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Standards and Benchmarks

The activities in this book meet the following standards, which are used with permission from McREL.

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Address: 2250 S. Parker Road, Suite 500, Aurora, CO 80014

Telephone: 303-377-0990 Website: www.mcrel.org/standards-benchmarks

Standard 2. Understands and applies basic and advanced properties of the concepts of numbers

Level Pre-K (Grades Pre-K)

1. Understands that numbers represent the quantity of objects
2. Counts by ones to ten or higher
3. Counts objects
4. Understands one-to-one correspondence
5. Understands the concept of position in a sequence (e.g., first, last)
6. Knows the written numerals 0-9
7. Knows the common language for comparing quantity of objects (e.g., “more than,” “less than,” “same as”)
8. Understands that a whole object can be separated into parts
9. Knows that numbers are used in real-world situations

Level I (Grades K-2)

1. Understands that numerals are symbols used to represent quantities or attributes of real-world objects
2. Counts whole numbers (i.e., both cardinal and ordinal numbers)
3. Understands symbolic, concrete, and pictorial representations of numbers (e.g., written numerals, objects in sets, number lines)
4. Understands basic whole number relationships (e.g., 4 is less than 10, 30 is 3 tens)

Standard 3. Uses basic and advanced procedures while performing the processes of computation

Level Pre-K (Grades Pre-K)

1. Knows that the quantity of objects can change by adding or taking away objects

Level I (Grades K-2)

1. Adds and subtracts whole numbers
2. Solves real-world problems involving addition and subtraction of whole numbers

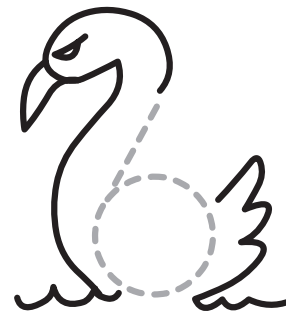
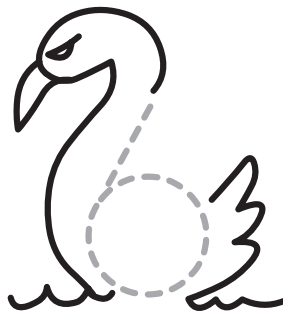
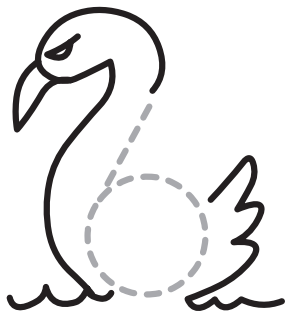
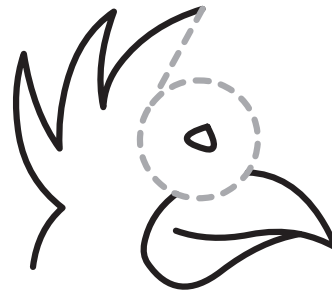
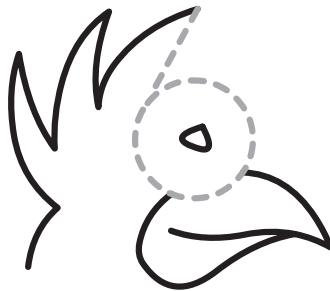
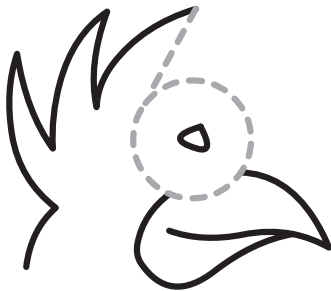
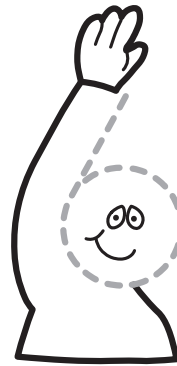
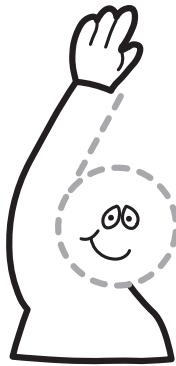
Standard 8. Understands and applies basic and advanced properties of functions and algebra

Level Pre-K (Grades Pre-K)

1. Understands simple patterns (e.g., boy-girl-boy-girl)
2. Repeats simple patterns

Writing the Number 6

How do you draw the number 6? Start at the top and drag your pencil down to the left and around. Trace over all the number 6s below.



EXTRA!

Students can practice drawing large number 6s in the air before writing them in.

Taking 2 Away

How many shells are there in each group? Write this number in the first box. $- 2$ means you have to cross out 2 shells, then count how many shells are left. Write this number in the circle.







EXTRA!

Use a set of playing cards (using the cards from 2 to 10) to help students practice subtraction. Can they subtract one card from another and find the right number card for the answer?