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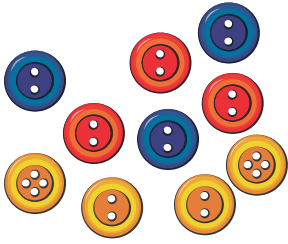
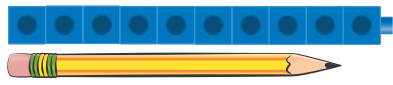
(PAGE 1 OF 2)

## About the Mathematics in this Unit

Dear Family,

Our class is starting a new unit in mathematics called *Counting Quantities, Comparing Lengths*. The focus of this unit is on counting and comparing quantities and beginning to explore measurement by directly comparing objects to see which is longer.

Throughout this unit, students will be working toward these goals:

BENCHMARKS/GOALS	EXAMPLES
Count and count out a set of up to 10 objects.	<p>How many buttons are there?</p>  <p>“Can you count out 8 pencils?”</p>
Describe length and decide which of two objects is longer.	<p>Which is longer?</p> 

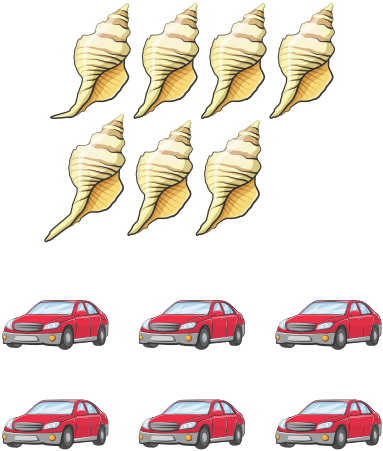


NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 2 OF 2)

## About the Mathematics in this Unit

BENCHMARKS/GOALS	EXAMPLES
Compare two quantities up to 10 to determine which is greater.	<p data-bbox="581 428 899 499">Are there more cars or shells?</p>  <p>The illustration shows two groups of objects for comparison. The top group consists of 7 seashells arranged in two rows: the first row has 4 shells and the second row has 3 shells. The bottom group consists of 6 red cars arranged in two rows: the first row has 3 cars and the second row has 3 cars.</p>

In our math class, students engage in math problems and activities and discuss the underlying concepts. They are asked to share their reasoning and solutions. It is important that children solve math problems accurately in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

In the coming weeks you will receive more information about this unit as well as suggestions for activities to do at home.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 1 OF 2)

## Related Activities to Try at Home

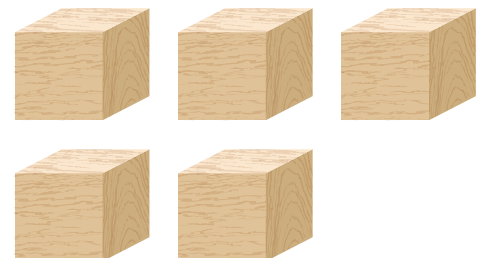
Dear Family,

The activities suggested below are related to the mathematics we are currently studying in school. Doing them together can enrich your child’s mathematical learning.

**Counting** A major focus of this unit is counting. You can help your child learn to count fluently by finding many opportunities to ask your child to count in different ways. For example, sometimes count aloud together and see how high you can count. At other times, ask your child to count a small set of objects (“How many books are on the table?”) or the number of pictures on a page. A slightly different kind of question is “Can you make a group of 6 blocks?” or “Can you count out 7 pennies?” You can also ask your child to count to solve a problem; for example, “If everyone needs a fork, how many forks do we need to set the table?”



**Grab and Count** Gather a set of objects, such as toy cars, blocks, or foam peanuts. Ask your child to grab a handful and count how many he or she grabbed. Then, ask your child to predict whether you will be able to grab more or less. Try it and find out. Your child can also grab two handfuls and see which holds more, the left hand or the right.





NAME \_\_\_\_\_

DATE \_\_\_\_\_

(PAGE 2 OF 2)

## Related Activities

**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; for example, “What do you think the longest part of this cereal box is? Do you think the cereal box is longer than the milk carton? How could we find out?”

**Playing *Compare*** We have been playing a card game called *Compare* that is similar to the familiar card game, *War*. You could play at home with a deck of playing cards. Each player gets half of a deck of cards and puts them in a pile facedown. Both players turn over their top card, and the person with the greater number says, “Me.” Ask your child to explain how he or she knows which number is greater. The game is over when all of the cards have been turned over.

**Math and Literature** You can find the following counting books in your local library and read them together. Ask your child to count the objects on each page, and see what mathematical concepts your child discovers.



- Bowman, Anne. *Count Them While You Can...: A Book of Endangered Animals.*
- Gayzagian, Doris. *One White Wishing Stone: A Beach Day Counting Book.*
- Krebs, Laurie. *We All Went on Safari: A Counting Journey Through Tanzania.*
- Mora, Pat. *Uno, Dos, Tres: One, Two, Three.*
- Martin, Bill. *Chicka Chicka 1, 2, 3.*
- Wormell, Christopher. *Teeth, Tails, and Tentacles.*