

Unit 2 Standards & Benchmarks



Progress on the following standards and benchmarks will be made through the course of this unit. Applicable learning outcomes are listed alongside each lesson in summary form.

Starfall Standards

Counting & Cardinality

CC.2 Supply missing number in a sequence.

Common Core Standards

Counting & Cardinality

Inline Summary Form

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| A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | <i>Count forward from a given number.</i> |
| A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | <i>Write numbers from 0 to 20.</i> |
| B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. | <i>Understand the relationship between numbers and quantities.</i> |
| B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | <i>Say number names in order, pairing each object with one number.</i> |
| B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | <i>The last number counted tells the total number of objects.</i> |
| B.4c Understand that each successive number name refers to a quantity that is one larger. | <i>Each successive number refers to one more.</i> |
| C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | <i>Identify greater than, less than, and equal to.</i> |

Operations & Algebraic Thinking

Inline Summary Form

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| A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | <i>Represent addition and subtraction in a variety of ways.</i> |
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Geometry

Inline Summary Form

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| A.2 Correctly name shapes regardless of their orientations or overall size. | <i>A.2 – Correctly name shapes.</i> |
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