side up. Trace the number.</p> 	<p>Games offer students opportunities to practice counting, recognizing, and writing numbers. A variety of activities engage children in math thinking and talking — a way of making sense of their world and building a math community.</p> <p>These Work Place games and activities provide students time to practice skills and allow teachers time to meet the needs of individual students, providing challenge and support as needed.</p>

Frequently Asked Questions About Unit 1

Q: Why do children count on their fingers?

A: Fingers can serve as math tools just like cubes and other counting objects. Students are given a choice of tools to use; however, many young children naturally use their fingers when they are developing beginning number concepts. When asked: “How old are you?” they often answer by showing their fingers. Fingers support children in exploring numbers, counting to 10, and showing that numbers can be made in different ways. For example, they can show 7 as 5 fingers on one hand and 2 on the other, or as 4 on one hand and 3 on the other. Fingers can also show how many more are needed to make a number.

Show 7.	Show 3.	How many more to make 5?
 or 		

At first, students count from 1 as they build groups on their fingers. Later, they pop up their fingers confidently, without having to count each one. Watch for this shift in finger use. As children learn other strategies and commit facts to memory, their reliance on fingers diminishes.

Q: How can I support my student’s learning?

A: Asking questions, giving your student time to process their ideas, and showing an interest in their work builds their confidence as a mathematician. As your student engages in math at home and elsewhere, ask open-ended questions to support them in justifying and explaining their reasoning: “What did you notice? How did you figure it out? Do you think that will always work? Why?”

To further support your student in learning mathematics, you can:

- Visit mathathome.mathlearningcenter.org and do some or all of the activities in Kindergarten: Set 1 together. These activities complement the learning taking place in the classroom during Unit 1 and provide fun ways to engage children in mathematical thinking. This set also includes digital versions of games that your student has learned at school, such as Beat You to 5 and Unifix Cube Patterns. Young children will be excited to teach you how to play these games.
- Have them practice writing numbers in a variety of ways. Here are some ideas to try: writing numbers in dirt with a stick; writing big numbers in the sky using your arm and hand; writing numbers with your finger in soap or shaving cream on the side of a bathtub or shower.



- Visit apps.mathlearningcenter.org and invite your student to explore the pattern blocks, geoboard, and number frames apps. Throughout Unit 1, children explore these tools in their physical forms in the classroom.
- Count the items on each page with your student when reading picture books. Point to each item while counting it. After you count together, ask your student to repeat the total. Any picture book will work, but here are some suggestions for this unit:
 - » *A Song of Frutas* by Margarita Engle, illustrated by Sara Palacios
 - » *The Very Hungry Caterpillar* by Eric Carle
 - » *Two Ways to Count to Ten: A Liberian Folktale* retold by Ruby Dee, illustrated by Susan Meddaugh
 - » *The Animals Would Not Sleep* by Sara Levine, illustrated by Marta Álvarez Miguéns
 - » *Zonia’s Rain Forest* by Juana Martinez-Neal