

## Our Learning Goals:

- Words and symbols represent quantities.
- Equivalent sets can be arranged many ways.
- Order matters when counting.
- Words can be used to compare quantities.

## Quantity and the Ability to Subitize

Children explore quantity before they can count. They can identify which cup is bigger or which bowl has more cereal. Soon they need to attach an amount to the quantities to explore them in greater depth. When you look at an amount of object, you are able to “see” how many there are, particularly for a small group. For example, when you roll a die and know that it is five without counting the dots, that ability to “just see it” is called subitizing. “Subitizing is a fundamental skill in the development of students’ understanding of number” (Baroody, 1987, p. 115)

Looking at the image below, a child might say: *I know there are five because I see four on the*



*corners and one in the middle, and 4 and 1 are five. Another child might see two on top and two on bottom which is 4, and 1 in the middle that makes 5.*

## How Will My Child be Assessed?

Students will be assessed informally and formally throughout the unit through teacher observation and one-on-one interviews.

**How Can I Help My Student** In math class, students engage in math problems to discuss underlying math concepts. They are asked to share their thinking and solutions with others. It is important that children solve problems accurately in ways that make sense to them. Be sure to have your student explain his/her thinking to you.

## What Activities Can I Do At Home?

### **Dot Plate Dash**

Use the patterns below to create “dot plates” either using paper plates and sticky dots or sticker and/or color dots to make the patterns.



Hold up a dot plate for about three seconds and then hide it. “How many dots did you see? What did the pattern look like?” Children like to see how quickly they can recognize the pattern and say how many dots. Include easy patterns at first and then add more dots as their confidence builds. It is important that they can explain how they see the dots as 4 and 1 more, 2 and 3, etc.

## **Counting**

A major focus of this unit is counting. Asking your child to count in different ways will help them become more fluent counters. One question to ask your student might be “How many Mickey Mouse sticker do you have?” Another might be “Can you make a group of 6 pennies for me?”

## **Grab and Count**

Gather a set of objects and ask your child to grab a handful and count how many he/she grabbed. Ask them to predict whether you will be able to grab more or less than they did. Try it and find out. You might ask them why that happened.

## **Which is longer?**

Another major focus of this unit is comparing objects to see which is longer. Find opportunities to ask your child about the length of different objects. “Which shoe is longer than the other? How much longer is the used pencil compared to the new pencil? How could we figure that out? What tools could we use? (Paper clips, cubes, pennies all make good measuring tools for now with students.)

## **Which is longer?**

