Key Statements Grades K-2

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.
- 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.
- l0 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.

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)
- 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.
- Counting on completes 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.
- Number patterns can be used to find missing number.
- Every 5^{th} / 10^{th} 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 pattern you find what the number is growing/getting smaller by.

Key Statements Grades K-2

Composing Numbers

- Numbers can be represented by using numerals and objects.
- There is more than one way to represent a number/quantity.
- Adding numbers together make a larger quantity.
- Subtracting numbers make smaller quantities.
- Smaller numbers are parts of larger numbers.
- Combining two quantities makes the quantity bigger/larger.
- Any number can be made by taking apart or putting together 2 or more numbers.

Comparing numbers

- 2 numbers can be compared 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.
- Comparing quantities 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.

Place Value

- The value of a digit is determined by its position.
- Place values are based on groups of tens.

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)
- part-part/whole relationship to solve addition problems.
- 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.
- Combining numbers (Associative Property) can make the equation more simple to solve 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.
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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.

Key Statements Grades K-2

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

Expanded Notation

- The value of a digit is determined by its position.
- Numbers can be decomposed into small parts

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.
- A number is even if it ends in 0,2,4,6,8.
- A number is even if I can divide it by 2 and get a whole number.
- A number is even if it has 2 equal groups of whole quantities.
- A number is odd if it ends in 1,3,5,7,9.
- 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.