

Curriculum Parent Overview (Kindergarten)

MATHEMATICS

UNIT #7: How many noses? How many eyes?

CONTENT FOCUS: Students identify attributes and sort people and objects according to specific attributes, counting and comparing the number of objects in the different groups. Students will develop their own survey questions, record responses, and share their data.

UNIT FOCUS:

- Sorting and classifying: Identifying and carefully attributes are ideas in all areas of mathematics. By examining how things are the same and different, students are able to sort them into groups and classify them on the basis of their attributes. For example, being able to describe the attributes of a square and think about how it is the same as different from other four-sided figures. Sorting and classifying are central to organizing and interpreting data.
- Collecting, representing, describing, and interpreting data: Collecting, representing, describing, and interpreting data are vital to understanding events and making decisions in our daily lives. In order to understand the process involved in data analysis, students need to be involved in all phases of working with data. Students have been collecting, recording, organizing, and representing data about their class all year through the classroom routine *Today's Question*. As they describe and analyze the data, they count and compare the pieces of data in each group and use an equation to represent this information.
- Comparing and ordering quantities: As students describe data, they count the number in each group and compare these quantities, encountering ideas like *more than*, *fewer than* and *the same as*.
- Counting and representing quantities: As students make representations of the number of people in their class, complete their own surveys, or solve a problem, they are applying many of the counting skills and strategies they have been working on throughout Kindergarten. In addition to counting by 1s and thinking about the one-to-one correspondence (e.g., the relationship between the number and the object), this unit introduces contexts that involve two-to-one and ten-to-one correspondence which will set the context of the work they will do in Unit 8 as well as in first and second grade.

MATHEMATICAL PRACTICES:

MP1: Make sense of problems and persevere in solving them.

MP2: Reason abstractly and quantitatively.

CONNECTIONS TO PREVIOUS CONTENT: This unit builds on the classroom routine *Today's Question* as well as the work with counting and comparing, sorting and classifying, and representing information that students have worked on throughout the Kindergarten curriculum.

CONNECTIONS TO FUTURE CONTENT: In Unit 8, students extend their practice with the counting sequence to 100, starting from any number, and continue to practice counting by 10's. Grade 1 students build on the work of this unit as they collect, record, and represent data, and as they develop their own survey questions and carry out a data collection project. Students represent, describe, and interpret data in 2 and 3 categories, and compare the data in different categories as they answer questions about how many more and fewer. Survey data becomes the basis for work with comparison story problems with bigger and small amounts unknown.

MATH AT HOME:

- Play any of the following games with your child on SavvasRealize site after it has been introduced in the classroom:
 - Attribute Block Match-Up
 - Attribute Dominoes
 - Button Match-Up
 - Pattern Block Grab
 - Pattern Block Grab: Comparing Handfuls Left and Right
 - Pattern Block Grab: Two Handfuls
- Sort collections of objects you have at home: coins, stamps, toys, containers, even laundry.
- Help your child take a survey of your family, friends, or neighbors. Choose a question, record people's responses, and then ask your child questions about the results of the survey: *What did you find out? How many people said ...? Were you surprised by people's responses?*
- Collect data about the number of certain items in your home: *How many forks are there? How many windows? How many doors?*
- Review the Math Words and Ideas videos for this unit on SavvasRealize site.