

| Concepts                                | Competencies   | Grade Level Vocabulary   |
|---|--|--|
| <b>Know number names Count sequence</b> | <p>Rote counts to 100.</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>Names numerals 0 – 20.</p> <p>Represent a number of objects with a written numeral 0-20.<br/>(CC.2.1.K.A.1)</p>  | <p><b>Know number names and the count sequence.</b><br/>Introduce written number words zero, one, two...ten (students are not responsible for being able to read these words, but they should be introduced)</p> <p>Know digits and orally count to one hundred</p>                          |
| <b>Count objects</b>                    | <p>Demonstrate the relationship between numbers and quantity</p> <ul style="list-style-type: none"> <li>• Uses one-to-one correspondence when counting to 20.</li> <li>• State the total number of objects counted, demonstrating understanding that that last number named tells the number of objects counted</li> <li>• Understand that each successive number name refers to a quantity that is one larger.</li> </ul> <p>(CC.2.1.K.A.2)</p> | <p><b>Count to tell the number of objects.</b><br/>number, zero, one, two...thirteen, fourteen...nineteen<br/>How many? count on</p> <p><b>Compare numbers.</b><br/>greater than, more, less than, fewer<br/>equal to, same amount as, compare</p>   |
| <b>Compare numbers</b>                  | <p>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.</p> <p>Compare two numbers between 1 and 10 presented as written numerals<br/>(CC.2.1.K.A.3)</p>   | <p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b><br/>join, putting together, add, adding to, separate, subtract, taking apart, taking from, and same amount as, equal, less than, more than, total, count on</p> |
| <b>Place Value</b>                      | <p>Compose and decompose numbers up to 19 into ten and ones by using objects or drawings, and record each composition or decomposition by a drawing or equation.<br/>(CC.2.1.K.B.1)</p>  | <p><b>Work with numbers 11–19 to gain foundations for place value.</b><br/>ones, number, leftovers</p>   |
| <b>Add and subtract within 10</b>       | <p>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds acting out situations, verbal explanations, expressions, or equations.</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, by using objects or drawings to represent the problem.</p>  | <p>(Know digits and recognize number words when spoken orally to twenty)</p> <p><b>Describe and compare measurable attributes.</b></p>   |

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|  | <p>Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation.</p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number, by using objects or drawings, and record the answer with a drawing or equation<br/>(CC.2.2.K.A.1)</p>   | <p>compare, attribute, length, weight, heavy(ier), light(er), long(er), big, small(er), more of, less of, tall(er), short(er)</p> <p><b>Classify objects and count the number of objects in categories.</b></p> <p>compare, sort, category, color words (blue, green, red, etc.), descriptive words (small, big, rough, smooth, bumpy, round, flat, etc.), more, less, same amount</p>   |
| <b>Two- and three-dimensional shapes</b>           | <p>Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>Identify shapes as two-dimensional or three-dimensional.</p> <p>Correctly name shapes regardless of their orientations or overall size.</p> <p>Analyze and compare two-and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.</p> <p>Model shapes in the world by building shapes from components and drawing shapes.</p> <p>Use simple shapes to compose larger shapes.<br/>(CC.2.3.K.A.1; CC.2.3.K.A.2)</p> | <p><b>Identify and describe shapes.</b></p> <p>Square, circles, triangle, rectangles, hexagon, cubes, cones, cylinder, sphere, flat, solid, side, corner, angle, edge, face,</p> <p>Above, below, beside, in front of, behind, next to, same, different, straight lines, curved (curvy) lines</p> <p><b>Analyze, compare, create, and compose shapes.</b></p> <p>compare, compose, attributes, sides, vertices/corners, vertex, two-and three-dimensional, same, different</p> |
| <b>Describe and compare measurable attributes.</b> | <p>Describe measurable attributes of objects, such as length, weight, area or capacity. Describe several measurable attributes of a single object.</p> <p>Compare two objects with a measureable attribute in common and describe the difference.<br/>(CC.2.4.K.A.1)</p>  |  |
| <b>Classify and count objects</b>                  | <p>Classify up to 20 objects using one attribute into categories; display the number of objects in each category; count and compare the quantities of each category and describe the difference.<br/>(CC.2.4.K.A.4)</p>   |  |

