

Standard Clarification for Early Childhood Mathematics

ECSQ.CountingandCardinality.4.3

Standard.CC.4.3		DOK
Making progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).		1
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • rote counting – being able to say the names of the numbers in order • conceptual counting – counting of objects, demonstrating a one-to-one correspondence 	<ul style="list-style-type: none"> • making progress in moving beyond – show growth • understanding – to know and use 	
Type of Target	Learning Targets: I Can Statements	DOK
K	I can rote count.	1
S	I can make progress in moving beyond rote counting to an understanding of conceptual counting.	1
Notes/Examples		
visually identify quantities of objects in a set without consisting of one-to-one		
TS Gold Connections:		
<ul style="list-style-type: none"> • 20a Uses number concepts and operations: Counts (level 4+) • 20b Uses number concepts and operations: Quantifies (level 4+) • 20c Uses number concepts and operations: Connects numerals with their quantities (level 4+) 		
Resources Used		
Michigan Department of Education (2013). <i>Early childhood standards of quality for prekindergarten</i> . Lansing, MI: Michigan Department of Education.		