Breaking Down a Mathematics Standard

What is the domain/conceptual category/big idea? Counting & Cardinality

Standards for Mathematical Practice

MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics.	MP.5. Use appropriate tools strategically. MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.

Cluster: What is the broader understanding that the standard plays a role in building? Know number names and the count sequence.

Standards	Clarifications

• Identify the target of the standard:
  o conceptual understanding
  ☑ procedural skill/fluency
  o application
Consider how the target of the standard will have an impact on instruction and assessment. (For more information, refer to p. 7, 10 and 15 of KAS for Mathematics.) Students must apply procedures accurately, efficiently, flexibly and appropriately when counting by 1's and 10's.
 	
• What key mathematics should students know and be able to do?
• Students verbally count by 1's, 10's to 100.
• Students verbally count backwards by 1's from 30 to help make the connection to subtraction.
	• What are the specific representations/strategies that will need to be considered when planning instruction? It is important that all three aspects of number are taught: verbal, symbolic and quantitative.
	
	• What are the possible misconceptions that will need to be addressed during instruction?
	• Crossing the decades for example: 27, 28, 29, 30, 31
	• Articulate the teen numbers
	• Some might confuse the sequence of numbers or skip... If so start with a smaller number range
	Coherence: Previous Grade → Current Standard → Upcoming Grade
	• How does this standard build off of prior learning?
	
	• How does this standard support future learning? KY.1.NBT.1 is counting & representing numbers to 120 forwards & backwards.
	• How does this standard connect to other standards (or even other clusters or domains)? Important for KY.K.CC.1, KY.K.CC 2, and KY.K.CC.3 be taught together to reach cluster.

Attending to the Standards for Mathematical Practice

• How are students engaging in the mathematical practices as they learn this content? (For more information, refer to p. 12-15 of KAS for Mathematics.)
• MP.7 Students look for the structure of 1's and 10's when counting forwards & backwards.
• MP.8 Students notice that 3 comes before 4 and therefore thirteen comes before fourteen, twenty-three comes before twenty-four ... students notice the repeated reasoning.