

**Further investigations:**

Play concentration with your child. Use flash cards (1 – 20 and one to twenty) to match number word and numeral. As a challenge, encourage your child to create his own set of number flash cards that he can match to the numeral and number word. The child's set would have objects such as stars and balls.

Place the flashcards mentioned above face down. Let your child draw a card and read it. Then help her make a set of pennies to match the card.

Compare sets of objects around your home. For example, is your set of forks greater than your set of spoons?

Invite your child to help with chores. Let him count the number of forks as he sets the table. Ask him to estimate the number of socks in the laundry and then count, pair them, and count the pairs.

Play "Count On." Choose any numeral from 0-10. Ask your child to count beginning from the numeral chosen until he reaches 20.

**Terminology:**

**Estimate:** to make a rough or approximate calculation

**Counting on:** starting with a number other than 0 and counting higher until a specified value is reached.

**Book'em:**

**Anno's Counting Book**  
by Mitsumasa Anno

**How Many Feet in the Bed?**  
by Diane Johnson Hamm

**M&M Counting Book**  
by Barbara McGrath

**Ten Black Dots** by Donald Crew

**The Cheerios Counting Book**  
by Will and Barbara McGrath

**Ten Items or Less**  
by Stephanie Calmenson

**Only One** by Marc Harshman

**Two of Everything** by Lily Toy Hong

**Reeses Pieces Count by Fives**  
by Jerry Pallotta and Robert Bolster

**Arctic Fives Arrive**  
by Elinor Pinczes and Holly Berry

**Related Files:**

[www.ceismc.gatech.edu/csi](http://www.ceismc.gatech.edu/csi)

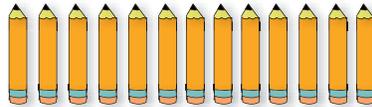
**How Can I Show Numbers?****Students will:**

- Recognize, write, and read number words to 20
- Rote count to 20, count the number of objects up to 20 using a one-to-one correspondence, label the set with a numeral and number word to 20
- Compare (equal, more than, less than) sets up to 20
- Count on from a number of objects
- Estimate a quantity and tell if it is closer to five or to ten.
- Group objects by 5's and by 10's

**Kindergarten 3 of 6****Classroom Cases:**

1. Count the objects in each set below

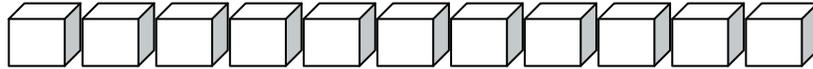
Set A



Set B



Set C

**Case Closed - Evidence:**

Set A: There are 13 pencils.

Set B: There are 15 crayons.

Set C: There are 11 cubes.

2. Use the objects above to answer the following questions:

- Which set has the most?
- Which set has less than any other set?

**Case Closed - Evidence:**

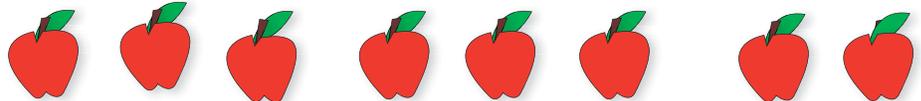
- Set B has the most.
- Set C has less than any of the sets.

3. Count the number of objects and then count on to 20.

**Case Closed - Evidence:**

There are 9 smiley faces. 9, count on 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

4. Estimate the number of objects in the set below, count the actual number of objects, and tell if it is closer to 5 or 10.

**Case Closed - Evidence:**

- There are more than 5 apples. There are less than 10 apples. There are about 7 apples.
- I counted 8 apples.
- 8 is closer to 10 than to 5.

**Clues:**

When your child is counting objects, encourage him to touch and slide each object. When she is counting objects on paper, guide him to touch and cross out each object. When helping your child group objects, place them into groups of 5's or 10's. Then when your child counts the objects, she can count by 5's (5, 10, 15, etc.) or 10's (10, 20, 30, etc.).