

California Content Standards — Kindergarten

1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.

Developmental Watch:

- Students may not appreciate that sets of objects may vary in number
- They may be unable to point at an object and then the next and then count on. i.e. one point : one count.
- Sometimes students may say numbers in order but do not associate this with the number of objects that they are counting, even when they are touching the objects or images.
- Sometimes students can count objects that appear in a line but are unable to count accurately when the numbers are in a random arrangement. When this happens their touch and count becomes confused.
- They may sometimes be confused by the size and the shape of different objects.

**Teacher Tip**

- Count objects in groups and say one number for each object.
- Use **every opportunity** to place objects in different arrangements to practice counting.
- **Encourage** students to touch each object as they count it.
- It is wise to count from left to right and top to bottom. This establishes a routine starting point and will be helpful later when they are learning to read.
- **Talk with students** when they are counting and encourage them to talk to you. This helps you to understand their thinking.
- **Use the language of math** at every opportunity and keep referring back to things they have already learned.