# Unit 1 Family Support Materials

## Math in Our World

In this unit, students recognize numbers and quantities in their world.

### Section A: Exploring Our Tools

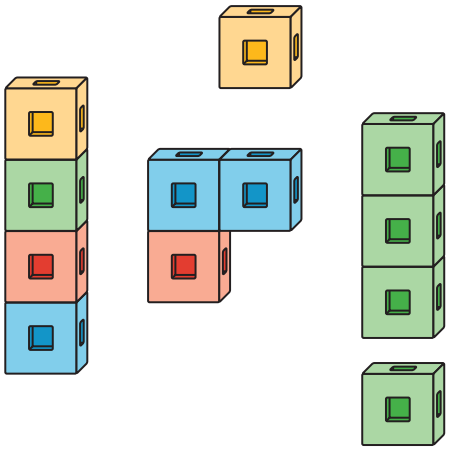
In this section, students discuss what it looks like to do math in their classroom. They work with the math tools they will use throughout the year during math activities and centers. Students think of mathematical purposes for the tools, having an opportunity for free exploration. Students are encouraged to use their own language to describe their work, as well as to listen to the ideas of others in the class, which positions them as mathematicians who have interesting and worthwhile ideas to share.

The math tools students use in this section include:

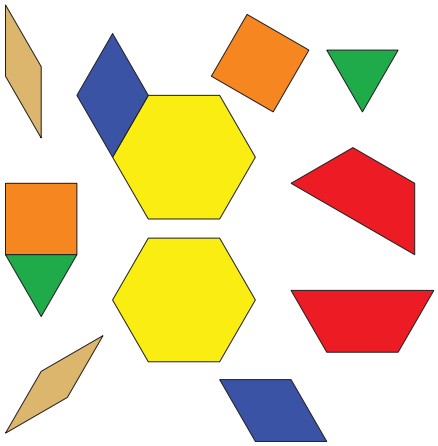
connecting cubes

pattern blocks

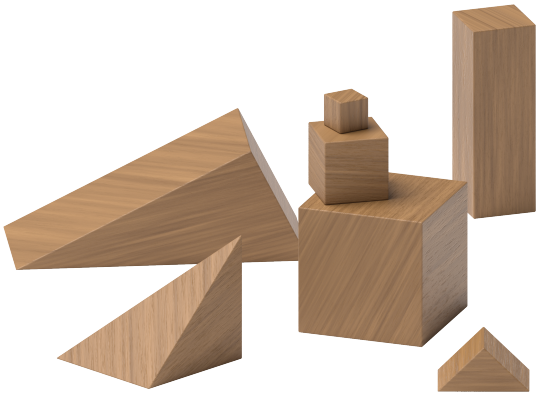

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geoblocks



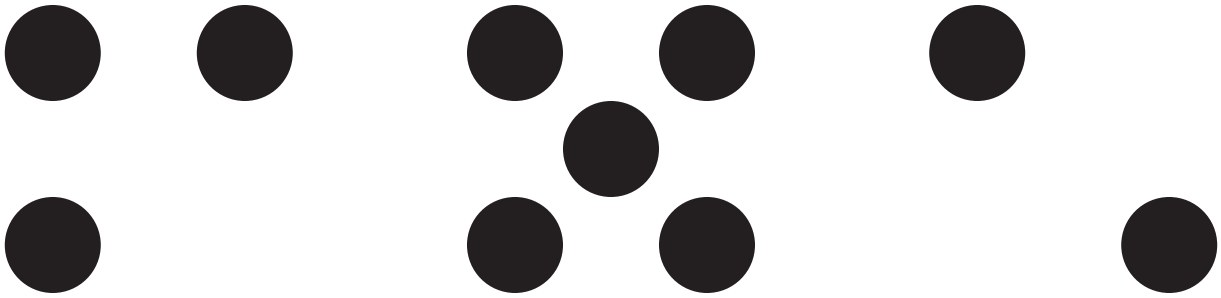
5-frame





**Section B: Recognizing Quantities**

In this section, students continue to explore math in their classrooms, focusing on small groups of objects or images. Students may begin to see dot images in arrangements that allow them to know how many, without counting, such as these examples:



The lessons encourage students to notice and ask questions about math in their world. Students continue to develop the language to express these ideas, to listen, and to share ideas with their peers.

**Section C: Are There Enough?**

In this section, students count groups of objects by touching and counting, saying one number for each object. Students answer the question “Are there enough?” and match and create groups with the same number of objects.

**Section D: Counting Collections**

In this section, students focus on the question “How many of us are here today?” They think about different ways to answer the question and represent the information. Students also count collections of objects each day. Collections are created from

classroom objects, such as connecting cubes, two-color counters, pattern blocks, and buttons, or from objects to count at home. For collections of up to 10 objects, students begin to recognize that the last number named tells how many objects are in the collection.

**Try it at home!**

Near the end of the unit, ask your kindergartener to count a given number of objects around your home.

Questions that may be helpful as they work:

- How many are there?
- How did you count them?
- Why did you count them that way?
- Are there enough for everyone in the house?


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Solution:

Answers may vary.

Sample response:

- There are 6 magnets on the refrigerator. I lined them up in a row and counted. Lining them up makes it easier to count.
- There are 4 oranges in the bowl. Yes, there are enough for everyone because there are 4 people. Each person can get an orange.