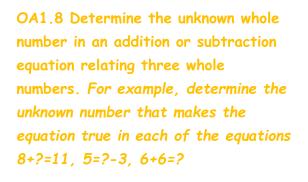


NBT1.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

NBT1.3 Compare the two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >. =. And </



NBT1.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones called a "ten".
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four,...or nine ones.
- c. The numbers 10, 20, 30, 40,...90 refer to one, two, three, four...or nine tens (and 0 ones).

NBT1.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones,; and sometimes it is necessary to compose a ten.

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