Unit 1 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		Operations & Algebraic Thinking	
CC.3	Count backward from a given number.	**OA.1**	Identify, describe, or extend simple patterns.

Common Core Standards

Counting & Cardinality		*Inline Summary Form*
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.*
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.*

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.*

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.*

Geometry		*Inline Summary Form*
A.2	Correctly name shapes regardless of their orientations or overall size.	*Correctly name shapes.*
A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	*Identify shapes as two- or three-dimensional.*
B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	*Analyze and compare two- and three-dimensional shapes.*