GRADE 1 MCCSC VOCABULARY
Marking Period 1 & 2

Counting All: the very first addition counting strategy in which a student counts all of the objects, pictures, or items in a problem to determine the total and solve the problem. This is the least efficient counting strategy to use and should lead to the more efficient Counting On strategies. Example: Bobby has two counters and Susie has three. How many do they have all together?

Contar todo- la primer estrategia usada para, donde todos los objetos o figuras son contados para determinar el total de objetos.

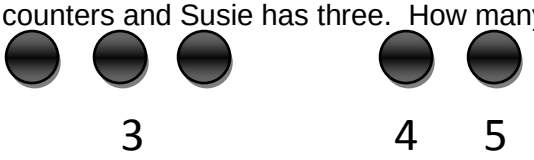
Counting On: an addition counting strategy in which a student starts with one set of objects and counts up to solve the problem.

Example: Bobby has two counters and Susie has three. How many do they have all together?

Seguir contando- una estrategia usada para sumar, donde el alumno empieza a contar con el primer grupo de objetos y sigue contando.

Counting On from the Larger Number: an addition counting strategy in which a student starts with the largest set of objects and counts up to solve the problem.

Example: Bobby has two counters and Susie has three. How many do they have all together?

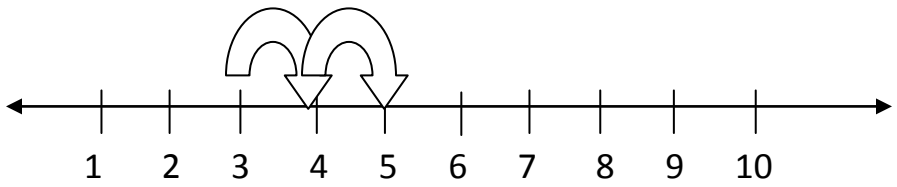


Seguir contado del numero mayor- una estrategia de contar para sumar, donde el alumno empieza a contar comenzando con el grupo con mas objetos.

Counting Up: a subtraction counting strategy in which a student counts up from one part to the whole in order to find the missing part.

Contando hacia adelante- una estrategia de contar para restar, donde el alumno cuenta de una parte hacia el total para encontrar la parte que falta.

Example: 9 – 6 = ? The student would count starting at 6, saying “7, 8, 9” determining that, by counting up three numbers, the missing part of the number sentence is ‘3’.



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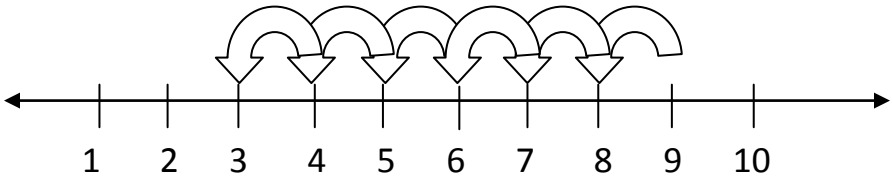
Counting Back: a subtraction counting strategy in which a student counts back from the total in order to find the missing part.

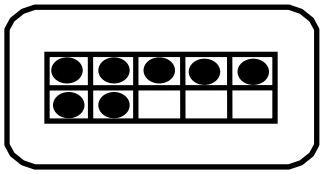
Una estrategia de contar para restar, donde el alumno cuenta en reverso del total para encontrar el numero que falta.

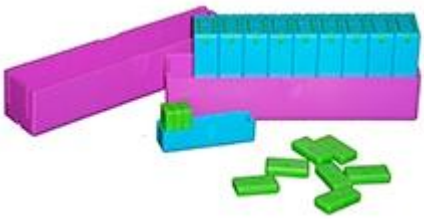
Example: 9 – 6 = ? The student would count starting at 9, saying "8, 7, 6" determining that, by counting back three numbers, the missing part of the number sentence is '3'.

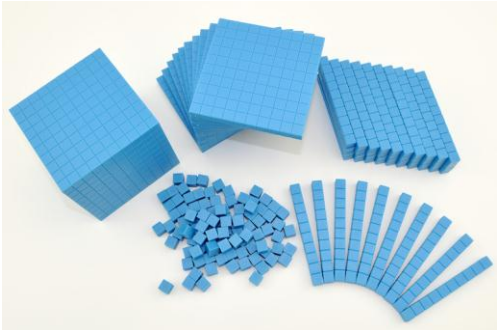


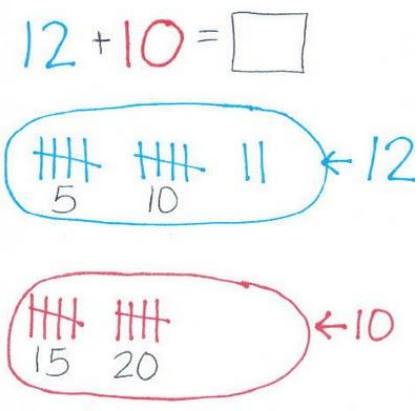
visual representations of numerals: concrete materials or pictures that represent specific numerals, showing the quantity represented by those numerals. Examples:

representaciones visuales de numeros- materiales o dibujos que representan numeros especificos, que muestran una cantidad especifica.









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special case: This is the first introduction to place value where students build numbers composed of one ten and one, two, three, four, five, six, seven, eight, or nine. It is also the only set of numbers greater than 9 in which the 'ten' comes at the end of the word (eighteen) rather than at the beginning (thirty-six). Also, eleven and twelve follow neither rule.

Caso especial- una introduccion a contar en valores de diez y uno. Los alumnus forman numerous compuestos de diez y uno, dos, tres, cuatro, cinco, seis, siete, ocho, o nueve. Tambien incluye numerous mayors que 9, donde el "10" (ten) viene al final de la palabra (18, eighteen) y no al comienzo (36, thirty-six). El 11 y 12 no siguen esta regal.

cardinality: is the understanding that when counting a set, the last number counted represents the total number of objects in the set.

This is a set of 3 stars. Example:

Identificando cantidad- el conocimiento que al contar un grupo de objetos, el ultimo numero representa el total de objetos en el grupo.