Anchors of 5

* A 5 frame helps me count.
* A 5 frame is a tool that can show me how many.
* A 5 frame can help me make 5.
* A 5 frame can be used to show combinations of 5.
* I can use a 5 frame/cubes to show me how many.
* A number represents a specific quantity.
* Dot patterns help me visualize a quantity.

Anchors of 10

* A 10 frame helps me count.
* A 10 frame is a tool that can show me how many.
* A 10 frame can help me make 10.
* Dot patterns help me visualize a quantity.
* A 10 frame can be used to show combinations of 10.
* I can use a 10 frame/10 wand to show me how many.
* A number represents a specific quantity.
* Teen numbers are a group of 10 and some more between 1 and 9.
* “Teen” means one “ten” plus ones
* 10 frames help us build numbers to 20 by showing ten and some more.
* Our number system is based on groups of ten. (not a kinder statement)

Counting

* A number represent a specific quantity.
* Counting tells me how many.
* When counting, we say one number for each item. (one to one correspondence)
* I can count objects by touching the items and saying the numbers in sequence.
* Counting forward is saying what number comes next.
* When counting, the last number I say names the amount.
* When counting, the last number I say tells me how many.
* When counting by ones, the next number in the sequence is one more.
* When counting forward numbers increase.
* Counting backward is saying what number comes before.
* When counting backward numbers decrease.
* Counting tells how many items are in a set.
* Ordinal numbers help us organize information.
* Numbers are the symbols for the quantities.
* I can count on by completing a number sequence.

Sequencing/Skip Counting

* Numbers have a specific sequence/order.
* A missing number can be found by sequencing/counting numbers in order.
* Numbers can be sequenced according to a pattern.
* When counting by tens, the next number in the sequence is “ten more” (or one more group of ten).
* When counting by ten, the ones place stays the same.
* It doesn’t matter where we start, numbers have a specific order.
* I can find the missing number by using a number pattern.
* Every 5th / 10th number is counting by 5’s/10’s. (using 10 frames)
* To find a missing number in a sequence look at the numbers before and after.
* To find the number patter you find what the number is growing/getting smaller by.

Composing Numbers

* Numbers can be represented by using numerals and objects.
* I can show different ways to make the same number.
* I have a larger quantity when I add more.
* I have a smaller quantity when I take some away.
* Smaller numbers are parts of larger numbers.
* Combining two quantities makes something a bigger quantity.
* Any number can be made by taking apart or putting together 2 or more numbers.

Comparing numbers

* You can compare 2 numbers by determining the value of each number.
* More than is when one quantity is larger than another quantity.
* Less than is when one quantity is fewer than another quantity.
* I can compare quantities to determine which has more/less/equal amounts.
* Comparing/ordering numbers involves first looking at the highest place value.

Equations

* Equal means the same quantity on both sides.

Addition/Addition Facts

* Addition is putting together or adding to.
* Building through 5/10 helps with addition.
* Combining 2 quantities greater than 0 makes a bigger quantity.
* Adding two whole numbers makes a larger quantity.
* When adding the same numbers in a different order, the quantity is the same. (Commutative Property)
* I can use part-part/whole relationship to solve addition problems.
* I can add two digit whole numbers by combining the tens and ones.
* When adding 10 the ones digit stays the same.
* Combining two or more whole numbers makes a larger quantity.
* I can combine numbers to make the equation more simple to solve (Associative Property) 5 + 3 + 2 = 5 + 5
* + or – symbols tell us what operation to use when solving a problem.
* I can tell how many all together by combining/counting two quantities.

1 more/less10 more/less or 100 more/less

* 1 more or 1 less changes the ones place.
* 10 more or 10 less changes the tens place.
* 100 more or 100 less changes the hundreds place.

Adding 0

* When you add zero to any number the number stays the same.

Doubles

* When you add two like numbers you double the number.

Subtraction/Subtraction Facts

* Subtraction is finding the difference or taking from.
* Think addition is a way to solve subtraction facts.
* Subtraction problems can be checked with addition.
* Taking apart a number makes 2 or more smaller quantities.
* I can take some away to make a smaller quantity.
* When you take a smaller quantity from a larger quantity you get a smaller quantity.
* Building up through 10 can help with subtracting 8/9.
* When subtracting 10 the ones digit stays the same.
* Numbers can be rearranged to help with subtraction.

Missing Addend/Subtrahend

* Addition and subtraction are opposite operations

Choosing Operations

* Combining two quantities greater than one makes a larger quantity.
* Subtraction names a missing part.
* Any number can be made by taking apart or putting together 2 or more numbers.

Ex. 9 = 8 \_\_\_ 1

Place Value

* The value of a digit is determined by its position.
* Place values are based on groups of tens. (not a kinder statement)

Expanded Notation

* The value of a digit is determined by its position.

Rounding

* The value of a digit being rounded is determined by the value of the digit to the right.
* Rounding numbers makes them manageable while keeping their value similar.
* When rounding to the nearest 10/100, locate the number and the two nearest benchmark numbers on an open number line.

Odd/Even

* Odd/even numbers are determined by the digit in the one’s place.
* Even numbers have pairs.
* Even numbers can be split into 2 equal whole quantities.
* I know that a number is even if it ends in 0,2,4,6,8.
* I know that a number is even if I can divide it by 2 and get a whole number.
* I know that a number is even if it has 2 equal groups of whole quantities.
* I know that a number is odd if it ends in 1,3,5,7,9.
* I know that a number is odd if I cannot divide it into two equal groups of whole quantities.

Telling Time

* A clock uses a base of 60.
* Each number on a clock represents groups of 5 minutes.
* Telling time involves skip counting by 5.
* Telling time involves skip counting by 5 and adding ones.

Money

* The attributes of a coin determine its value.
* Counting coins involves skip counting by 25’s, 10’s, 5’s, and 1’s interchangeably.