

# DUVAL Math Parent Tips

## Numbers to 10

Numbers to 10 In Module 1, students begin to observe and analyze the world around them mathematically. They will count, order, and draw up to ten objects. They will eventually work toward an understanding that each successive number names a quantity that is 1 more, and that the number before is 1 less. This is just the beginning of an exciting mathematical year for kindergarten students!

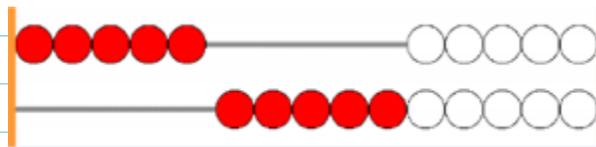
## The Rekenrek

The Rekenrek is comprised of two strings of ten bead each, strategically broken into two groups: five red beads, and five white beads. Readily apparent in this model is an implicit invitation for children to think in groups of five and ten. As illustrated below, the strings of red and white beads (in groups of 5) provide a visual model that encourages young learners to subitize, i.e., to build numbers based on groups of fives and ten.

### Kindergarten, Module 1

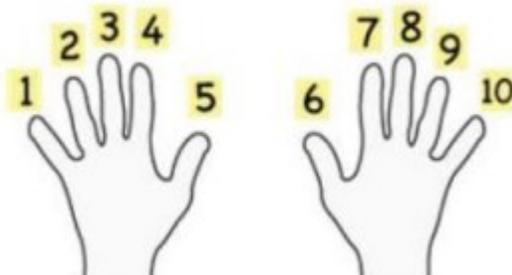
#### Special points of interest:

- ✓ Numbers to 10
- ✓ The Rekenrek
- ✓ Finger Counting
- ✓ Number Sentences
- ✓ Counting Objects
- ✓ Number Sentences
- ✓ The importance of 5!
- ✓ Help at home
- ✓ Standards for Mathematical Practice
- ✓ Florida Standards



## Finger Counting

In class, students will be taught to begin counting on their left hand pinky finger, which would be the number 1, then the ring finger is number 2, middle finger 3, pointer 4, and thumb is 5. Right hand thumb is 6, pointer is 7, middle finger is 8, ring finger is 9, and pinky is 10. This is meant to represent a number line.



## Questions?

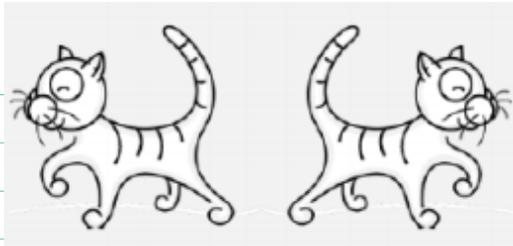
Mrs. Wendy Dobson

Supervisor, Mathematics K-5

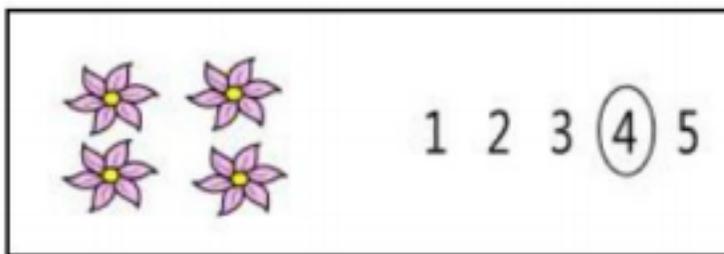
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# Counting Objects

Students will learn to tell how two objects that are the same look different by filling in the blanks in this statement: "These cats are the same, but one is \_\_\_\_\_ and the other is \_\_\_\_\_."



Students will count objects and match them to the numeral.



<b>Linear</b>  Horizontal  Vertical	 Array  Scattered  Circular
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Kindergarteners will count items in various configurations. They will learn ways to track the items counted.

# Number Sentences

Students will learn to write number sentences.

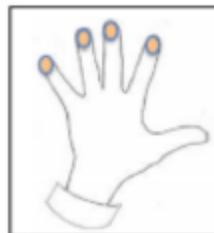
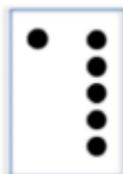


Write the number sentence:

3 = 2 + 1

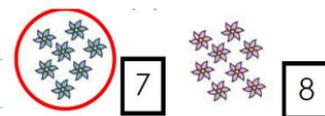
# The importance of 5!

This module will feature 5-groups, as 5 is an important building block for understanding numbers 6-10. Students learn what 5 looks like, and different ways to make and count to 5.



5 groups cards with clearly marked groups of 5 in each row.  
Counting on our hand: a natural

Students will also recognize which group is larger or smaller.

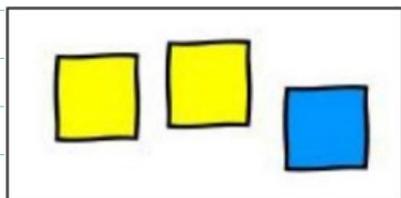


Count how many are in each group. Write the number in the box. Circle the smaller group.

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## The goal of DUVAL Math is to produce students who are not merely literate, but fluent, in mathematics. Your child has an exciting year of discovering the story of mathematics ahead!

There are 2 yellow blocks and 1 blue one. There are 2 + 1 blocks. Count the blocks. There are 3 blocks. 2 + 1 is an expression.



Students will begin problem solving with numbers up to 10. Teacher: Color the picture to show what is happening in my story and then write how many in the box. Listen to my story. Josey picked 3 pink flowers. Then she picked 4 purple flowers. How many flowers did Josey pick?



## How can you help at home?

Play the license plate game with numbers as you walk through your neighborhood. • Have them look for a 1 on a license plate. Then find a 2, then a 3, and so on. • Write your name and a family member's name. How many letters are in your name? • How many are in your

family member's name? Which name has more? • Look through a store ad. Cut out numbers 0-20. Put the numbers in order from least to greatest. • Grab a handful of an item, cereal, beans, etc. Estimate how many pieces you grabbed. Now count them. Was your estimate

close? • Estimate how many spoonful it take to finish a bowl of cereal. Count each spoonful as you eat. • Walk around your home. Count how items are plugged into the wall. • Show the number 5 in as many ways as you can. Use pictures and numbers.

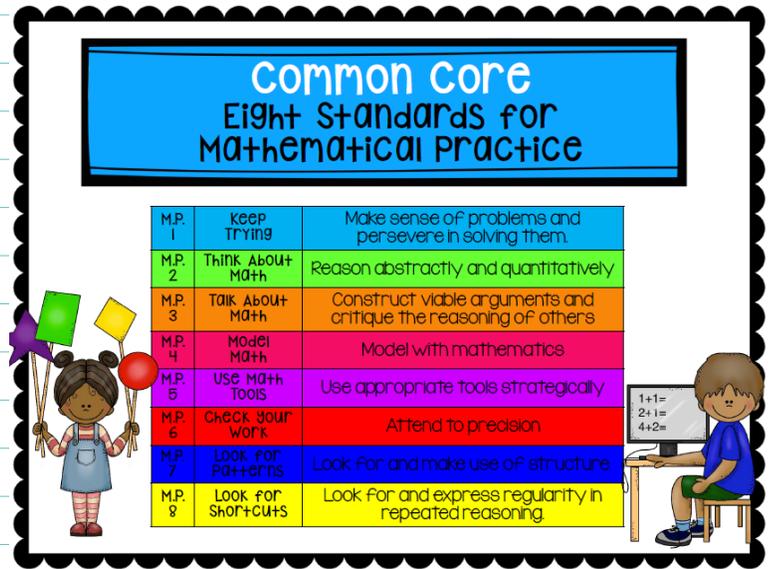


## Standards for Mathematical Practice

During the first 10 days of schools, teachers will emphasize the importance of the 8 Standards for mathematical practice through 30 minute lessons.

These practices will be embedded in lessons daily throughout the school year.

Strength with the mathematical practices make strong mathematicians!



## Mathematics Florida Standards

**K.CC.1.3** – Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**K.CC.2.4** - Understand the relationship between numbers and quantities; connect counting to cardinality.

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

**K.CC.2.5** - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**K.MD.2.3** - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

**K.OA.1.a** – Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)