



#2 Establish a Consistent Count Sequence

Students will identify if given numbers are less than, greater than, or equal to each other.

Students will be able to count correctly from 0-10, 0-20.
Given a count sequence, students will identify the missing number.

Why is this important?

This is a skill that is used on a daily basis. Counting is a predictor of future math abilities. Without the ability to count, students will be unable to add or subtract. This skill will help children understand counting order and counting sequence. This skill ties to literacy when recalling information from a story. What happens first, second, third, etc?

2a. Given two sets +/- 2 determine which is greater.

Example: Student is given two groups of objects; then they will identify which group is greater (larger).

2b. Given two sets +/- 2 determine which is less.

Example: Student is given two groups of objects; then they will identify which group is less (smaller).

2c. Given any two sets, determine which is greater.

Example: Student is given two groups of objects; then they will identify which group is greater (larger).

2d. Given any two sets determine which is less.

Example: Student is given two groups of objects; then they will identify which group is less (smaller).

2e. Given two digits +/- 2, determine which is greater.

Example: Student is given two numbers (shown or told); then they will identify which group is greater (larger).

2f. Given two digits +/- 2 determine which is less.

Example: Student is given two numbers (shown or told); then they will identify which group is less (smaller).

2g. Given any two digits determine which is greater.



Example: Student is given two numbers (shown or told); then they will identify which group is greater (larger).

2h. Given any two digits determine which is less.

Example: Student is given two numbers (shown or told); then they will identify which group is less (smaller).

2i. Given three sets +/- 2, order from least to greatest.

Example: Given three groups of objects, student will put them in order from smallest to biggest.

2j. Given three digits +/- 2, order from least to greatest.

Example: Given three digits (shown or told), students will put them in order from smallest to biggest.

2k. Given any three sets, order from least to greatest.

Example: Given three groups of objects; student will put them in order from smallest to biggest.

2l. Given any three digits order from least to greatest.

Example: Given three digits (shown or told), students will put them in order from smallest to biggest.

2m. Given numbers 0-10 order from least to greatest.

Example: Put number cards 0-10 in order from smallest to biggest.

2n. Determine the next number in a count sequence.

Example: Student is told a number between 0 and 10 and must say the next number.

2o. Determine the missing number in a count sequence.

Example: Student is shown or told a count sequence with a missing number. The student must say which number is missing.