

## *Calendar Squares – Dots for Subitizing*

**Cluster Heading: K.CC.A Know number names and the count sequence.**

K.CC.1 Count to 100 by ones and tens.  
 K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

**K.CC.B Count to tell the number of objects.**

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  
 K.CC.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  
 K.CC.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  
 K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  
 K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Include groups with up to ten objects.

**Cluster Heading: 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.**

1.OA.3 Apply properties of operations as strategies to add and subtract.<sup>3</sup> Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.  
 1.OA.5 Relate counting to addition and subtraction.  
 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**1.OA.D Work with addition and subtraction equations.**

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .*

How many dots do you see?

How do you see them?

What did you think about?

Let’s count the dots/circles together.

Let’s have the \_\_\_\_\_ (girls, boys, students wearing purple) count the dots today.

What was the last number we counted?

How many total dots were there?

Is today’s group of dots, greater than, less than, or equal to yesterday’s set of dots?

Can you write an equation for the number of dots?

<sup>3</sup> Students need not use formal terms for these properties.



















