Number Sense Progression

Kindergarten Content Map

The goal of this first unit is to build a foundation of number sense within ten. The work students do here prepares them for adding and subtracting within ten and working with quantities up to twenty in future Kindergarten units.

Scaffold Back > Concept Development > Scaffold Forward

Subitizing (C)(R)

Students are able to visually recognize a quantity without counting each object or picture.

V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting.

K.2(D) Recognize instantly the quantity of a small group of objects in organized and random arrangements.

Rote Counting (C)(R)(A)

Students are able to perform the rote procedure of counting forwards and backwards while starting and stopping at specific numbers.

V.A.1 Child rote counts from 1 to 30.

K.2(A) Count forward and backward to at least 20 with and without objects.

K.5(A) Recite numbers up to at least 100 by ones and tens beginning with any given number.

Cardinality (C)(R)

Students are able to tell how many objects are in a set after counting.

V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.

K.2(C) Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

One-to-One Correspondence (C)

Students are able to connect one object to one number and count the objects with understanding.

V.A.2 Child counts up to 10 objects with one-to-one correspondence.

K.2(A) Count forward and backward to at least 20 with and without objects.

K.2(E) Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.

Hierarchical Inclusion & Comparison (C)(R)(A)

Students understand that numbers are nested inside of each other and that the number grows or decreases by one each count. They also compare quantities by identifying which has more and which has less.

K.2(E) Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20.

K.2(F) Generate a number that is one more than or one less than another number up to at least 20.

K.2(G) Compare sets of objects up to at least 20 in each set using comparative language.

K.2(H) Use comparative language to describe two numbers up to 20 presented as written numerals.

Compose & Decompose (C)(R)

Students are able to put together and break apart quantities up to ten.

K.2(I) Compose and decompose numbers up to 10 with objects and pictures.

Numbers to 20 (C)(R)(A)

Students understand pre-place value concepts and can describe quantities between ten and twenty as a ten and some more.

K.2(A) Count forward and backward to at least 20 with and without objects.

Compose & Decompose (C)(R)

Students break apart and put together quantities in more than one way.

K.2(I) Compose and decompose numbers up to 10 with objects and pictures.

Numeral Recognition (A)

Students are able to identify numerals.

V.A.5 Child recognizes numerals 0-10.

Read, Write, & Represent Numbers (C)(R)(A)

Students develop their ability to read, write, and represent numbers within ten throughout the unit.

K.2(B) Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.

(C) – Concrete (R) – Representational (A) – Abstract

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