

Preschool

Counting and Cardinality

MACCSS Standards Being Addressed:

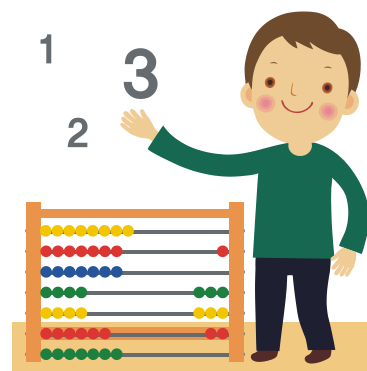
PK.CC.1. Listen to and say the names of numbers in meaningful contexts.

PK.CC.2. Recognize and name written numerals 0–10.

PK.CC.3. Understand the relationships between numerals and quantities up to ten.

PK.CC.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.

PK.CC.5. Use comparative language, such as *more/less than*, *equal to*, to compare and describe collections of objects.



Rationale:

Students gain an understanding of numbers sense. They learn what numbers are and how they relate to quantity. Students gain foundational knowledge required to access the general curriculum in later grades.

Suggested Activities to Practice at Home and in the Community:

- Provide frequent opportunities for your child to practice counting a variety of objects/people (how many goldfish do you have? How many children are at the playground? How many cars are on the rug?).
- When your child is building with blocks, ask him/her to count how many blocks they have used for a tower.
- Have your child assist with setting the table. Ask him/her how many people are having dinner. Then, how many plates do we need so that everyone has one.
- When playing with a sibling or peer, ask them to count how many toys they each have (i.e. I have four trains, and Billy has one). Ask who has more and who has less. Encourage your child to share so that everyone has an equal number. This is a great way to discuss sharing and fairness, while also targeting math skills.