



# PRE-K MATHEMATICS – Unit 1

Dear Parents,

Here are the foundational mathematics concepts and skills in prekindergarten. Some specific ways you can support your child are included in this newsletter.



## WAYS PARENTS CAN HELP

- Ask your child to sort the family's socks. Say, "Sort the socks by color." Mix the socks up again and say, "Sort the socks by size." Buttons or leaves can also be sorted by color, shape, and size. Each time your child is done sorting, ask him/her to tell what he/she notices about the groups of objects.
- Ask your child to help set the table. When placing plates around the table, ask him/her to count each plate. Repeat with glasses, silverware and napkins. This routine helps to reinforce one-to-one correspondence.
- Ask your child to create sets of 1 to 5 objects (e.g., make a set of 3 toys, make a set of 4 stuffed animals). Repeat with other objects.
- Create sets of 3-5 objects for your child to count. For example, make a set of 3 objects and ask, "How many are in this group?" After your child has counted, 1-2-3, ask again, "How many objects did you count?" This helps develop the understanding that the last number counted also tells how many items are in the entire set.
- Make numeral/dot cards for your child as shown below. Let your child roll playdough "snakes." Ask your child to use the playdough snakes to make an outline on top of the numeral on a card. Then ask your child to count the dots on this card. Repeat with other numeral cards.

## GEOMETRY

Students need to:

- Sort a variety of objects by color, shape, and size.

**Example:**

Student is given some circles and squares of different sizes and colors (big/little and red/yellow) and is asked to sort them by shape.

*Sample Response:*

Student correctly sorts the objects into circles and squares.

## NUMBER RELATIONSHIPS AND COMPUTATION

Students need to:

- Count up to 10 objects with one-to-one correspondence.
- Create sets of objects up to 5.
- Identify the number of items in sets up to 5.
- Recognize numerals 1-9.

**Example:**

1. Student is given a set of 4 blocks and is asked to count them.

*Student Response:*

Student correctly counts, touching one block for each number, "1-2-3-4."

2. Student is given 9 blocks and is asked to make a group of 5 blocks.

*Student Response:*

Student correctly makes a group of 5 blocks.

3. Student is given a set of 3 blocks and is asked, "How many blocks are in this group?"

*Student Response:*

Student correctly counts the 3 blocks, "1-2-3." Student is asked, "How many blocks did you count?" Student says, "3," without recounting the blocks.

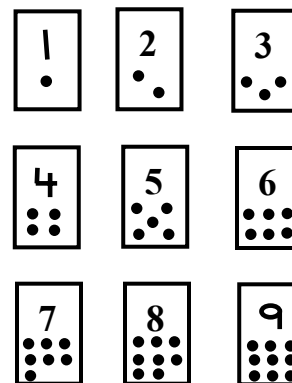
4. Student is shown numeral cards randomly placed on a table and teacher says, "Show me the 7."

*Student Response:*

Student correctly points to the numeral card with "7" on it.

3      5      7      4

Counting Tip: The matching of one word with one object is called one-to-one correspondence. Children touch or point to each object as it is counted.



For additional activities, visit [www.ed.gov/pubs/parents/Math](http://www.ed.gov/pubs/parents/Math)