Unit 3 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.1	Identify numerals out of sequence.
CC.2	Supply missing number in a sequence.
CC.3	Count backward from a given number.
CC.5	Identify ordinal numbers.

Operations & Algebraic Thinking

OA.1	Identify, describe, or extend simple patterns.

Measurement & Data

MD.2	Use and interpret graphs.

Common Core Standards

Counting & Cardinality		*Inline Summary Form*
A.1	Count to 100 by ones and by tens.	*Count to 100 by ones and by tens.*
A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	*Count forward from a given number.*
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).	*Write numbers from 0 to 20.*
B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	*Understand the relationship between numbers and quantities.*
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.	*Say number names in order, pairing each object with one number.*
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.	*The last number counted tells the total number of objects.*
B.4c	Understand that each successive number name refers to a quantity that is one larger.	*Each successive number refers to one more.*
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.	*Identify greater than, less than, and equal to.*

Operations & Algebraic Thinking		*Inline Summary Form*
A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	*Represent addition and subtraction in a variety of ways.*
A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	*Solve word problems with addition and subtraction within 10.*

Common Core Standards (Continued)

Number & Operations in Base Ten		Inline Summary Form
A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	*Understand numbers 11-19 are ten ones plus more ones.*

Measurement & Data		Inline Summary Form
A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	*Describe measurable attributes of objects.*
A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	*Compare two objects with a common measurable attribute.*
B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	*Classify, count, and sort objects.*

Geometry		Inline Summary Form
A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	*Describe objects using shapes and relative positions.*
A.2	Correctly name shapes regardless of their orientations or overall size.	*Correctly name shapes.*
B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	*Build and/or draw shapes.*