Calendar Squares – 2 Ten Frames

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. ***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.4.a 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.4.b 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.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 scattered; 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.	***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 students thinking with respect to the number of dots on the 10 frame or to record how they made 10) 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. **K.NBT.A Work with numbers 11-19 to gain a foundation for place value.** K.NBT.1 Compose and decompose number from 11 to 19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition by a drawing or equation; understand that these numbers are composed of ten ones and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.
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? 20? – 1st grade (Record with an equation) • Are there more dots today or yesterday? Today's number of dots is <u>greater than</u> yesterday's number of dots? (Record using <, >, or =)	***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 . . . ***1.NBT.B Understand place value.*** 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a 10 can be thought of as a bundle of ten ones – called a "ten." b The numbers from 11-19 are composed of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones. 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digit, recording the results of comparisons with the symbols >, <, and =..

Tulare County Office of Education
Tim A. Hire, County Superintendent of Schools

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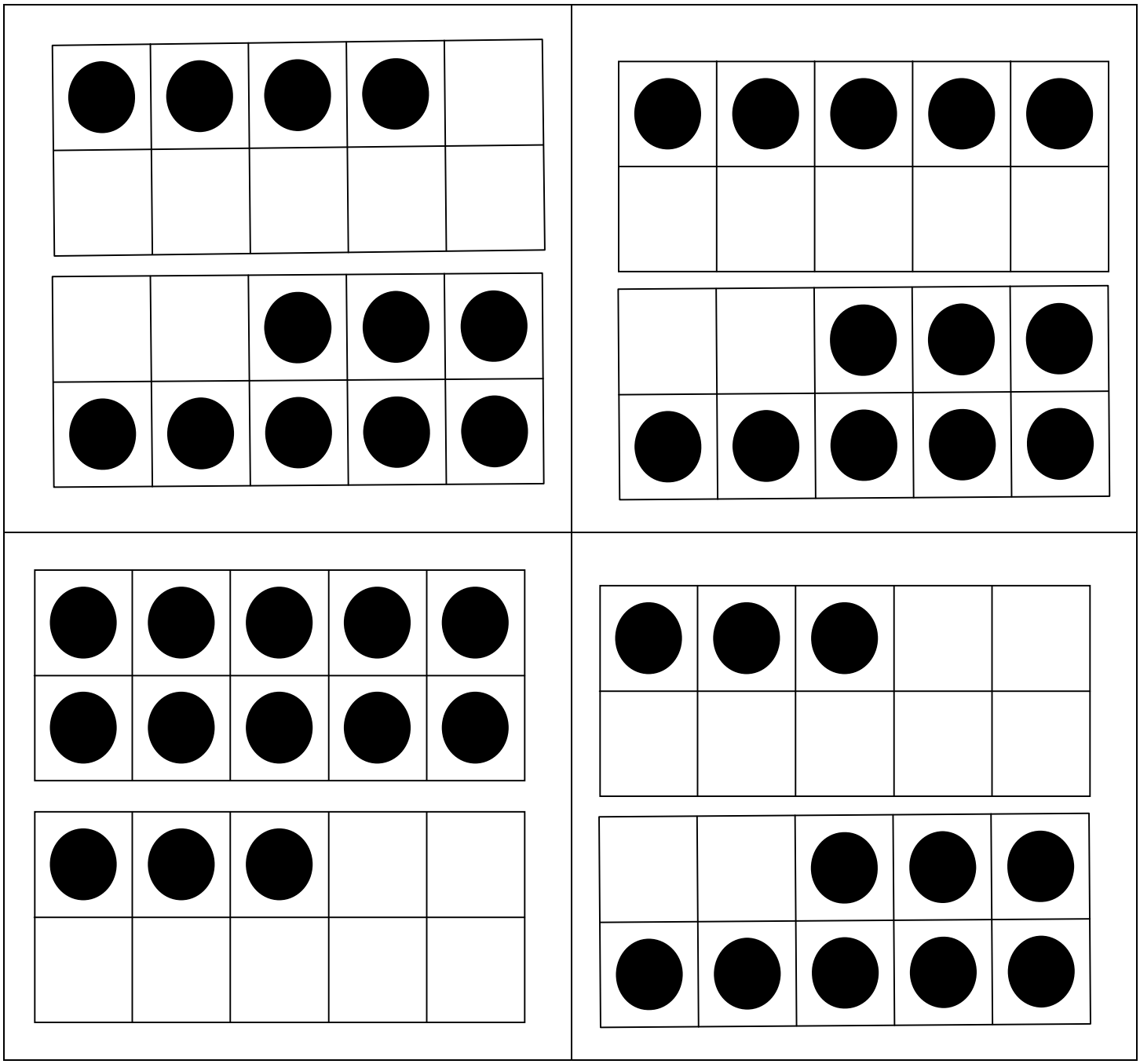

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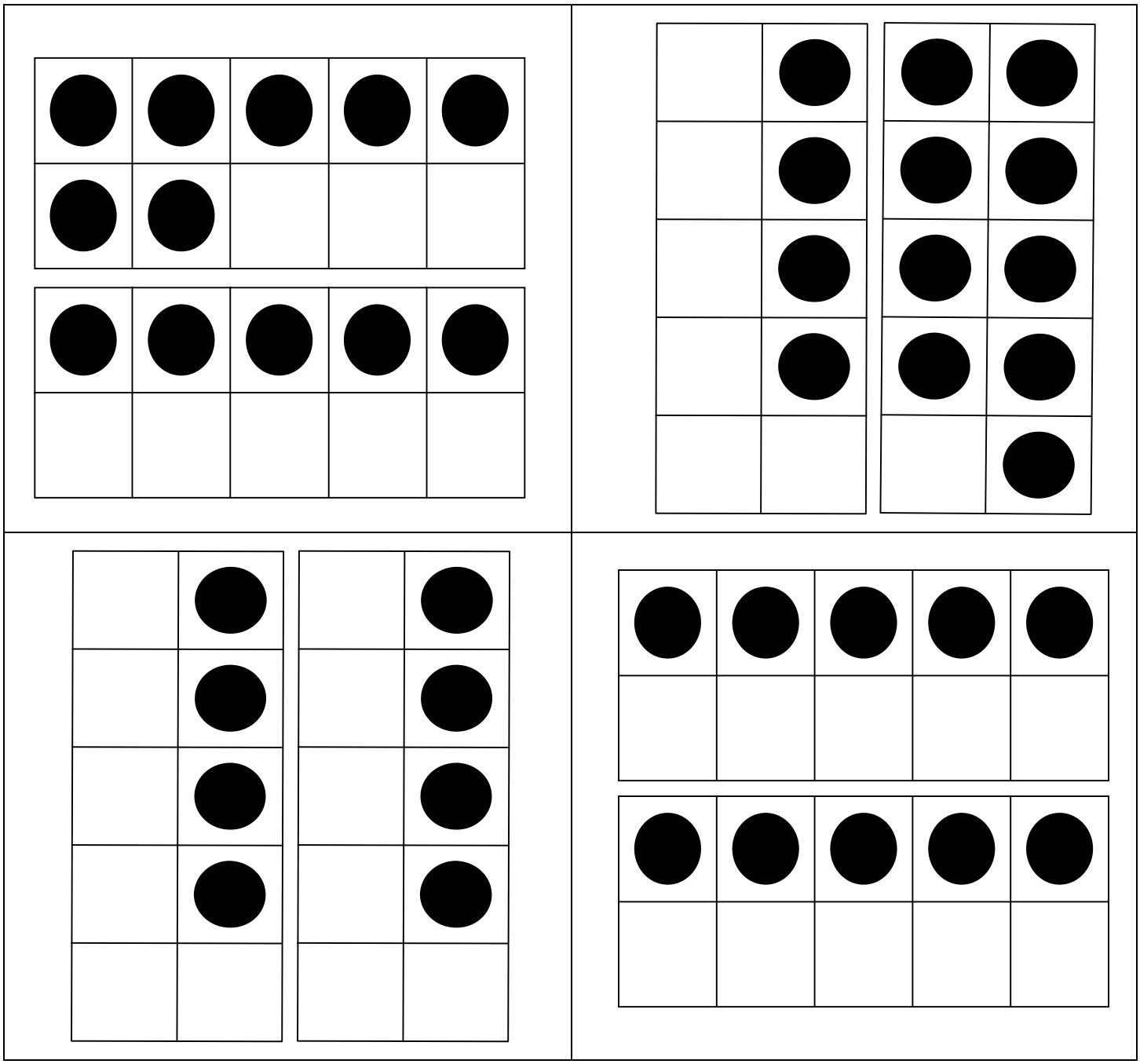

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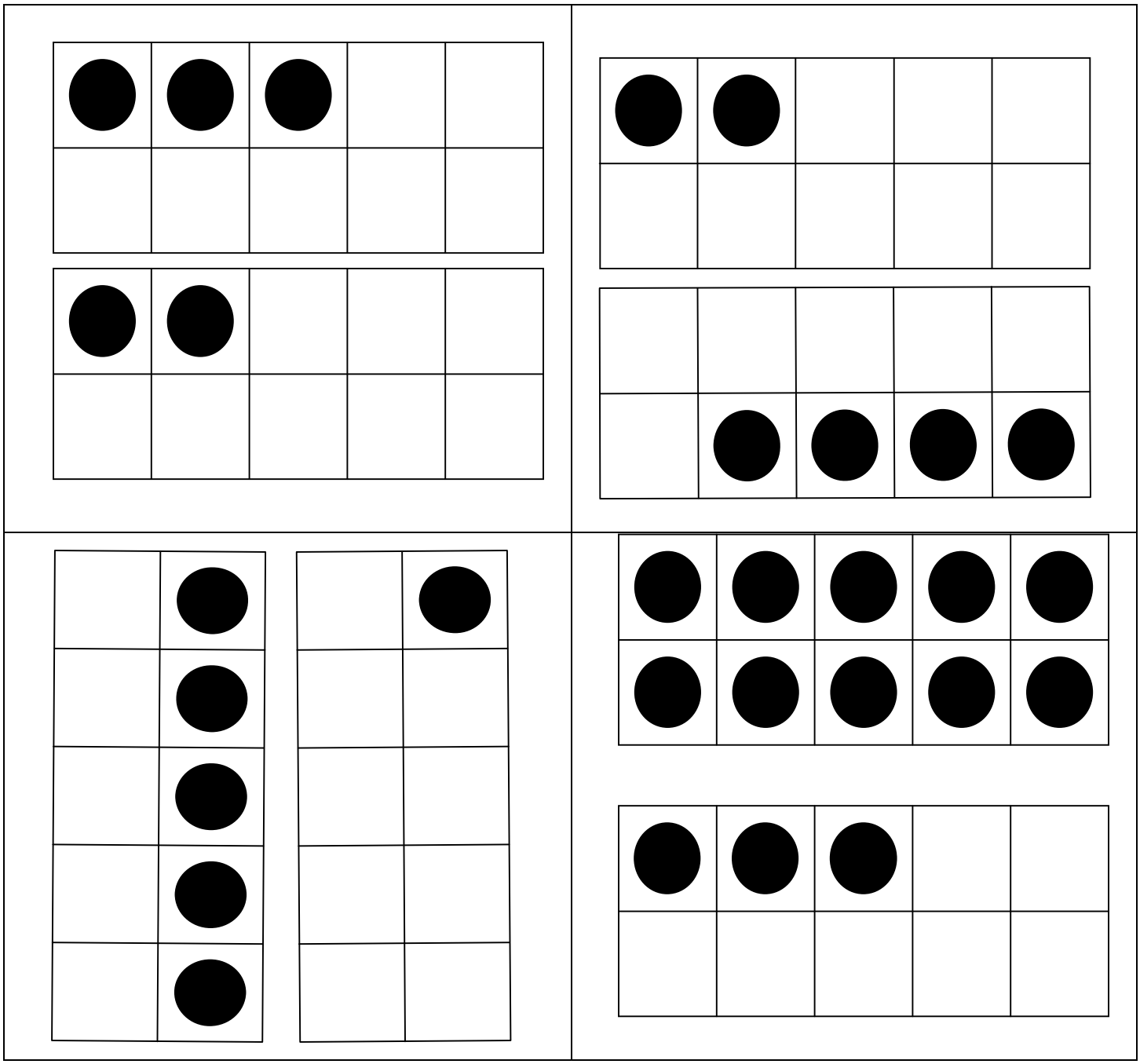

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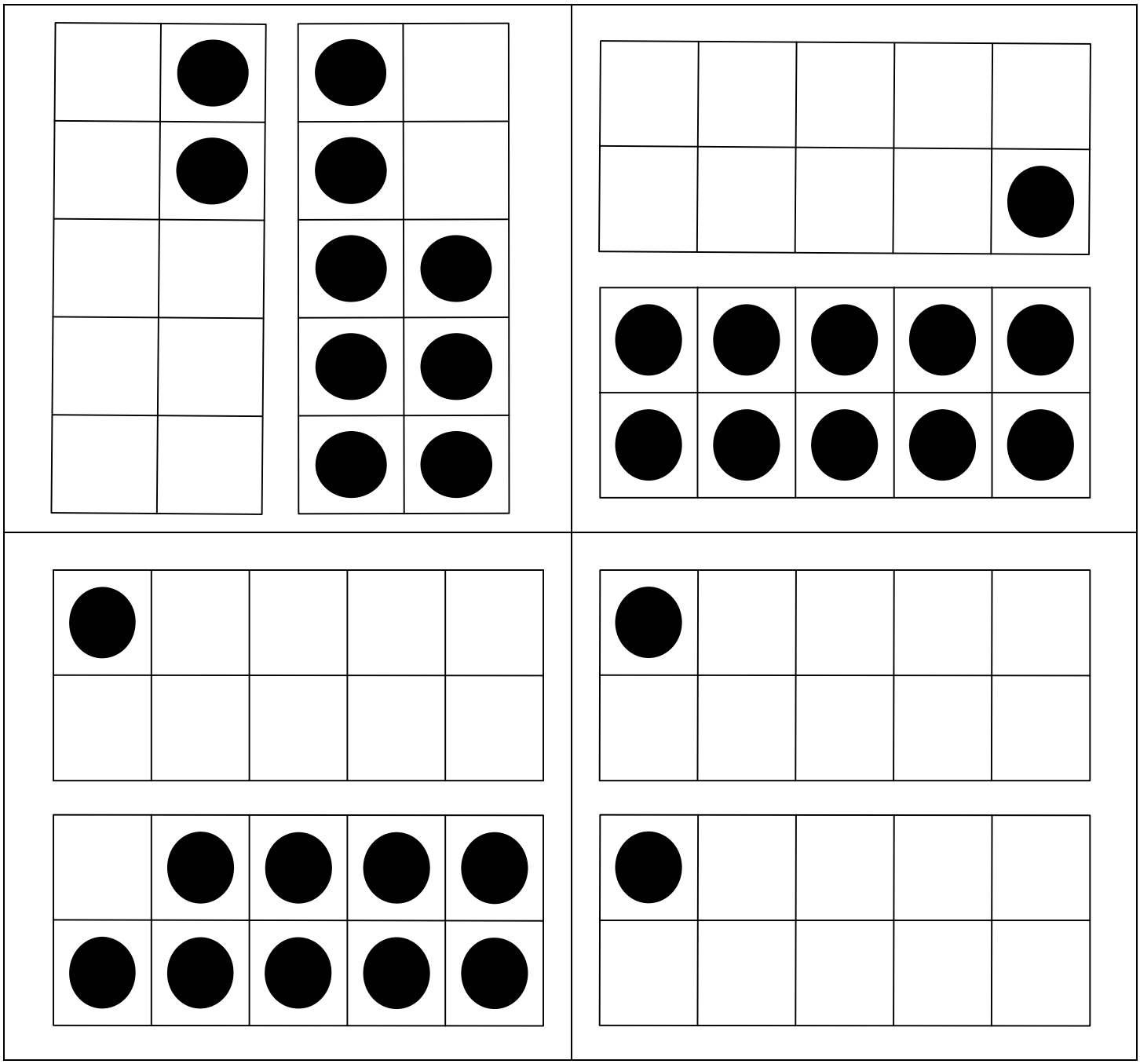

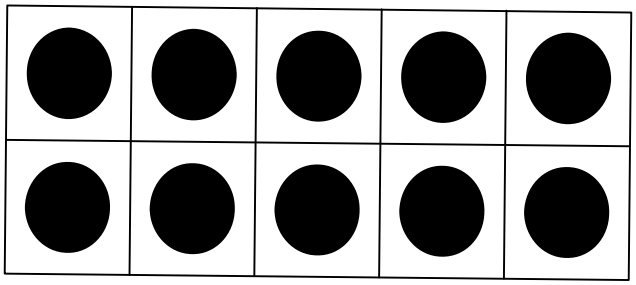

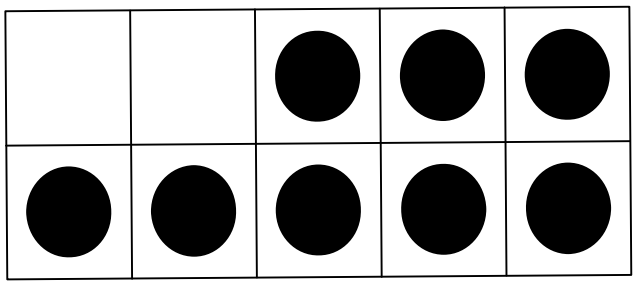

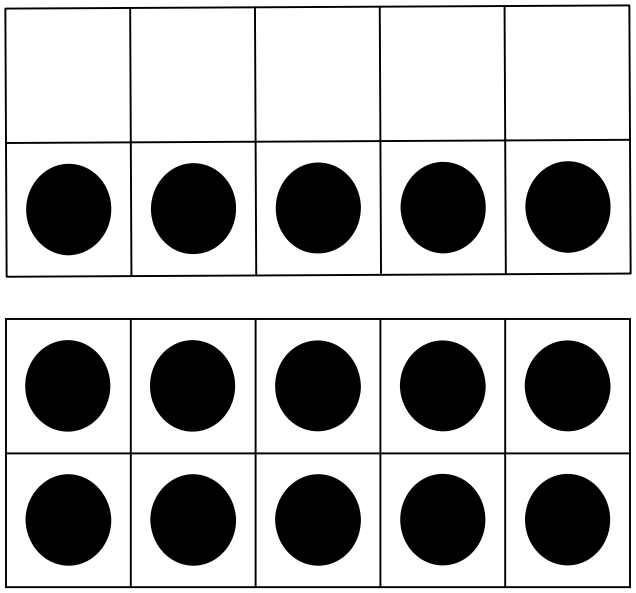

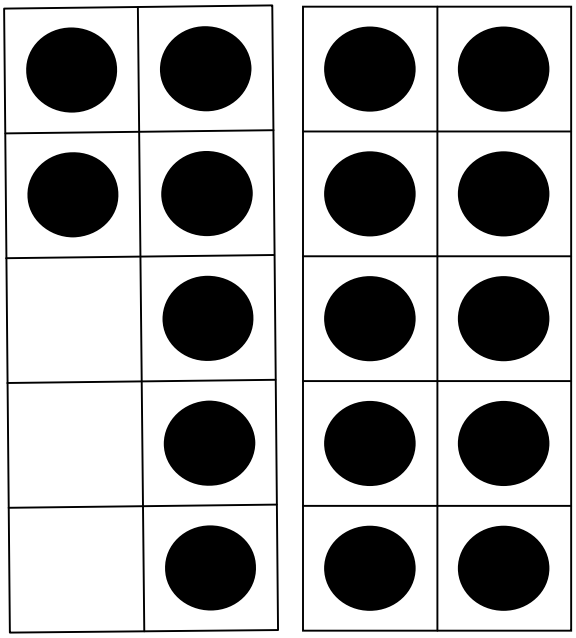

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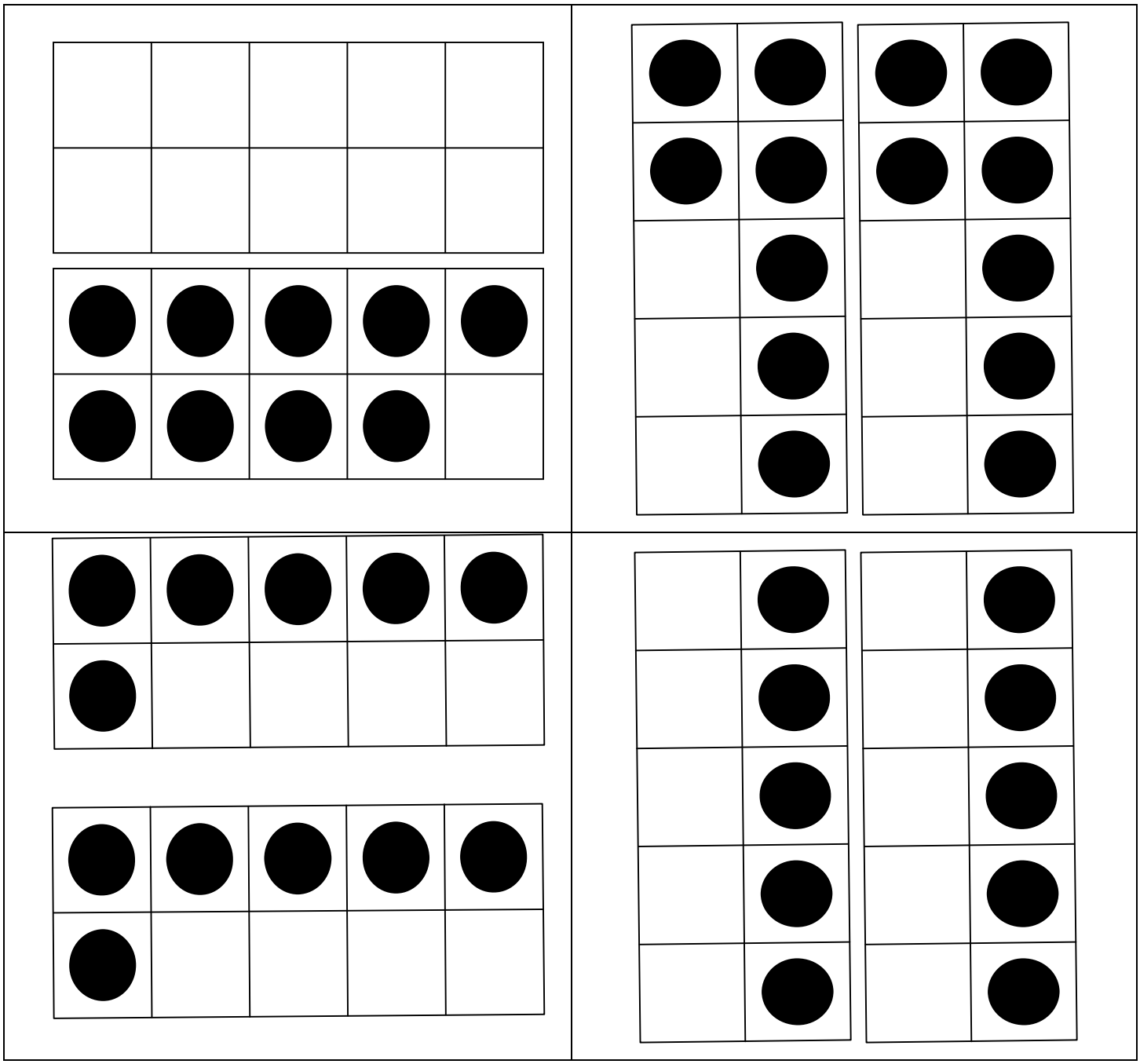

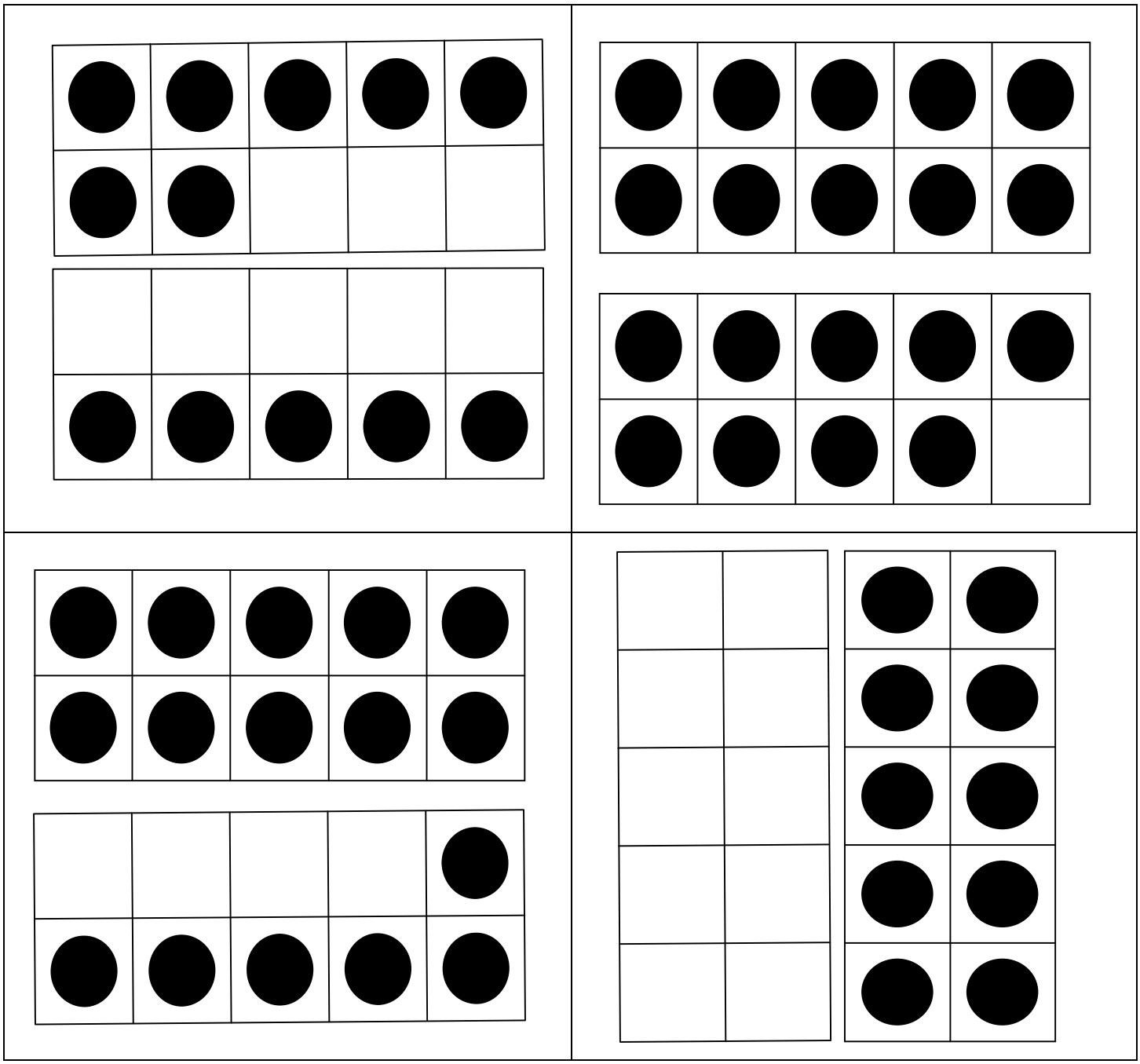

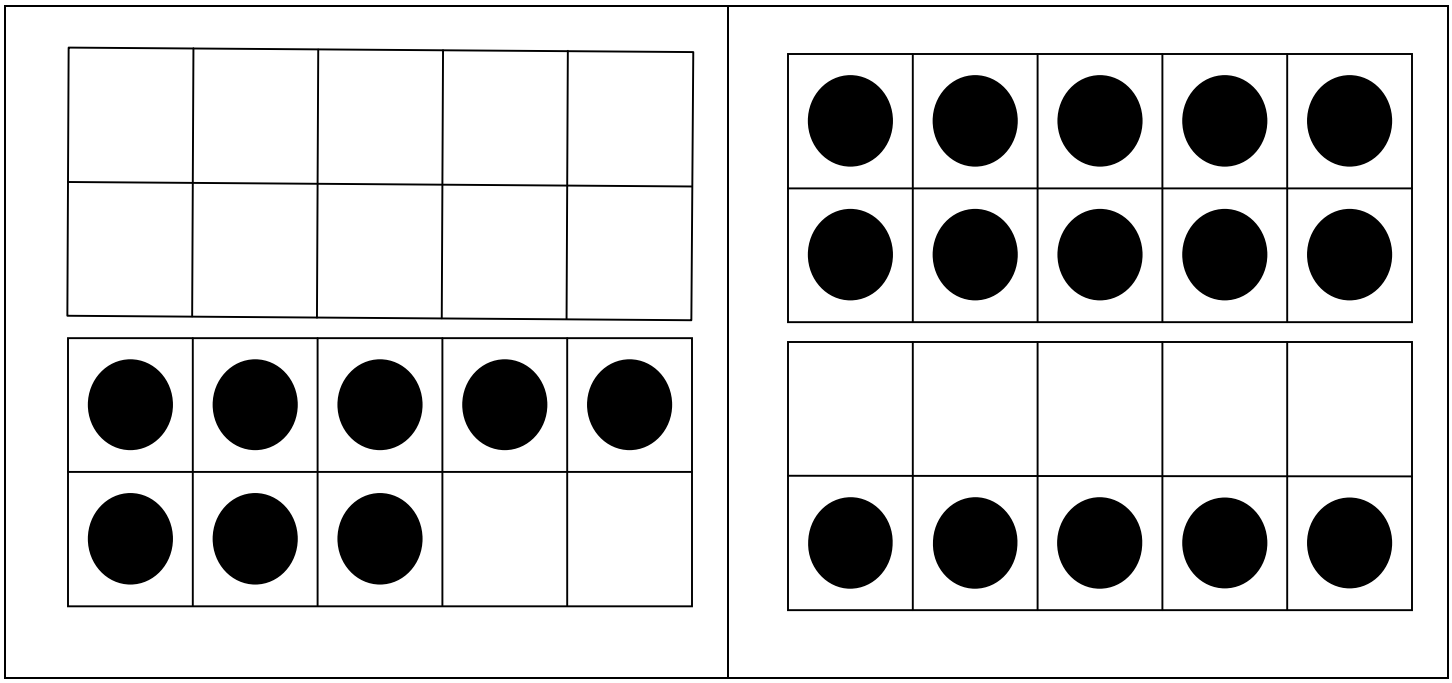

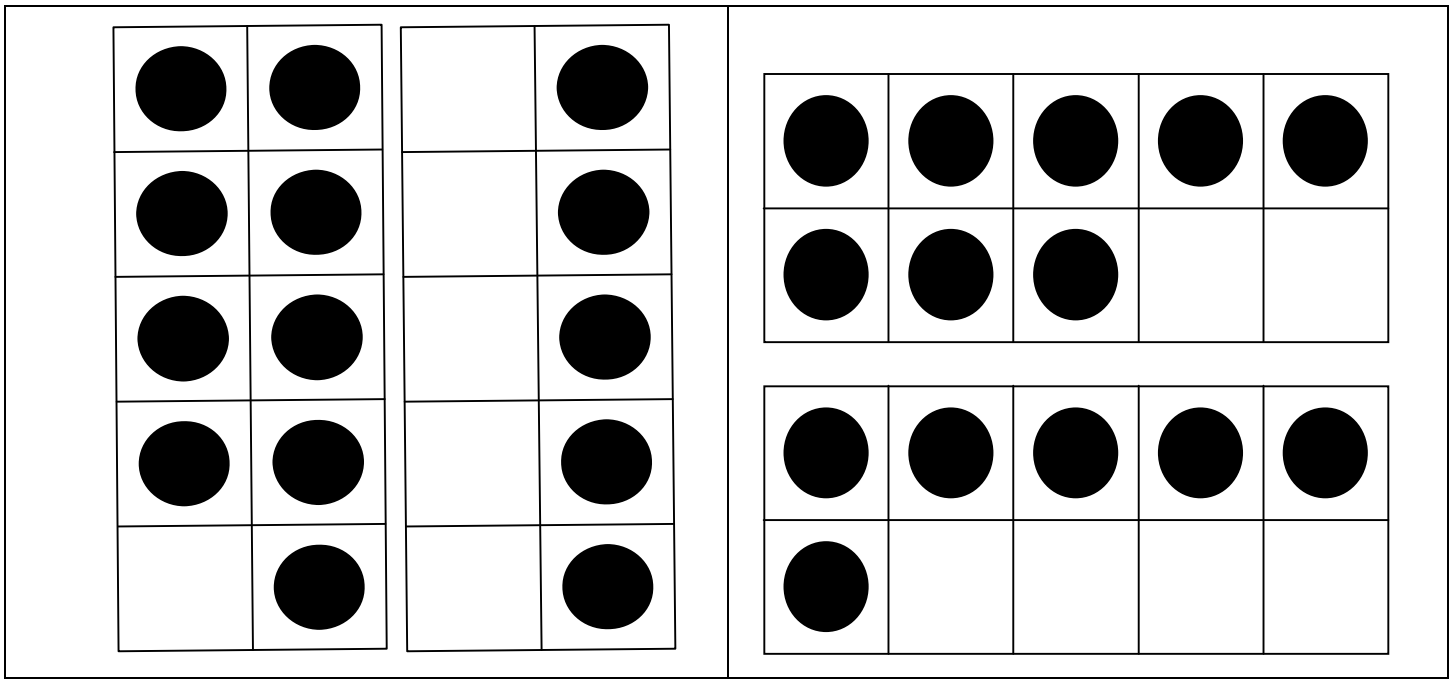

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