Calendar Squares – Ten Frames 0-10

K.CC.A Know number names and the count sequence. K.CC.1 Count to 100 by ones and tens. (0-10) K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). ***K.CC.B Count to tell the number of objects.*** K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.4a When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object. K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.4c. Understand that each successive number name refers to a quantity that is one larger.	K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ***K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*** K.OA.1 Represent addition and subtraction . . . with equations. (Write equations to represent stu thinking). K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one-way. K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number. K.OA.5 Fluently add and subtract within 5.
Sample Questions • Write the number of dots you see. • How many dots do you see? • How do you see them? (Record with an equation) • How many empty squares are there? • If there are _____ dots, how many more do you need to make 10? (Record with an equation) • Look at today's ten-frame. Are there more dots today or yesterday? Today's number of dots is greater than yesterday's number of dots?	***1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.*** 1.OA.3 Apply properties of operations as strategies to add and subtract.3 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) 1.OA.4 Understand subtraction as an unknown-addend problem. 1.OA.5 Relate counting to addition and subtraction. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). ***1.OA.D Work with addition/subtraction equations.*** 1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1*

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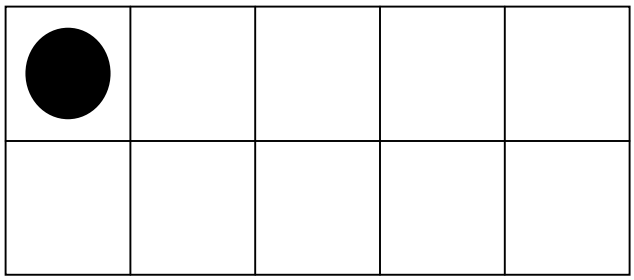

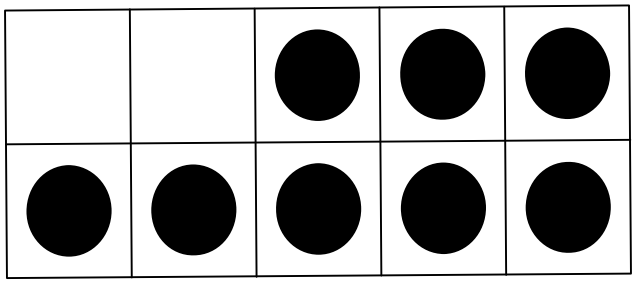

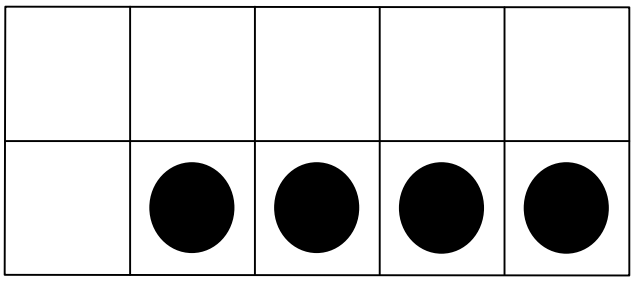

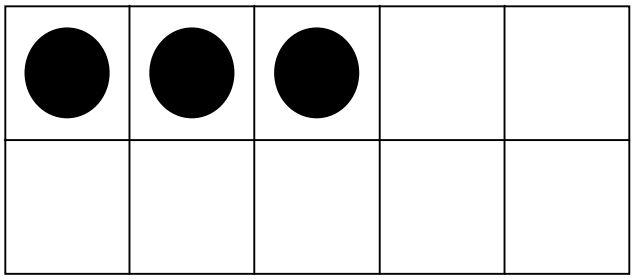

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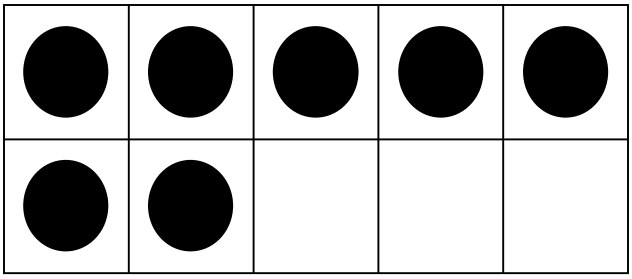

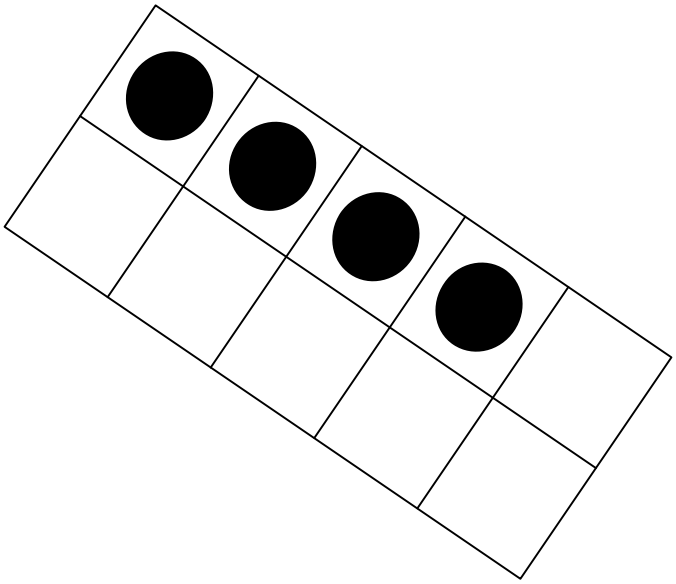

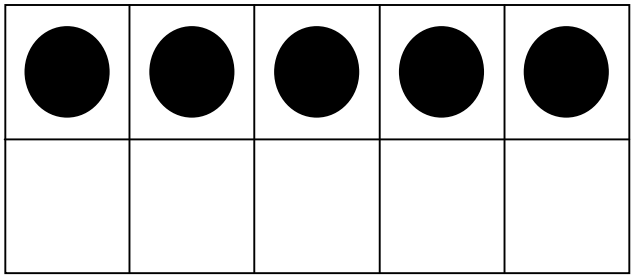

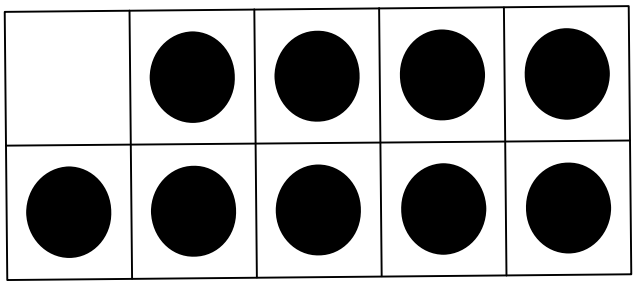

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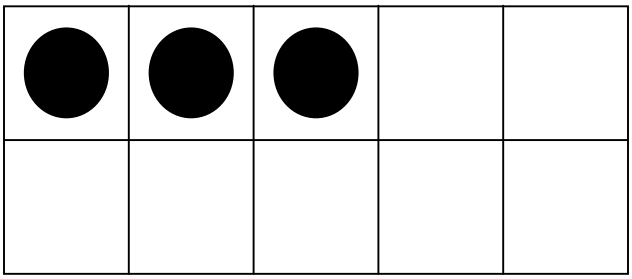

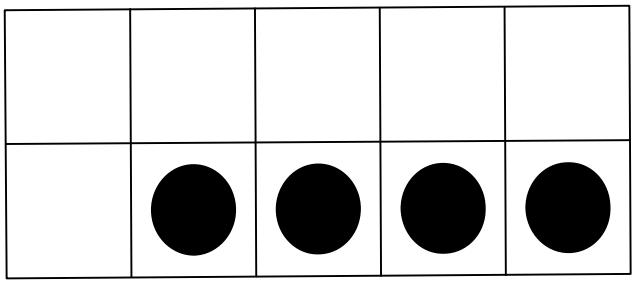

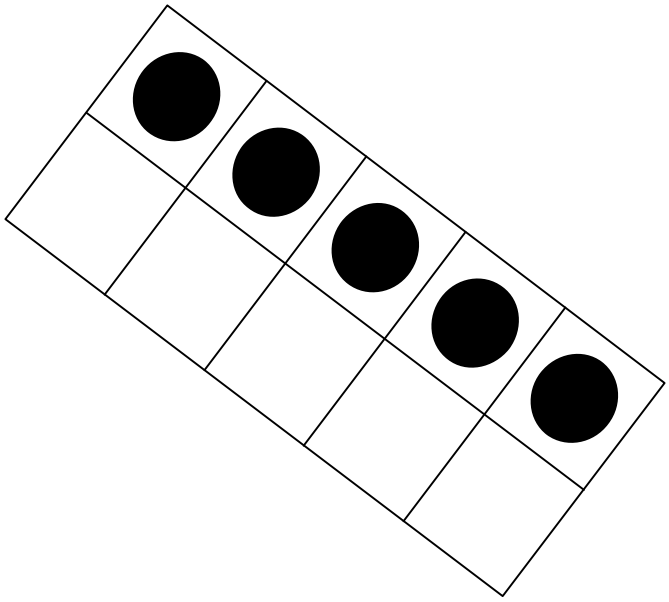

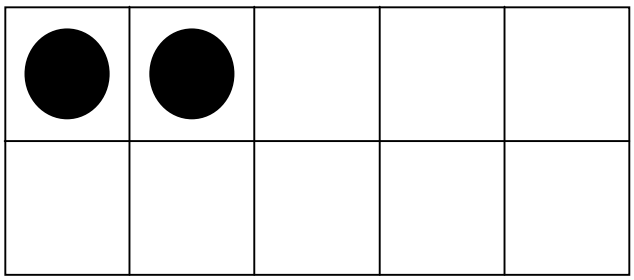

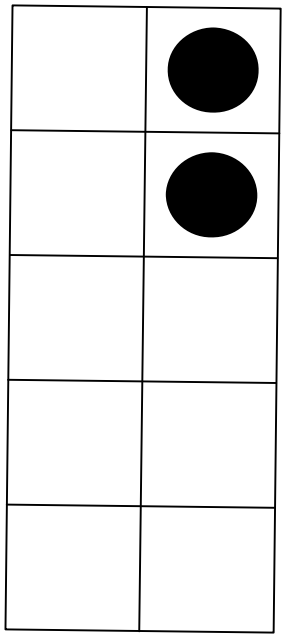

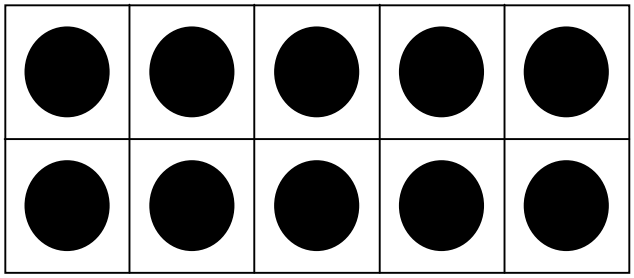

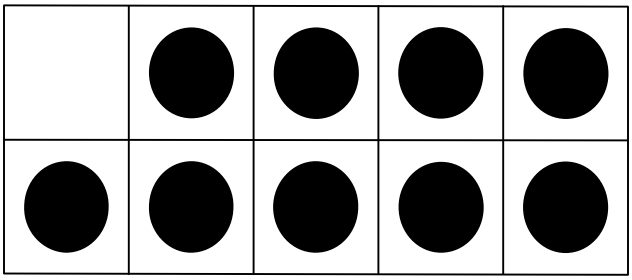

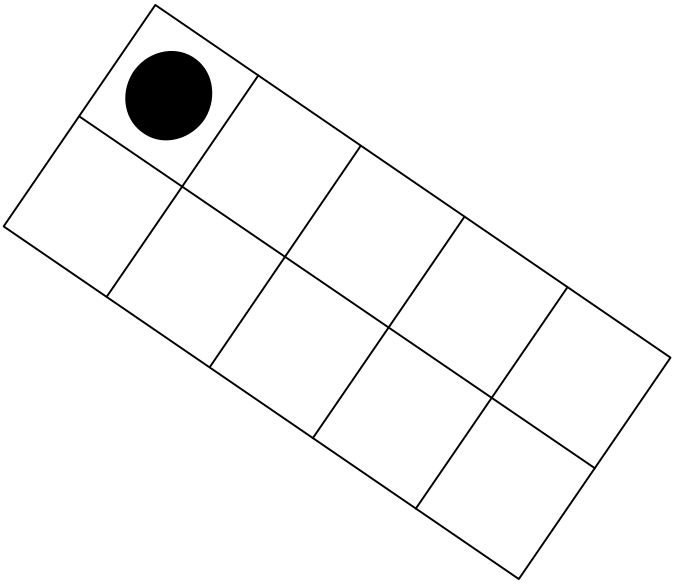

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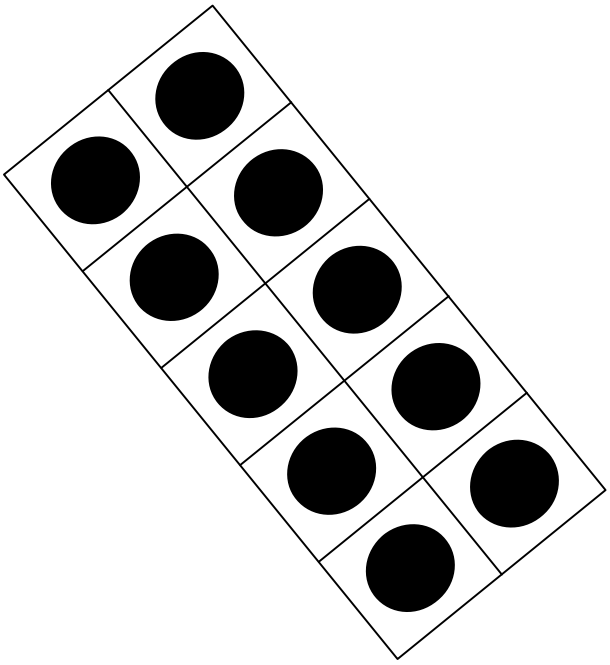

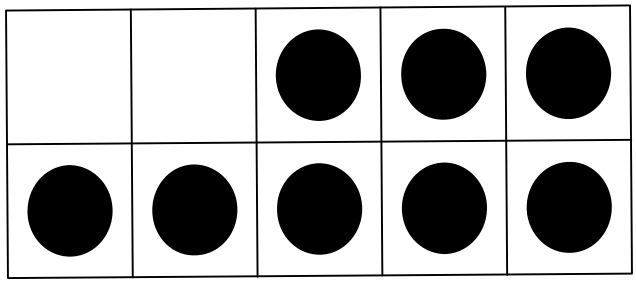

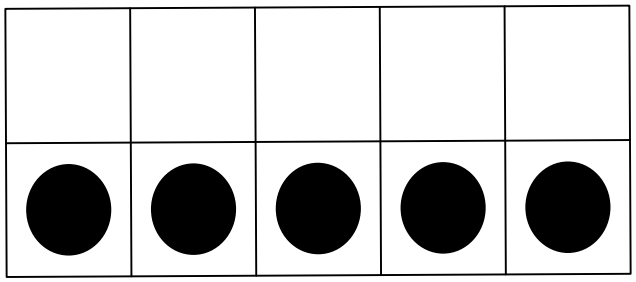

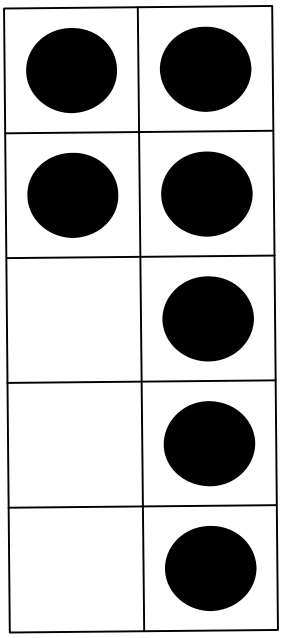

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