

- K.4 The student will**
- a) count forward to 100 and backward from 10;
 - b) identify one more than a number and one less than a number; and
 - c) count by fives and tens to 100.

UNDERSTANDING THE STANDARD (Background Information for Instructor Use Only)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
<ul style="list-style-type: none"> • Counting skills are essential components of the development of number ideas; however, they are only one of the indicators of the understanding of numbers. • Counting forward by rote advances the child's development of sequencing. The natural numbers are 1, 2, 3, 4.... The whole numbers are 0, 1, 2, 3, 4.... Students should count the whole numbers 0, 1, 2, 3, 4,.... • Counting backward by rote lays the foundation for subtraction. Students should count backward beginning with 10, 9, 8,... through ...3, 2, 1, 0. • Counting forward and backward leads to the development of counting on and counting back. • The patterns developed as a result of skip counting are precursors for recognizing numeric patterns, functional relationships, and concepts underlying money, time telling, and multiplication. Powerful models for developing these concepts include, but are not limited to, counters, hundred chart, and calculators. • Skip counting by fives lays the foundation for reading a clock effectively and telling time to the nearest five minutes, counting money, and developing the multiplication facts for five. • Skip counting by tens is a precursor for use of place value, addition, counting money, and multiplying by multiples of 10. 	<p>All students should</p> <ul style="list-style-type: none"> • Use the correct oral counting sequence in both forward and backward counting situations. • Understand that skip counting can be used to count a collection of objects. • Describe patterns in skip counting and use those patterns to predict the next number or numbers in the skip counting sequence. • Understand that numeric relationships include one more than, one less than, two more than, two less than, etc. • Understand benchmarks of five and ten. 	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Count forward from 0 to 100. • Count backward from 10 to 0. • Recognize the relationship of one more than and one less than a number using objects (i.e., five and one more is six; and one less than ten is nine). • Group 100 or fewer objects together into sets of fives or tens and then count them by fives or by tens. • Investigate and recognize the pattern of counting by fives to 100, using a variety of tools. • Investigate and recognize the pattern of counting by tens to 100, using a variety of tools.

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<ul style="list-style-type: none"> • Calculators can be used to display the numeric patterns that result from skip counting. 		