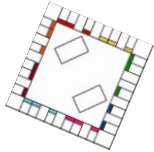


Things to Do at Home

Provide opportunities for your child to talk and interact with the mathematics in their environment by



- playing board games and having your child count the spaces or dots on the dice.



- using 2- and 3-dimensional shapes to sort, create patterns, and build new shapes.



- working with puzzles to see spatial relationships and build perseverance.



- adding the dots on two dice to find the total.



- listening to stories that have connections to math.

Transitional Kindergarten Mathematics

What's In?

Building conceptual understanding with manipulatives

Explaining why the answer is correct and how they arrived at the answer

Understanding there are multiple strategies to arrive at a solution and attempting to solve a problem in more than one way

Applying mathematical understandings to new situations in order to solve a problem

What's Out?

~~Learning the steps, algorithm, without conceptual understanding~~

~~Giving the "number" as the correct answer and moving on without explanations~~

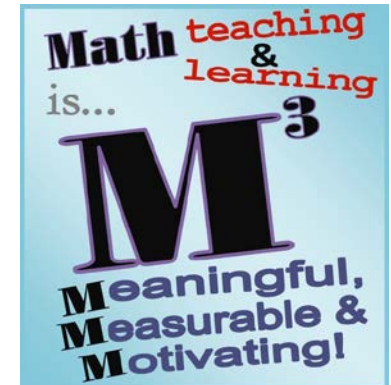
~~Thinking there is only one method to finding a solution to a problem~~

~~Applying their understanding of mathematical concepts to only similar problems to find a solution~~



Long Beach Unified School District
K-5 Math Curriculum Office
Teacher Resource Center
1299 E. 32nd St., Room D
Signal Hill, CA 90755

Math Strategies Your Child Will Learn in Transitional Kindergarten



This brochure illustrates mathematical strategies students will be learning throughout the school year. Additional Parent Resources can be found at www.lbschools.net under Mathematics and Family Resources.

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K - 5 Mathematics Curriculum Leader

Transitional Kindergarten Strategies

Rote Counting –

This is the first stage in becoming aware of numbers. Rote counting is done by memory. The child is not aware of the relationship of the number word to an amount. Rote counting develops into counting to answer “how many”. All children need many opportunities to rote count during experiences such as walking up and down stairs, waiting in line, or waiting for the signal to turn green.

One to One Tagging –

As the child touches each object to count, one number name is attached to one object. The ability to understand the relationship between the number word and quantity is developed.



Students can:

- Count the number of spoons and forks on the table
- Count out the number of crackers that can be eaten for snack
- Count collections of coins, rocks, seashells, stickers, buttons, etc.

Transitional Kindergarten Strategies

Subitizing –

The ability to recognize a quantity without counting is called *subitizing*. The easiest arrangements to see are those found on dice or dominoes. Quantities up to 4 or 5 can generally be subitized. When children are able to subitize common dot patterns the ability to manipulate a larger arrangement of dots to find the total will be developed. This is foundational to understanding that numbers can be decomposed-broken into smaller numbers.

Common patterns for three:



Common patterns for four and five:



Number Relationships –

It is important to understand the relationships between numbers. Students work with numbers zero and five.

For example:

- Knowing five is *one more than* four and four is *one less than* five.
- Understanding a set of five objects is made with 3 objects and two *more* objects.
- Knowing how many more are need to get to 5 from a given number 0-4.
- Knowing how many to remove from a given amount to show zero.

Transitional Kindergarten Math Questions

The following types of questions will help your child develop sense making as they problem solve. No longer is “getting the right answer” good enough. Developing problem solving skills and communicating their thinking are also important skills.

After counting a group of objects (any amount to 5) ask the following types of questions:

- How many are in the group?
- How many will there be if I give you one more?
- How many will there be if I give you two more?
- If you give me one from the group how many will be left?
- How many will be left if two more are taken away?
- How many more do you need so there are five in the group? How do you know?
- Can you show me how you figured that out?

Get kids to.....
TALK MATH

