





Where are you from ?



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IN KINDERGARTEN:

Children come with experience in solving mathematical problems. Mathematical strategies and concepts can be applied to problems. PROBLEM SOLVING



COMMON CORE STATE STANDARDS FOR MATHEMATICAL CONTENT

Know number names and the count sequence.

Count to tell the number of objects.

Compare numbers.

Work with numbers 11-19 to gain foundations for place value.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



COMMON CORE STATE STANDARDS FOR MATHEMATICAL PRACTICE

- 1. Make sense of problems and persevere in solving them.
- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- 4. Model with mathematics.
- 5. Use appropriate tools strategically.
- 6. Attend to precision.
- 7. Look for and make use of structure.
- 8. Look for and express regularity in repeated reasoning.





Attendance

OCT 1 8 2011 Date _ Qt 1 fi

Early in the Year

Counting by ones.

Classifying

Counting by ones.



Classifying

Making use of Doubles

I NO that 10 box S+5=1050 tpin 15 18 Kids

I Nothor 9 9/1/15 4+4=850 + hir is 8 9 iris 8 Kids I NO that

1+575 = 10 60 0 C MOS B

Date 8=08 tol TOWON I



Calendar



Day Count



Question of the Day



Inventories



Contexts Based Problems

.... 2000 N0 508 PM that it because if one + 9.ix yam =7 and 2+9+7.

Bunk Beds



From Contexts for Learning Mathematics 'Bunk Beds and Apple Boxes" Fosnot, etal.



Developing Doubles

Lining up

From Contexts for Learning Mathematics 'Beads and Shoes, Making Twos" Fosnot, etal.

