**Math Outcomes for Second Reporting Period: Nov. – Feb., 2016/2017**

N1: Say the number sequence 6 to 10

N2: Revisit – Recognize at a glance and name familiar arrangement: 1 to 5 objects

N3: Relate a numeral to its respective quantity 6 to 10

N4: Represent and describe numbers 2 to 10

N5: Compare quantities, 0 to 10, using one-to-one correspondence

PR1: Revisit – Demonstrate an understanding of repeating patterns (2 to 3 elements) by identifying, reproducing, extending and creating patterns.

SS1: Use direct comparison to compare 2 objects based on a single attribute (length, mass or volume) (nonstandard units)

SS2: Revisit – Sort 3-D objects using a single attribute (focus on attributes)

The following are some ideas when exploring numbers to 10:

* Have your child look for numerals 1 to 10 in the community (license plates, addresses, elevators, phone numbers).
* Have your child look for numerals 1 through 10 in the store (aisle numbers, price numbers, numbers on the cash registers).
* Count the number of dishes and other things up to 10 as you place them on the table. Move the things around and count again. Show that moving things around does not change the number.
* Count the objects; ask your child to show you a set of objects 1 through 10. For example: “How can you show me number 5? Have a variety of small objects like buttons, paper clips, or coins available for your child to use. Take a step further by, having them show another set of items that is the same, fewer or more.
* Relate numbers and counting to common games such as Concentration, Go Fish, or games involving dice.
* Count when you shop: Count the number of items you take out of a bag after shopping.
* Counting in the kitchen: Count the number of dishes and other things you place on the table. How many glasses do you need? How many napkins?
* Name Game: Play a game with cards for the numbers 1 to 10. You will need to make two cards for each number. Turn all the number cards over. Take turns turning over a pair of cards. If the cards show the same number, the player keeps the pair and takes another turn. The game is over when all the cards have been matched.
* Ask your child to count forward from 1 to 10 using his or her fingers. Ask your child to count backward from 10 to 1 using his or her toes. Help start counting from other numbers between 1 to 10.
* Ask your child to make a set of objects that make the numbers 1 through 10. For example, say: “How can you make a set of 9 toy cars? Or “How can you make a set of 7 dolls?”
* Have your child make numbers 1 through 10 using two sets of objects from around the house. Say: “How can you show me 9 in 2 sets?”
* Form numbers using the ABC Boom Sounds.
* Choose a number between 1 and 10 ask your child to tell you the number that comes before and after. For example: “Tell me the number that comes before 5? What number comes after 5?”