

Ways to Count

Line Master 1 (Assessment Master)

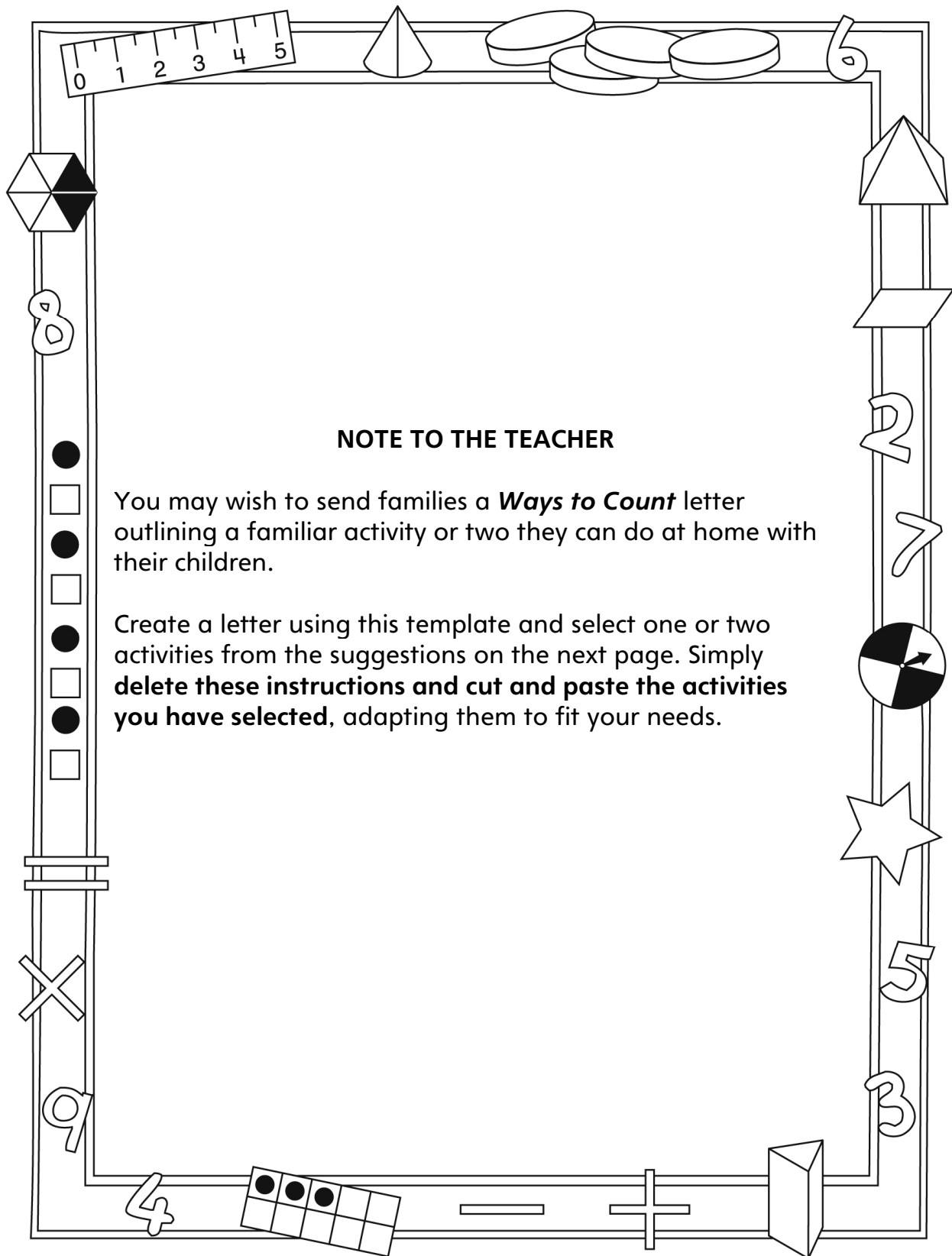
Name: _____

Estimate and Group to Count Quantities to 100	Not observed	Sometimes	Consistently
Uses benchmarks to estimate quantities			
Counts and groups to recount a collection to find how many			
Names, writes, and matches numerals to quantities			
Skip-count to 100			
Skip-counts by 2s, 5s, 10s			
Skip-counts from a given number			
Recognizes and uses skip-counting patterns			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

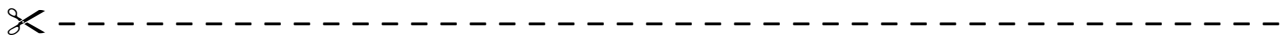
You may wish to send families a *Ways to Count* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

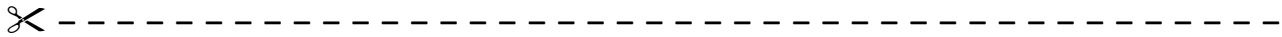
Connecting Home and School Line Master 2–2

Dear Family:

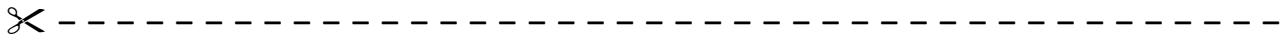
We have been working on **Ways to Count**, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Quantities and numbers can be grouped by units or split into units.” Particular focus is placed on grouping to count, estimating, and skip-counting to 100. Try this activity at home.



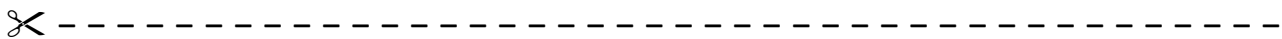
Reading the Story: Counting provides a foundation for understanding number and computational skills (addition, subtraction, multiplication, and division). As you read the story, enjoy estimating (guessing) how many objects there are, then counting and recounting to check.



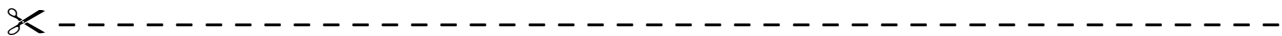
Make a Collection: Use the mat on the inside back cover (or a real container) to create an Estimating Jar. Place up to 100 small objects in the jar (corn kernels, beans, tiny buttons). Take turns estimating how many there are. Then decide on a way to group the objects so they are easy to count. Count and then recount just to be sure. Who had the closest estimate? How close was it? (**Note:** Would you consider sending us an Estimating Jar to add to our ongoing estimating and counting display?)



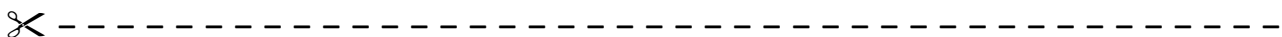
How Many Groups? Ask your child what size group he/she finds the easiest to count (10s, 5s, 2s). Display and identify a group of 100 (50 if that is easier) small objects. Ask: **How many groups of 10 do you think are in 100? How can we prove it?** Together, group and count the objects by 10s. **How many groups of 10 were in 100?** (10) Invite your child to take the lead.



Into the Piggy Bank: Consider dropping collections of dimes (nickels) into a jar (piggy bank) to practise counting by 10s and 5s.



Collections Wanted! We are estimating and counting lots of different collections. We can always use more! If you have a collection of small, unwanted “treasures” (puzzle pieces, buttons, lids, bread tags, etc.) we will put them to good use. Thank you!



Sincerely,

Ten-Frame

Line Master 3

Hundred Chart

Line Master 4

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Blank Hundred Chart

Line Master 5

Counting Collections

Line Master 6

Names: _____

Our collection: _____

Our estimate: _____

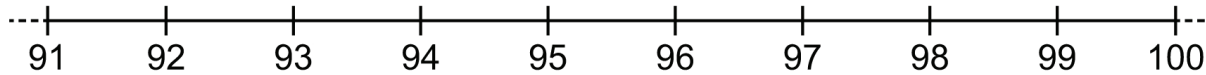
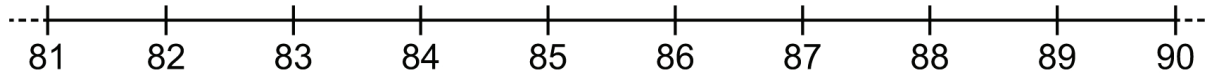
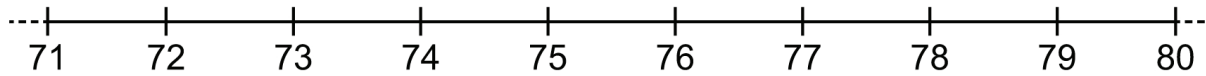
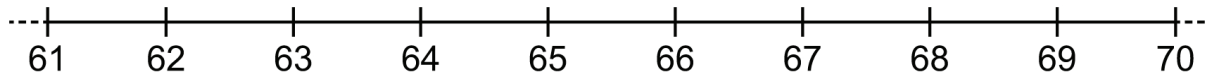
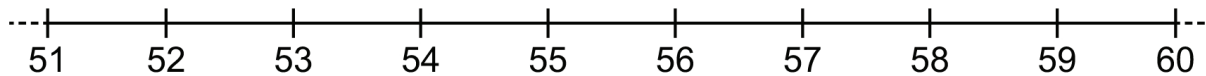
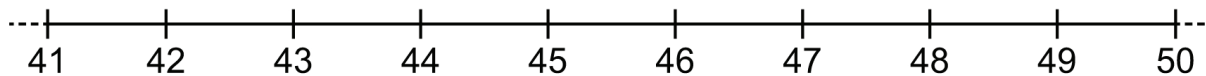
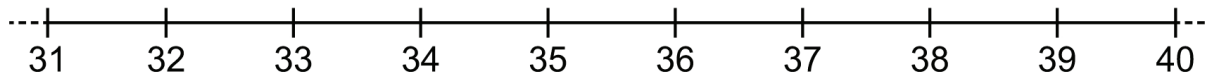
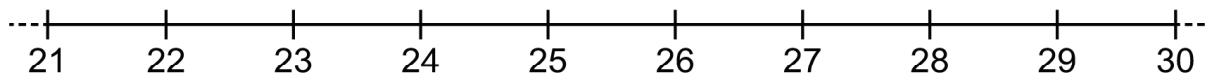
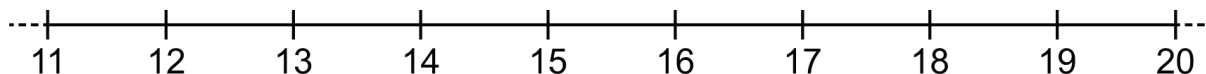
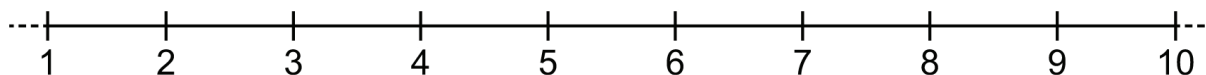
Our count: _____ Our recount: _____

Use numbers and pictures to show how you grouped and counted.

How close was your estimate?

Number Lines

Line Master 7



Guess How Many

Line Master 8

Name: _____

Guess how many _____.

Name	Estimate

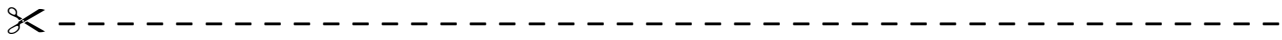
Will You Say It?

Line Master 9

Names: _____

Will you say _____ when you count by _____?

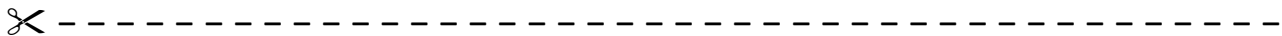
Start with the number _____.



Names: _____

Will you say _____ when you count by _____?

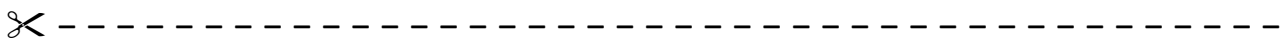
Start with the number _____.



Names: _____

Will you say _____ when you count by _____?

Start with the number _____.



Names: _____

Will you say _____ when you count by _____?

Start with the number _____.

Will You Say It? Answers

Line Master 10

Name: _____

Select a puzzle.

Record the names of the puzzle makers.

Solve their puzzle.

Record your answer.

Puzzle Makers	Yes	No

Double Hundred Chart

Line Master 11

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

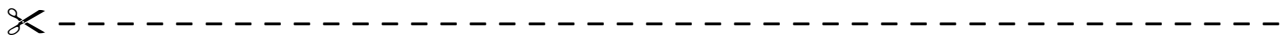
I counted by _____.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

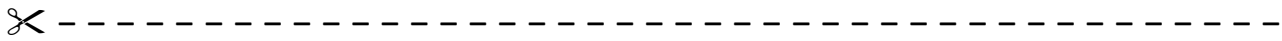
I counted by _____.

Will You Say It? Problems

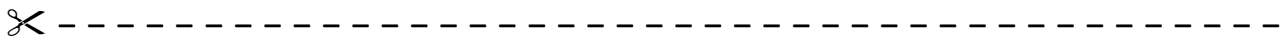
Line Master 12



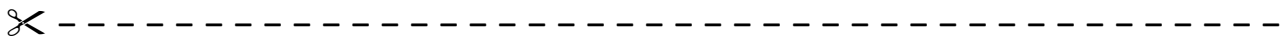
Will you say 72 if you begin at 11 and count by 10s? Prove it!



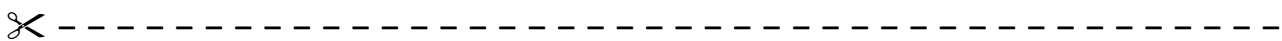
Will you say 90 if you begin at 5 and count by 10s? Prove it!



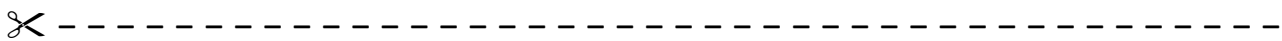
Will you say 61 if you begin at 6 and count by 5s? Prove it!



Will you say 85 if you begin at 40 and count by 5s? Prove it!



Will you say 48 if you begin at 8 and count by 5s? Prove it!



Will you say 48 if you begin at 6 and count by 2s? Prove it!