| **SOL Objective** | **Essential Knowledge and Skills** |
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| K.4 – The student will   1. recognize and describe with fluency part-whole relationships for numbers up to 5; and 2. investigate and describe part-whole relationships for numbers up to 10. | * Recognize and describe with fluency part-whole relationships for numbers up to 5 in a variety of configurations. (a) * Investigate and describe part-whole relationships for numbers up to 10 using a variety of configurations. (b) |
| 1.7 – The student will   1. recognize and describe with fluency part-whole relationships for numbers up to 10; and 2. demonstrate fluency with addition and subtraction within 10. | * Recognize and describe with fluency part-whole relationships for numbers up to 10 in a variety of configurations. (a) * Identify + as a symbol for addition, − as a symbol for subtraction, and = as a symbol for equality. (b) * Demonstrate fluency with addition and subtraction within 10. (b) |
| 2.5 - The student will   1. recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and 2. demonstrate fluency with addition and subtraction within 20. | * Recognize and use the relationship between addition and subtraction to solve single-step practical problems, with whole numbers to 20. (a) * Determine the missing number in an equation (number sentence) (e.g., 3 + □ = 5 or □ + 2 = 5;   5 – □ = 3 or 5 – 2 = □). (a)   * Write the related facts for a given addition or subtraction fact (e.g., given 3 + 4 = 7, write 7 – 4 = 3 and 7 – 3 = 4). (a) * Demonstrate fluency with addition and subtraction within 20. (b) |

Resource: VDOE Mathematics Curriculum Frameworks, September 2016.