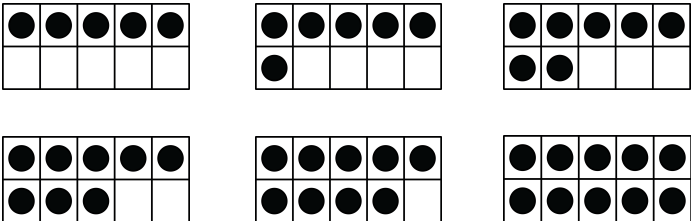
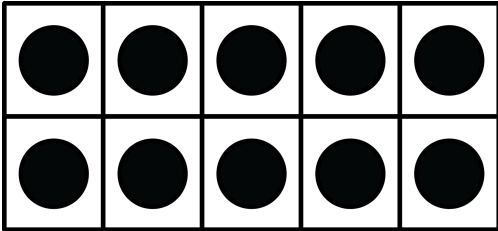
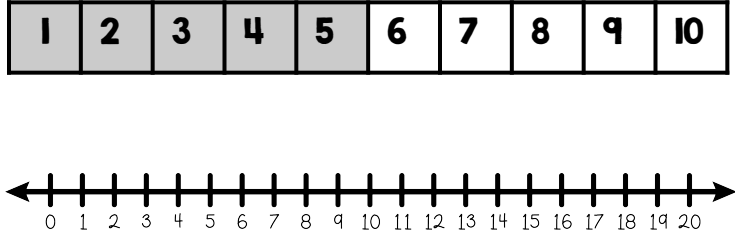
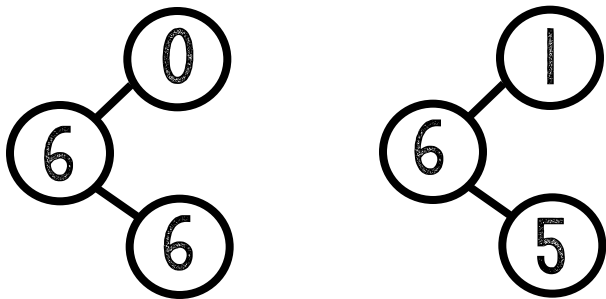


GLOSSARY FOR KINDERGARTEN MATH

TERM:	DESCRIPTION:	VISUAL REPRESENTATION:								
Five Group	These ten frames begin to develop the conservation of 5, or conceptually subitize groups with base 5 up to 10.									
Ten Frame	A 2x5 grid used for combinations to 10 and adding and subtracting within 10.									
Number path/ Number Line	Foundation for understanding a number line. 1 number, 1 space Counting & matching numbers & objects									
Number Bond	Representation of 2 smaller parts that make up a whole. For example, 6 is made up of 1 and 5.									
part-part Whole part-part Total	A way to show 2 smaller parts that make up a whole (similar to a number bond)	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">PART</td> <td style="width: 50%;">PART</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> <tr> <td colspan="2">WHOLE</td> </tr> <tr> <td colspan="2" style="height: 40px;"></td> </tr> </table>	PART	PART			WHOLE			
PART	PART									
WHOLE										

MATH STRATEGIES

Counting and Cardinality:


Counting should be reinforced throughout the day, not in isolation. Counting opportunities should be meaningful.


- * Count the number of chairs of student who are absent
- * Count the number of stairs, shoes, etc.
- * Counting groups of ten such as- fingers
- * Count the number of apples in a bag
- * Count the number of items in their lunch bag


When counting orally, students should recognize the patterns that exist from 1 to 100. They should also recognize the patterns that exist when counting by 10s. Have students verbalize the patterns they see.

Accuracy in counting depends on 3 things:

1. Knowing the patterns in the number-word list that a correct number-word list can be said
2. Correctly assigning one number word to one object (one-to one-correspondence)
3. Keeping track of which objects have already been counted so that they are not counted more than once.


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