

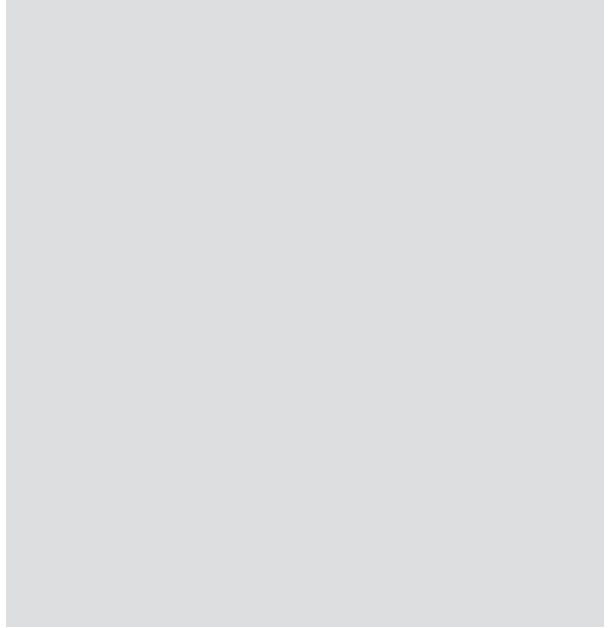
Mathematics | Kindergarten

1. Know the number names for numbers from 0 to 10, and the number each number name represents. (1) Understand the relationship between numbers and number names. (2) Understand the relationship between numbers and their corresponding number names. (3) Understand the relationship between numbers and their corresponding number names. (4) Understand the relationship between numbers and their corresponding number names. (5) Understand the relationship between numbers and their corresponding number names. (6) Understand the relationship between numbers and their corresponding number names. (7) Understand the relationship between numbers and their corresponding number names. (8) Understand the relationship between numbers and their corresponding number names. (9) Understand the relationship between numbers and their corresponding number names. (10) Understand the relationship between numbers and their corresponding number names.

(1) Students understand the relationship between numbers and number names. For example, they know that the number name "one" represents the number 1, and the number name "two" represents the number 2. They also understand that the number name "five" represents the number 5, and the number name "ten" represents the number 10. They can count objects and use number names to represent the total number of objects. They can also understand the relationship between numbers and their corresponding number names. For example, they know that the number 1 is represented by the number name "one", and the number 2 is represented by the number name "two".

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Counting and Cardinality

K.CC

Know number names and the count sequence.

- Count to 100 by ones.
- Count forward by ones from any given number (e.g., from 62 to 63).
- Write numbers 0–20. Represent a number of objects (e.g., dots) by a number 0–20 (e.g., 15 dots for 15 objects).

Count to tell the number of objects.

- Understand the whole–part relationship.
 - Write numbers 1–10. Represent a set of objects (e.g., dots) by a number 1–10 (e.g., 5 dots for 5 objects).
 - Understand the number sequence. Tell how many objects are in a set of objects (e.g., 5 objects are 1, 2, 3, 4, 5).
 - Understand the cardinality meaning of each number name.
 - Count to find the number of objects in a set of objects (e.g., count out 10 objects).
 - Write the number name for an object set (e.g., 10 objects, 10).
- Compare two sets of objects by counting.
 - Count to find the number of objects in each set (e.g., 7 objects and 9 objects) and describe the results (e.g., 7 is less than 9).
 - Use numbers to represent the size of the object sets (e.g., 7 and 9).
 - Compare the numbers and describe the results (e.g., 7 is less than 9).

Compare numbers.

- Identify whether one number is greater than, less than, or equal to another number (e.g., 7 is less than 9, 9 is greater than 7, 5 is equal to 5).
- Compare two numbers and identify whether one number is greater than, less than, or equal to the other (e.g., 8 is greater than 3, 3 is less than 8, 5 is equal to 5).

Operations and Algebraic Thinking

K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- Represent addition and subtraction with objects, fingers, drawings, equations (e.g., $3 + 2 = 5$), and real-world situations (e.g., 5 apples, 2 apples taken away, 3 apples left).
- Use objects to represent addition and subtraction problems (e.g., 10 objects, 2 objects taken away, 8 objects left).

Number and Operations in Base Ten

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