

# High Priority Standards: (State, National, CCSS)

## Counting and Cardinality

### Learning Goal

Students will be able to:  
know number names and the count sequence

### Learning Targets

1. Count to 100 by ones and tens
2. Count forward beginning from a given number within the known sequence ( instead of having to begin at 1 )
3. Write the numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

### Learning Goal

1. understand the relationship between numbers and quantities; connect counting to cardinality.

<p>Students will count to tell the number of objects.</p>	<ol style="list-style-type: none"> <li>a. When counting objects, say the number names in a standard order, pairing each object with one and only one number name and each number name with one and only object.</li> <li>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.</li> <li>c. Understand that each successive number name refers to a quantity that is one larger.</li> </ol> <ol style="list-style-type: none"> <li>2. count to answer "how many?" questions about as many as 20 things in a line, a rectangular array, or a circle or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</li> </ol>
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<p style="text-align: center;">Learning Goal</p> <p style="text-align: center;">Students will compare numbers.</p>	<p style="text-align: center;">Learning Targets</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Compare two numbers between 1 and 10 presented as written numerals.</li> </ol>
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## Operations and Algebraic Thinking

<p style="text-align: center;">Learning Goal</p> <p style="text-align: center;">Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	<p style="text-align: center;">Learning Targets</p> <ol style="list-style-type: none"> <li>1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</li> <li>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</li> </ol>
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3. 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  $5=4+1$ )
4. For any number from 1-9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

## Number and Operations in Base Ten

### Learning Goal

Students will work with numbers 0-31 to gain foundations for place value.

### Learning Targets

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.

## Measurement and Data

### Learning Goal

Describe and compare measurable attributes.

### Learning Targets

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe, and describe the difference.

### Learning Goal

### Learning Targets

Students will classify objects and count the number of objects in each category.

1. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## Geometry

### Learning Goal

Students will identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

### Learning Targets

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.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional

### Learning Goal

Students will analyze, compare, create, and compose shapes.

### Learning Targets

1. 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).
2. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
3. Compose simple shapes to form larger shapes.