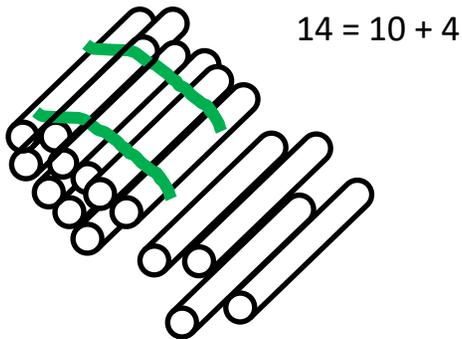
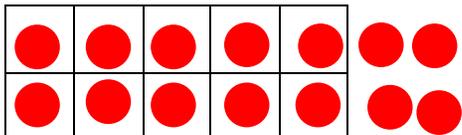


Place Value

Working With Numbers
11-19

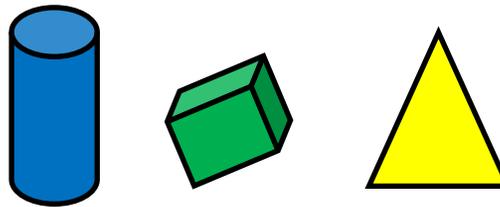
Students compose and decompose numbers from 11 to 19 using objects or drawings. They should recognize these numbers as ten ones and more ones. They record this by drawing or writing an equation.

Ways to show 14



Geometry

Students work with two-dimensional and solid figures, identifying and describing squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres in their environment. Students will compose simple shapes to form larger shapes.



Students describe relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.



College and Career Ready Standards for Mathematics



Kindergarten

Key Concepts

- Counting to 100
- Adding and Subtracting within 5
- Place Value
- Geometry

View Kindergarten CCRSM Standards using the short URL or the QR Code below.

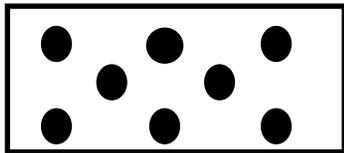
<https://goo.gl/ofe6vt>



Strategies for Counting, Adding, and Subtracting

Students use objects and tools to count all, count on, add, or subtract.

Dot Cards



In this example a student may start seeing five dots and count on as they see three more dots. They may also see two groups of three dots to make six, then add two more dots to get eight dots.

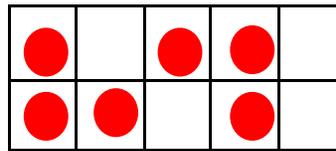
Use Manipulatives

Young children build number sense using their fingers or a group of objects. They can show different ways to make numbers and use them to help count on or count back from a given number.



Subitization

Students need to be able to recognize the number of objects in a set quickly, without counting. Students are able to do this by working with five-frames and ten-frames.

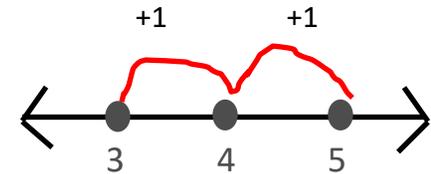


In this example students may see three dots on the top row and three dots on the bottom row for a total of six dots. They will also be able to recognize that we need four more dots to have ten total dots.



When students see this five-frame, they quickly see there are two dots and that they need three more dots to make a total of five.

Using a Number Line



When adding $3 + 2$, students are encouraged to start with the largest number and count on. They can use a number line, counters, buttons, and more to show their thinking.

