

# K thru 2 Can Do! Math and Economics Common Core Standards Correlations

## Lesson # 1 Welcome Party Wants

- Kindergarten
  - Common Core – Math
    - Count to tell the number of objects.
      - Count to tell the number of objects.
        - K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
          - 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.
        - K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged 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.
    - Operations and Algebraic Thinking
      - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
        - K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Grade 1
  - Common Core – Math
    - Operations and Algebraic Thinking
      - Represent and solve problems involving addition and subtraction.
        - 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>
      - Add and subtract within 20.
        - 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Grade 2
  - Common Core – Math
    - Operations and Algebraic Thinking
      - Represent and solve problems involving addition and subtraction.
        - 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and

comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>

- Add and subtract within 20.
  - 2.OA.2. Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.

## Lesson #2: There's Not Enough Room!

- Grade 1
  - Common Core -- Math
    - Measurement and Data
      - Measure lengths indirectly and by iterating length units.
        - 1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

## Lesson #3: We Are Good at Finding Goods

- Kindergarten
  - Common Core – Math
    - Measurement and Data
      - Classify objects and count the number of objects in each category.
        - K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup>
- Grade 1
  - Common Core – Math
    - Measurement and Data
      - Represent and interpret data.
        - 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Grade 2
  - Common Core -- Math
    - Data Analysis and Probability Standard
      - Data Collection
        - Pose questions, use observations, interviews and surveys to collect data, and organize data in charts, picture graphs and bar graphs.

## Lesson #4: Stepping Into Services

- Kindergarten
  - Common Core – Math
    - Measurement and Data
      - Describe and compare measurable attributes.
        - K.MD.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.*
- Grade 1
  - Common Core – Math
    - Measure lengths indirectly and by iterating length units.
      - 1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

## Lesson #5: Does Honey Come From Cows

- Kindergarten
  - Common Core – Math
    - Counting and Cardinality
      - Know number names and the count sequence.
        - K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
    - Operations and Algebraic Thinking
      - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
        - K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
        - K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Grade 1
  - Common Core – Math
    - Operations and Algebraic Thinking
      - Represent and solve problems involving addition and subtraction.
        - 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>
      - Add and subtract within 20.

- 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).
- **Grade 2**
  - **Common Core – Math**
    - Operations and Algebraic Thinking
      - Represent and solve problems involving addition and subtraction.
        - 2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>
      - Add and subtract within 20.
        - 2.OA.2. Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.

## Lesson #6: Tools of the Trade

## Lesson #7: Timely Producers

- **Grade 1**
  - **Common Core – Math**
    - Measurement and Data
      - Tell and write time.
        - 1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.
- **Grade 2**
  - **Common Core – Math**
    - Measurement and Data
      - Work with time and money.
        - 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

## Lesson #8: Clever Consumers

- Grade 2
  - Common Core – Math
    - Measurement and Data
      - Work with time and money.
        - 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

## Lesson #9: Choices! Choices! Choices!

- Kindergarten
  - Common Core – Math
    - Measurement and Data
      - Classify objects and count the number of objects in each category.
        - K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup>
- Grade 1.
  - Common Core – Math
    - Measurement and Data
      - Represent and interpret data.
        - 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Grade 2
  - Common Core – Math
    - Measurement and Data
      - Represent and interpret data.
        - 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.

## Lesson #10: Hats Off To Human Capital

- Kindergarten
  - Common Core – Math
    - Geometry
      - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
        - K.G.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*.

- K.G.2. Correctly name shapes regardless of their orientations or overall size.
- **Grade 1**
  - **Common Core – Math**
    - **Geometry**
      - Reason with shapes and their attributes.
        - 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
        - 1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>1</sup>
- **Grade 2**
  - **Common Core – Math**
    - **Geometry**
      - Reason with shapes and their attributes.
        - 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

## Lesson # 11: Shaping Up As Specialists

- **Kindergarten**
  - **Common Core – Math**
    - **Geometry**
      - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
        - K.G.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*.
        - K.G.2. Correctly name shapes regardless of their orientations or overall size.
- **Grade 1**
  - **Common Core – Math**
    - **Geometry**
      - Reason with shapes and their attributes.
        - 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes

- (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
  - 1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>1</sup>
- **Grade 2**
  - **Common Core – Math**
    - **Geometry**
      - Reason with shapes and their attributes.
        - 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

## Lesson #12: I'll Give You This for That!

- **Kindergarten**
  - **Common Core – Math**
    - **Measurement and Data**
      - Classify objects and count the number of objects in each category.
        - K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>1</sup>
- **Grade 1**
  - **Common Core – Math**
    - **Measurement and Data**
      - Represent and interpret data.
        - 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- **Grade 2**
  - **Common Core – Math**
    - **Measurement and Data**
      - Represent and interpret data.
        - 2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.