

## KEY CONCEPT OVERVIEW

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During the next few days, our math class will classify, count, and sort objects. Students will match pairs of objects according to attributes such as color, size, purpose, pattern, and position. They will discover that some pairs of items are identical (“exactly the same”), while others are similar but have differences, too. For example, “Both of these balloons are red, but one balloon is big and one is small.”

You can expect to see homework that asks your child to do the following:

- Identify and color objects that are identical.
- Match objects that are similar, but have minor differences.
- Draw objects that are used together. For example: a sheet of paper and a pencil, or a baseball and a glove.

## SAMPLE PROBLEM (From Lesson 3)

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Circle the object that would be used with the paintbrush.



Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

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- Gather a group of household items, such as kitchen utensils or articles of clothing. Encourage your child to match pairs of items, and explain how they are similar and different, using attributes such as color, size, purpose, pattern, or position. For example, your child might say, “Both of these hats are red, but one has stripes,” or “Both of these are spoons, but the big spoon is for serving and the smaller one is for eating.”
- Invite your child to show you how he is learning to count to five on the left hand, starting with the pinky finger (see **Counting the Math Way**).
- In preparation for work with numbers, guide your child to count up to and down from three. Change the counting direction often, using a thumb up or a thumb down to signal whether your child should count up or down. Increase the target number to four, and then five, as your child masters the skill. Have fun by challenging your child to increase her counting speed.

**TERMS**

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**Counting the Math Way:** Counting from left to right, starting with the pinky of the left hand; used to set the foundation for adding “one more” and for using the number line.

