Common Core Standards

CCSS.MATH.CONTENT.K.NBT.A.1
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.MATH.CONTENT.K.CC.A.1
Count to 100 by ones and by tens.

CCSS.MATH.CONTENT.K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.MATH.CONTENT.K.CC.A.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).

CCSS.MATH.CONTENT.K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.MATH.CONTENT.K.CC.B.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.

CCSS.MATH.CONTENT.K.CC.B.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.

CCSS.MATH.CONTENT.K.CC.B.4.C
Understand that each successive number name refers to a quantity that is one larger.

CCSS.MATH.CONTENT.K.CC.B.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.