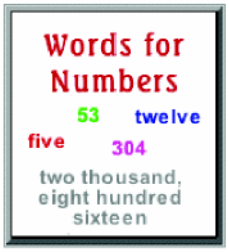
Stages Math

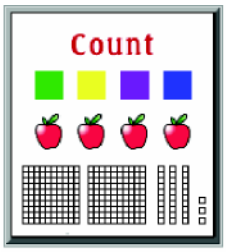
Number Sense Skills

This list represents the key skills covered in each *Stages Math: Number Sense* activity, compiled from many states' curriculum standards for Number Sense in grades PreK–3. Use it as a guide to correlating the activities to the skills in your state's PreK–3 math curriculum standards.



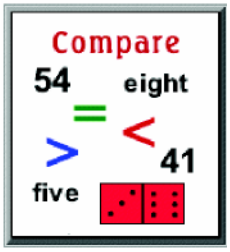
Words for Numbers

- Recognize that numbers have numerical and text representations.
- Associate verbal names, written word names, and standard numerals with whole numbers within a given range.
- Read and write numerals to 100 or more.
- Match a number to its written name.
- Write a number when given its written name.
- Understand the meaning and position of a comma used in large numbers.
- Explore and use place value.



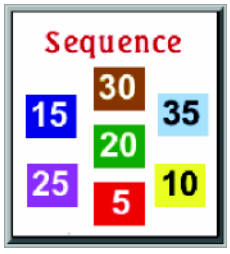
Count

- Count objects using one-to-one correspondence.
- Use numbers and pictures to describe how many objects are in a set (up to 100).
- Count objects by ones and tens.
- Explore and use place value.
- Use place value representations to count up to 999 objects



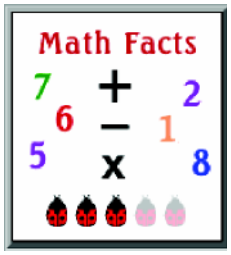
Compare

- Know the relationships between larger and smaller numbers.
- Estimate and verify by counting sets that have more, fewer, or the same number of objects.
- Compare whole numbers using terms and symbols, e.g. less than, equal to, greater than (<, =, >).
- Determine which symbol (<, =, >) is appropriate for a given number sentence, e.g., 7 + 8 ? 4 + 6.
- Compare numbers represented in different ways: numerals, words, number sentences, coin values, sets of objects, dominoes, and fractions.



Sequence

- Show an understanding of the relative size of numbers.
- Identify one more than, one less than, 10 more than, and 10 less than a given number.
- Continue or complete a number pattern.
- Count forward and backward.
- Count by intervals such as 2s, 5s, 10s, 20s, 50s (skip count).
- Use ordinal numbers to identify positions of objects in sequences.
- Order numbers up to 999.

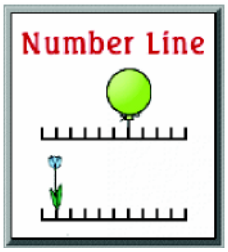


Math Facts

- Demonstrate the effect of putting together and taking apart sets of objects.
- Use concrete objects to solve number problems with one operation.
- Understand the meaning of the symbols +, -, x, =.
- Use concrete and pictorial models to recall and apply basic addition and subtraction facts and use them to solve problems.
- Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
- Use repeated addition, arrays, and counting by multiples to do multiplication.
- Solve simple multiplication problems.
- Memorize to automaticity the multiplication table for numbers between 1 and 10.

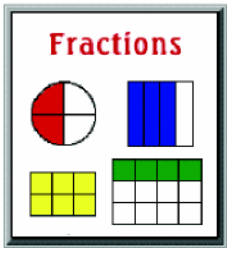
Money

- Identify and know the value of coins and show different combinations of coins that equal the same value.
- Count coins using "mixed" counting (using coin values of 25, 10, 5, and 1 cents).
- Find the value of a collection of coins and dollar bills and different ways to represent an amount of money.
- Use appropriate notation, e.g., 69¢, $1.35.
- Solve problems using combinations of coins and bills.



Number Line

- Use language such as before or after to describe relative position in a sequence of whole numbers on a number line up to 10 or more (for example, 4 is before 5, 5 is after 4; 5 is 3 more than 2; 6 is 2 less than 8).
- Estimate the relative size of numbers, as represented on a number line.
- Count forward and backward from a known starting point.
- Locate known and unknown numbers on a number line from 0 to 10 or more.
- Locate on a number line and compare fractions (between 0 and 1 with denominators 2, 3, or 4, e.g., 2/ 3).
- Identify fraction and decimal equivalents.



Fractions

- Recognize that there are quantities less than a whole.
- Understand that the total of equivalent fractional parts makes a whole (for example, two halves equal one whole).
- Represent and compare halves, thirds, quarters, and eighths as part of a whole, using concrete materials and drawings.
- Recognize, name, and compare unit fractions from 1/12 to 1/ 2.
- Understand that different parts can be added to get the same whole.
- Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)