<table>
<thead>
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<th><strong>Age</strong></th>
<th><strong>Target</strong></th>
<th><strong>Learning Goal</strong></th>
<th><strong>Richardson Assessment</strong></th>
<th><strong>Software Activity</strong></th>
<th><strong>Other Activity</strong></th>
<th><strong>Trailblazers Link</strong></th>
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</table>
| Pre-K   |            | **Count to 10 Orally (by rote)** | C1: Counting Objects SI  
C1: Counting Objects AW | Count Sort | Numbers Around Us (August)  
We All Count! (September) |
|         |            | **Count Objects and Recognize Cardinality (up to 10 objects)** | C1: Counting Objects SI  
C1: Counting Objects AW | Count Sort  
Ah Chute | Numbers Around Us (August)  
We All Count! (September)  
Pennies and Things (October)  
Counting Connections Activities (Year Round) |
|         |            | **Recognize Basic Numerical Relationships Between 5 and 10 (e.g., “7 can be thought of as 5 plus some more”)** | C2: Changing Numbers SI  
C2: Changing Numbers AW | Ah Chute  
Pattern Sets | Number Comparisons (December)  
Dominoes and Number Cubes (January)  
Looking at the Number 10 (February)  
Partitioning 7, 8, 9 (February)  
Calendar Work-10 Frame (All Year) |
|         |            | **Relate Words, Numerals, and Physical Referents to 10 (e.g., be able to translate among the picture “* * *”, the oral word “three,” and the symbol “3”)** | C1: Counting Objects AW  
C2: Changing Numbers SI | Count Sort  
Pattern Sets | We All Count! (September)  
Number Dot Patterns (October)  
Dominoes and Number Cubes (January)  
Looking at the Number 10 (February)  
Counting Connections Activities (Year Round) |
| Kindergarten | Be Able to “Break Apart Numbers” Up to 10 (e.g., recognize that a collection of 9 can be broken down into a collection of 5 and a collection of 4, or different smaller collections such as “2,” “3” and “4”…”Doubles” are a special subset which warrant attention…e.g., 8 is 4 and 4, 7 is one more than 3 and 3.) | C4: Identifying and Counting Parts SI  
C4: Identifying and Counting Parts AW  
C6: Hiding Assessment SI  
C6: Hiding Assessment AW | Count Sort  
Ah Chute  
Pattern Sets  
What’s Hiding? | Number Dot Patterns (October)  
Looking at the Number 5 (November)  
Dominoes and Number Cubes (January)  
Looking at the Number 10 (February)  
Partitioning 7, 8, 9 (February)  
Partitioning 10 (March)  
Calendar Work-10 Frame (All Year) |
|         | Write Numerals to 10 | C1: Counting Objects AW | | | Calendar Work-10 Frame (All Year) |
|         | View Teen Numbers as One Group of Ten and Some Loose Ones | | Pattern Sets  
Base Ten Blocks | | |
|         | Count a Disorganized Collection of Objects to 32 | C1: Counting Objects SI  
C1: Counting Objects AW | Count Sort | | Counting Connections Activities (Year Round) |
|         | Begin a Basic “Counting On” Strategy for Addition | C2: Changing Numbers SI  
C2: Changing Numbers AW | 10 Path | | |
|         | Efficiently Recognize Numbers Which are “One More/Two More” and “One Less/Two Less” | C1: Counting Objects SI  
C1: Counting Objects AW | Pattern Sets | | One More/One Less (May) |
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<th>Post-K</th>
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<tbody>
<tr>
<td><strong>Less” Than a Given Number</strong></td>
<td><strong>Master Number “Families”</strong> (especially 5 and 10) (e.g., know all of the 5 families, 0+5, 1+4, 2+3; all the 10 families; recognize facts such as “3 is 2 less than 5,” “7 is 2 more than 5”; “7 is also 3 less than 10.”)</td>
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<td><strong>Count Sort</strong> <strong>Ah Chute</strong> <strong>Balance Me</strong> <strong>What’s Hiding?</strong> <strong>Pattern Sets</strong></td>
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<td><strong>View Numbers Larger than 19 as Collections of Tens and Ones</strong></td>
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<td><strong>Relate Words, Numerals, and Pictures for Numbers Greater Than 19</strong> Flexibly (e.g., recognize “24” represented with base ten blocks as two longs and four cubes, recognize that the symbol “24” means “two tens and four ones” and also can mean “twenty-four ones”, recognize that 24 can mean 20+4)</td>
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<td><strong>Knows and Applies Basic Addition Facts</strong> (e.g., doesn’t need to “count on”…quickly recalls that 5 + 3 = 8, for example)</td>
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<td><strong>Can Subtract</strong> [with a developmental progression of counting backward and eventually applying number relationships (e.g., if the 8, 2, 10 “family” is known, uses this family) and memorized facts]</td>
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<td><strong>More Advanced “Counting On” Strategy with the Hundreds Chart</strong> (e.g., begin to add 24 + 13 by quickly adding “10” and then 3 more)</td>
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REFERENCES

