

# Unit 12 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.
- CC.3** Count backward from a given number.
- CC.6** Identify odd and even numbers.
- CC.7** Compare two numbers between 1 and 10 presented as written numerals.

### Money

- M.1** Identify the value of coins.

## Common Core Standards

### Counting & Cardinality

#### Inline Summary Form

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|---|--|
| <b>A.2</b> 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>                              |
| <b>A.3</b> 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>B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.   | <i>Understand the relationship between numbers and quantities.</i>     |
| <b>B.4a</b> 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>B.4b</b> 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>B.4c</b> Understand that each successive number name refers to a quantity that is one larger.  | <i>Each successive number refers to one more.</i>                      |

### Operations & Algebraic Thinking

#### Inline Summary Form

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|---|---|
| <b>A.1</b> 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>     |
| <b>A.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.   | <i>Solve word problems with addition and subtraction within 10.</i> |
| <b>A.3</b> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). | <i>Decompose numbers less than 11.</i>                              |

### Number & Operations in Base Ten

#### Inline Summary Form

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|--|--|
| <b>A.1</b> 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. | <i>Understand numbers 11-19 are ten ones plus more ones.</i> |
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