

## How we teach Mathematics

Mathematics is a language. We have found that it is best to help our students understand the language.

We have a Math Glossary which lists the common math words of kindergarten. We address these words mostly in the order they are presented in the math books.

We take one of the words at a time. To help students understand what these words mean they are either explained to a student using the glossary definition for Kindergarten or the definition is demonstrated with things.

For example: Count – to find out how many

The students then do many games and projects with this concept. They will also do some worksheets going through the level.

When the student completes Kindergarten math, he/she will go onto the First grade math words list.

Other than our school it appears that a student's math ability is based on how high the student can count or whether addition problems can be done on paper. It's great if a student can count to 100 if the student can show you what 100 is. The same would be true for 5 or 10 or 20. With addition it is best if the student knows the definition of add and what the + symbol means, what the \_\_\_\_\_ under 2 numbers to be added means.

As you can see the language of math begins very early. We provide the very basic, but important building blocks of this language. At any point in their education if there are missing understandings, the language of mathematics will be somewhat crippled or largely crippled and the student will not perform well in the application of this subject.

Kindergarten Math Words; the beginning half:

0	five	middle	shorter
1	four	number	small
2	group	numeral	smaller
3	inside	one	sort
4	large	outside	taller
5	larger	pattern	third
arithmetic	left	practice	three
bottom	longer	right	top
chart	mat	second	two
count	math	seminar	worksheets
end	mathematics	set	zero
first			

Sample lesson plan:

Kindergarten Math Chapter 1

Readiness Lesson 5 – large, larger, small, smaller

Size Game 1: Gather a size variety of objects: 2 balls, 2 boxes, 2 legos, etc. One should be larger, one smaller of each category. Put these on a table so that all students can see them.

Show the students a large ball and a smaller ball, etc.

Have students take turns showing you a large item and a small item and a larger item and a smaller item.

Have students take turns: Hold up an item and have the kids find something smaller in the classroom. Then a small item and have them find a larger item in the classroom.

You can play with these words until the students have a good grasp