# Unit 2 Family Support Materials

## Numbers 1–10

In this unit, students answer questions about how many objects are in a collection. Students count out and compare groups within 10 and write numbers to represent how many.

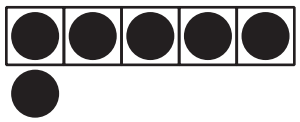
### Section A: Count and Compare Groups of Objects

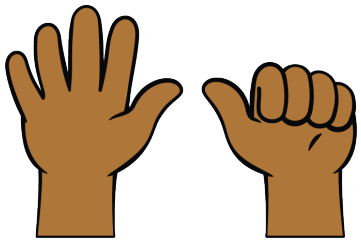
In this section, students connect the quantities they see and the spoken number words as they count to answer "how many?" questions. They rearrange and count groups of objects, and notice that the arrangement of objects does not affect the total number of objects. Students compare groups of objects and use the language of "more" and "fewer," which may be new to them. For example, students may compare a group of 7 objects to a group of 2 objects.

### Section B: Count and Compare Groups of Images

In this section, students begin by counting images for the first time. This can be more challenging for

students because images cannot be rearranged and it can be more difficult to keep track of which images they have counted. Students count groups of images in lines, in arrays, on 5-frames, in number cube arrangements, and on fingers.





Students count and compare images arranged on 5-frames and images of fingers throughout the section. These images have the structure of “5 and some more,” which supports students to count on from 5 to determine the number of images.

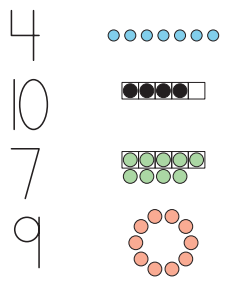
Students continue their work from the previous unit of answering “Are there enough?” questions and use matching as a means to compare the number of images in each group.

**Section C: Connect Quantities and Numbers**

In this section, students write numbers to represent quantity for the first time. Students continue their

work, from Section B, of counting groups of organized images and begin to count images arranged in a circle, which requires students to develop a method to keep track of the images they have counted. Students also represent numbers by counting out groups of objects and drawing groups of images.

For example, students match the written numeral on the left to the dots on the right side of the page.




**Section D: Compare Numbers**

In this section, students compare written numbers. Students see that, as they count, the numbers get larger and there is 1 more each time. They find 1 more and 1 less than a given number or group of objects. Students may compare written numbers in several ways:

- Create a drawing of each number and use the drawings to compare.
- Use mental images of numbers or number sense.


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- Use the knowledge of the count sequence and know that numbers that come later in the count sequence are greater.

**Try it at home!**

Near the end of the unit, ask your kindergartener to compare two (2) amounts of objects (such as pencils, cups, or fruit).

Questions that may be helpful as they work:

- How many _____ do you have? (Repeat for both sets of objects.)
- Which group has more? Which group has fewer?
- How do you know?

Solution:
Answers may vary.

Sample response:

- There are 5 pencils in the cup. There are 3 pens. There are more pencils than pens. I can see that there are only 3 pens and that there are more pencils.

- There are 6 spoons on the table. There are 7 forks. There are fewer spoons. I matched up the spoons and the forks. There is 1 less spoon.