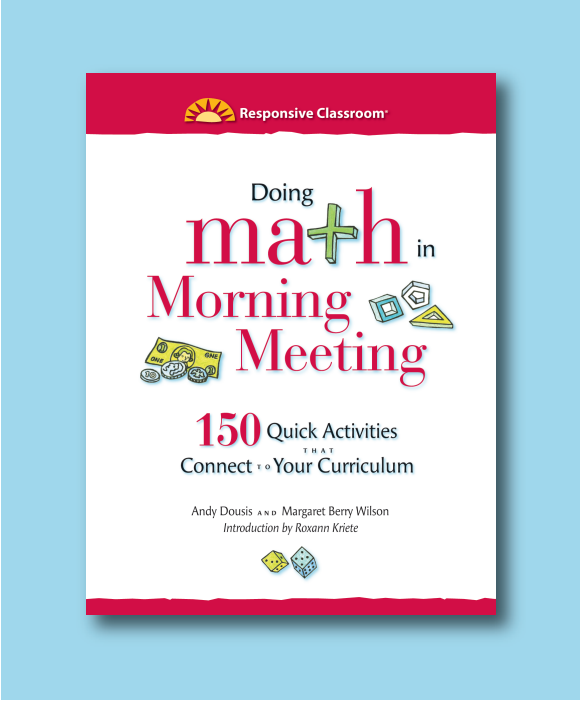
K–5 Common Core Standards Correlation: *Doing Math in Morning Meeting*

A guide to activities and activity extensions in *Doing Math in Morning Meeting: 150 Quick Activities That Connect to Your Curriculum*, by Andy Dousis and Margaret Berry Wilson, that align with Common Core standards and practices.



Responsive Classroom®

www.responsiveclassroom.org

Grade Level
K

Common Core Math Correlation by Activities

Activity	Practices	Standards
All Grown Up, p. 13	2, 3, 4, 8	K.CC.1; K.CC.2; K.CC.3
Attribute Train, p. 14	5, 6, 7	K.MD.1; K.MD.2; K.G.2; K.G.4
Beats in a Name, p. 15 *Extension*	2, 4, 5, 6	K.CC.1; K.CC.4.a–c; K.OA.1 *K.OA.1; K.OA.2*
Collections Sharing, p. 16	2, 3, 6, 7	K.CC.1; K.CC.5; K.MD.1; K.MD.3
Dance with Me, p. 17	2, 4, 6	K.CC.1; K.CC.4a; K.G.1
Faster, Lower, Higher, p. 18	2, 4	K.MD.2
Fiddle Faddle, p. 19	1, 2, 4, 7	K.CC.2; K.CC.7
Growing Pattern Songs, p. 20 *Extension 2*	6, 7, 8	K.CC.1; K.CC.4a–c; K.OA.1 *K.OA.1*
I Spy a Shape, p. 22 *Extension 1*	2, 3, 4, 6, 7	K.MD.1; K.G.1; K.G.2 *K.MD.1; K.MD.3*
Lines, Lines Everywhere, p. 23 *Extension*	2, 3, 5, 6, 7	K.G.1; K.G.2 *K.G.5*
Number Lineup, p. 24	2, 4, 7	K.CC.1; K.CC.2; K.CC.4a–c; K.CC.5; K.CC.7
Number Line Walk, p. 25	2, 4, 5	K.CC.1; K.CC.2; K.CC.3; K.CC.4a–c; K.CC.5; K.OA.1; K.OA.2
Numbers in My House, p. 26 *Extension*	4, 7	K.MD.3 *K.CC.3*
Odd or Even, p. 27 *Extension*	1, 2, 4, 5, 7	K.OA.1; K.OA.2 *K.CC.1; K.CC.3; K.CC.4a; K.OA.1; K.OA.5*
Patterns Around the Circle, p. 28	2, 4, 5, 6	K.CC.4b; K.OA.1

Grade Level K

Common Core Math Correlation by Activities, cont.

Activity	Practices	Standards
Plus/Minus, p. 29 *Variation* *Extension*	1, 2, 4, 5, 6	K.CC.1; K.CC.4a–c; K.CC.5; K.CC.6; K.OA.1; K.OA.5 *K.MD.2; K.G.5* *K.CC.3*
Shoe Graph, p. 30	2, 6, 7	K.CC.1; K.CC.5; K.CC.6; K.MD.3
Shorter/Longer, p. 31	2, 4, 5, 7	K.CC.4a–c; K.CC.6; K.MD.1; K.MD.2; K.MD.3
Skip Greeting, p. 32	1, 2, 6, 7, 8	K.CC.4a–c; K.OA.1
So Does Mine, p. 33	3, 6, 7	K.CC.3; K.CC.6; K.MD.1; K.MD.3
String Shapes, p. 35	1, 5, 7	K.MD.2; K.G.2; K.G.4; K.G.5
Time to …, p. 37	2, 3, 4, 6, 7	K.CC.3
Under the Cup, p. 38	1, 2, 6	K.CC.3; K.CC.7
Yes/No Questions, p. 39	1, 2, 3, 5, 6	K.CC.4.a–c; K.CC.5; K.CC.6; K.OA.1
Zero Sharing, p. 41	2, 3	K.CC.3

Grade Level
K

Common Core Correlation by Mathematical Practices

Practice	Activities
1 Make sense of problems and persevere in solving them.	Fiddle Faddle, p. 19; Odd or Even, p. 27; Plus/Minus, p. 29; Skip Greeting, p. 32; String Shapes, p. 35; Under the Cup, p. 38; Yes/No Questions, p. 39
2 Reason abstractly and quantitatively.	All Grown Up, p. 13; Beats in a Name, p. 15; Collections Sharing, p. 16; Dance with Me, p. 17; Faster, Lower, Higher, p. 18; Fiddle Faddle, p. 19; I Spy a Shape, p. 22; Lines, Lines Everywhere, p. 23; Number Lineup, p. 24; Number Line Walk, p. 25; Odd or Even, p. 27; Patterns Around the Circle, p. 28; Plus/Minus, p. 29; Shoe Graph, p. 30; Shorter/Longer, p. 31; Skip Greeting, p. 32; Time to …, p. 37; Under the Cup, p. 38; Yes/No Questions, p. 39; Zero Sharing, p. 41
3 Construct viable arguments and critique the reasoning of others.	All Grown Up, p. 13; Collections Sharing, p. 16; I Spy a Shape, p. 22; Lines, Lines Everywhere, p. 23; So Does Mine, p. 33; Time to …, p. 37; Yes/No Questions, p. 39; Zero Sharing, p. 41
4 Model with mathematics.	All Grown Up, p. 13; Beats in a Name, p. 15; Dance with Me, p. 17; Faster, Lower, Higher, p. 18; Fiddle Faddle, p. 19; I Spy a Shape, p. 22; Number Lineup, p. 24; Number Line Walk, p. 25; Numbers in My House, p. 26; Odd or Even, p. 27; Patterns Around the Circle, p. 28; Plus/Minus, p. 29; Shorter/Longer, p. 31; Time to …, p. 37
5 Use appropriate tools strategically.	Attribute Train, p. 14; Beats in a Name, p. 15; Lines, Lines Everywhere, p. 23; Number Line Walk, p. 25; Odd or Even, p. 27; Patterns Around the Circle, p. 28; Plus/Minus, p. 29; Shorter/Longer, p. 31; String Shapes, p. 35; Yes/No Questions, p. 39
6 Attend to precision.	Attribute Train, p. 14; Beats in a Name, p. 15; Collections Sharing, p. 16; Dance with Me, p. 17; Growing Pattern Songs, p. 20; I Spy a Shape, p. 22; Lines, Lines Everywhere, p. 23; Patterns Around the Circle, p. 28; Plus/Minus, p. 29; Shoe Graph, p. 30; Skip Greeting, p. 32; So Does Mine, p. 33; Time to …, p. 37; Under the Cup, p. 38; Yes/No Questions, p. 39
7 Look for and make use of structure.	Attribute Train, p. 14; Collections Sharing, p. 16; Fiddle Faddle, p. 19; Growing Pattern Songs, p. 20; I Spy a Shape, p. 22; Lines, Lines Everywhere, p. 23; Number Lineup, p. 24; Numbers in My House, p. 26; Odd or Even, p. 27; Shoe Graph, p. 30; Shorter/Longer, p. 31; Skip Greeting, p. 32; So Does Mine, p. 33; Time to …, p. 37; String Shapes, p. 35
8 Look for and express regularity in repeated reasoning.	All Grown Up, p. 13; Growing Pattern Songs, p. 20; Skip Greeting, p. 32

Grade Level

K

Common Core Correlation by Mathematical Standards

Standards	Activities
K.CC.1 Count to 100 by ones and by tens	All Grown Up, p. 13; Beats in a Name, p. 15; Collections Sharing, p. 16; Dance with Me, p. 17; Growing Pattern Songs, p. 20; Number Lineup, p. 24; Number Line Walk, p. 25; Odd or Even (extension), p. 27; Plus/Minus, p. 29; Shoe Graph, p. 30
K.CC.2 Count forward beginning from a given number within the known sequence	All Grown Up, p. 13; Fiddle Faddle, p. 19; Number Lineup, p. 24; Number Line Walk, p. 25
K.CC.3 Write numbers from 0 to 20. Represent a number of objects . . .	All Grown Up, p. 13; Number Line Walk, p. 25; Numbers in My House (extension), p. 26; Plus/Minus (extension), p. 29; So Does Mine, p. 33; Time to . . . , p. 37; Under the Cup, p. 38; Zero Sharing, p. 41
K.CC.4a–c Understand the relationship between numbers and quantities; when counting objects, say number names in standard order; understand the last number name; understand each successive number name	Beats in a Name, p. 15; Dance with Me, p. 17 (a only); Growing Pattern Songs, p. 20; Number Lineup, p. 24; Number Line Walk, p. 25; Odd or Even (extension), p. 27 (a only); Patterns Around the Circle, p. 28 (b only); Plus/Minus, p. 29; Shorter/Longer, p. 31; Skip Greeting, p. 32; Yes/No Questions, p. 39
K.CC.5 Count to answer "how many?" questions	Collections Sharing, p. 16; Number Lineup, p. 24; Number Line Walk, p. 25; Plus/Minus, p. 29; Shoe Graph, p. 30, Yes/No Questions, p. 39
K.CC.6 Identify whether the number of objects . . . is greater than, less than, or equal to	Plus/Minus, p. 29; Shoe Graph, p. 30; Shorter/Longer, p. 31; So Does Mine, p. 33; Yes/No Questions, p. 39
K.CC.7 Compare two numbers between 1 and 10	Fiddle Faddle, p. 19; Number Lineup, p. 24; Under the Cup, p. 38
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings	Beats in a Name, p. 15; Growing Pattern Songs, p. 20; Number Line Walk, p. 25; Odd or Even, p. 27; Patterns Around the Circle, p. 28; Plus/Minus, p. 29; Skip Greeting, p. 32; Yes/No Questions, p. 39
K.OA.2 Solve addition and subtraction word problems	Beats in a Name (extension), p. 15; Number Line Walk, p. 25; Odd or Even, p. 27
K.OA.3	None
K.OA.4	None
K.OA.5 Fluently add and subtract within 5	Odd or Even (extension), p. 27; Plus/Minus, p. 29
K.NBT.1	None
K.MD.1 Describe measurable attributes of objects, such as length or weight	Attribute Train, p. 14; Collections Sharing, p. 16; I Spy a Shape, p. 22; Shorter/Longer, p. 31; So Does Mine, p. 33

Common Core Correlation by Mathematical Standards, cont.

K.MD.2 Directly compare two objects with a measurable attribute in common	Attribute Train, p. 14; Faster, Lower, Higher, p. 18; Plus/Minus (variation), p. 29; Shorter/Longer, p. 31; String Shapes, p. 35
K.MD.3 Classify objects into given categories; count the numbers of objects in each category	Collections Sharing, p. 16; I Spy a Shape (extension 1), p. 22; Numbers in My House, p. 26; Shoe Graph, p. 30; Shorter/Longer, p. 31; So Does Mine, p. 33
K.G.1 Describe objects in the environment using names of shapes	Dance with Me, p. 17; I Spy a Shape, p. 22; Lines, Lines Everywhere, p. 23
K.G.2 Correctly name shapes regardless of their orientation or overall size	Attribute Train, p. 14; I Spy a Shape, p. 22; Lines, Lines Everywhere, p. 23; String Shapes, p. 35
K.G.3	None
K.G.4 Analyze and compare two- and three-dimensional shapes	Attribute Train, p. 14; String Shapes, p. 35
K.G.5 Model shapes in the world by building shapes from components . . . and drawing shapes	Lines, Lines Everywhere (extension), p. 23; Plus/Minus (variation), p. 29; String Shapes, p. 35
K.G.6	None

Grade Level 1

Common Core Math Correlation by Activities

Activity	Practices	Standards
Adding Our Way to 100, p. 43 *Variation/Extension*	1, 2, 3, 5, 6 *4, 7, 8*	K1.OA.1; 1.OA.5; 1.OA.6; 1.NBT.1; 1.NBT.2a–c; 1.NBT.4; 1.NBT.5
Beanbag Toss, p. 45 *Variation*	1, 3, 4, 5, 7	1.OA.1; 1.OA.3; 1.OA.6 *1.OA.7*
Card Greeting, p. 46	2, 3, 8	1.OA.1; 1.OA.5; 1.NBT.2a
Class Detectives, p. 47 *Extensions*	1, 2, 4, 5, 6	1.OA.5; 1.NBT.3; 1.MD.4 *1.MD.2*
A Clip and Save Meeting, p. 48	1, 2, 3, 4, 6	1.OA.1; 1.OA.2; 1.OA.5; 1.NBT.1; 1.NBT.2a,c; 1.NBT.3; 1.NBT.4; 1.MD.4
Dice Greeting, p. 50	2, 3, 7, 8	1.OA.1; 1.OA.5
Favorites Graph, p. 51	2, 4, 5, 6, 7	1.NBT.3; 1.MD.4
How Many to Ten?, p. 52	1, 2, 4, 6, 8	1.OA.1; 1.OA.2; 1.OA.3; 1.OA.4; 1.OA.5; 1.OA.6; 1.OA.7; 1.OA.8
How Much Space?, p. 53 *Variations* *Extensions*	1, 3, 4, 5, 7	1.OA.1; 1.OA.5; 1.MD.4 *1.MD.2; 1.G.2* *1.G.2*
Hundreds Chart Paths, p. 54	1, 2, 4, 5, 8	1.NBT.2a–c; 1.NBT.3; 1.NBT.5; 1.NBT.6
If I Were One Inch Tall, p. 55	3, 4, 5, 6, 7	1.MD.1; 1.MD.2; 1.MD.4
Magic Doubles, p. 56	2, 3, 4, 6, 7	1.OA.1; 1.OA.3; 1.OA.6; 1.OA.7; 1.OA.8; 1.MD.4
Make a Shape, p. 58 *Variation*	1, 6, 7	1.G.1; 1.G.2 *1.G.3*
Measuring in Tens and Ones, p. 60	1, 4, 5, 7, 8	1.OA.5; 1.NBT.2a–c; 1.MD.2; 1.MD.4
Number Grid Puzzle, p. 61	3, 4, 6, 7, 8	1.NBT.1; 1.NBT.2; 1.NBT.3; 1.NBT.5; 1.NBT.6
Pattern of the Day, p. 62	2, 6, 7, 8	1.OA.5
Quarters, p. 63	1, 2, 3, 4, 8	1.OA.1; 1.OA.2; 1.OA.3; 1.OA.5; 1.OA.6; 1.NBT.2a–c; 1.NBT.3

Grade Level 1

Common Core Math Correlation by Activities, cont.

Activity	Practices	Standards
Scoop 'Em Up, p. 64	1, 3, 4, 6, 8	1.OA.3; 1.OA.5; 1.NBT.1; 1.NBT.2a–c; 1.NBT.4; 1.MD.4
Seconds, Minutes, Hours, p. 66	2, 3, 4, 5, 6	1.OA.5; 1.NBT.2c; 1.NBT.4
Shape Hunt, p. 68	3, 6, 7	1.MD.4; 1.G.1
Start with Ten, p. 69	2, 5, 6, 8	1.OA.1; 1.OA.3; 1.OA.5; 1.OA.6; 1.NBT.2a, b; 1.NBT.4
This Group, That Group, p. 70 *Variations/Extension*	3, 7	1.MD.4 *1.G.1*
Tiles in a Bag, p. 71	1, 2, 3, 6, 8	1.OA.1; 1.OA.2; 1.OA.3; 1.OA.4; 1.OA.5; 1.OA.6; 1.OA.8; 1.MD.4
A Trail Mix Recipe, p. 72	2, 3, 4, 5, 6	l.OA.1; 1.OA.2; 1.OA.3; 1.OA.4; 1.OA.5; 1.OA.6; 1.MD.4
Two Is King, p. 73	2, 3, 6, 7	1.OA.1; 1.OA.3; 1.OA.4; 1.OA.5; 1.OA.6; 1.OA.8; 1.NBT.2b; 1.NBT.4

Grade Level 1

Common Core Correlation by Mathematical Practices

Practice	Activities
1 Make sense of problems and persevere in solving them.	Adding Our Way to 100, p. 43; Beanbag Toss, p. 45; Class Detectives, p. 47; A Clip and Save Meeting, p. 48; How Many to Ten?, p. 52; How Much Space?, p. 53; Hundreds Chart Paths, p. 54; Make a Shape, p. 58; Measuring in Tens and Ones, p. 60; Quarters, p. 63; Scoop 'Em Up, p. 64; Tiles in a Bag, p. 71
2 Reason abstractly and quantitatively.	Adding Our Way to 100, p. 43; Card Greeting, p. 46; Class Detectives, p. 47; A Clip and Save Meeting, p. 48; Dice Greeting, p. 50; Favorites Graph, p. 51; How Many to Ten?, p. 52; Hundreds Chart Paths, p. 54; Magic Doubles, p. 56; Pattern of the Day, p. 62; Quarters, p. 63; Seconds, Minutes, Hours, p. 66; Start with Ten, p 69; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
3 Construct viable arguments and critique the reasoning of others.	Adding Our Way to 100, p. 43; Beanbag Toss, p. 45; Card Greeting, p. 46; A Clip and Save Meeting, p. 48; Dice Greeting, p. 50; How Much Space?, p. 53; If I Were One Inch Tall, p. 55; Magic Doubles, p. 56; Number Grid Puzzle, p. 61; Quarters, p. 63; Scoop 'Em Up, p. 64; Seconds, Minutes, Hours, p. 66; Shape Hunt, p. 68; This Group, That Group, p. 70; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
4 Model with mathematics.	Adding Our Way to 100 (variation/extension), p. 43; Beanbag Toss, p. 45; Class Detectives, p. 47; A Clip and Save Meeting, p. 48; Favorites Graph, p. 51; How Many to Ten?, p. 52; How Much Space?, p. 53; Hundreds Chart Paths, p. 54; If I Were One Inch Tall, p. 55; Magic Doubles, p. 56; Measuring in Tens and Ones, p. 60; Number Grid Puzzle, p. 61; Quarters, p. 63; Scoop 'Em Up, p. 64; Seconds, Minutes, Hours, p. 66; A Trail Mix Recipe, p. 72
5 Use appropriate tools strategically.	Adding Our Way to 100, p. 43; Beanbag Toss, p. 45; Class Detectives, p. 47; Favorites Graph, p. 51; How Much Space?, p. 53; Hundreds Chart Paths, p. 54; If I Were One Inch Tall, p. 55; Measuring in Tens and Ones, p. 60; Seconds, Minutes, Hours, p. 66; Start with Ten, p. 69; A Trail Mix Recipe, p. 72
6 Attend to precision.	Adding Our Way to 100, p. 43; Class Detectives, p. 47; A Clip and Save Meeting, p. 48; Favorites Graph, p. 51; How Many to Ten?, p. 52; If I Were One Inch Tall, p. 55; Magic Doubles, p. 56; Make a Shape, p. 58; Number Grid Puzzle, p. 61; Pattern of the Day, p. 62; Scoop 'Em Up, p. 64; Seconds, Minutes, Hours, p. 66; Shape Hunt, p. 68; Start with Ten, p. 69; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
7 Look for and make use of structure.	Adding Our Way to 100 (variation/extension), p. 43; Beanbag Toss, p. 45; Dice Greeting, p. 50; Favorites Graph, p. 51; How Much Space?, p. 53; If I Were One Inch Tall, p. 55; Magic Doubles, p. 56; Make a Shape, p. 58; Measuring in Tens and Ones, p. 60; Number Grid Puzzle, p. 61; Pattern of the Day, p. 62; Shape Hunt, p. 68; This Group, That Group, p. 70; Two Is King, p. 73
8 Look for and express regularity in repeated reasoning.	Adding Our Way to 100 (variation/extension), p. 43; Card Greeting, p. 46; Dice Greeting, p. 50; How Many to Ten?, p. 52; Hundreds Chart Paths, p. 54; Measuring in Tens and Ones, p. 60; Number Grid Puzzle, p. 61; Pattern of the Day, p. 62; Quarters, p. 63; Scoop 'Em Up, p. 64; Start with Ten, p. 69; Tiles in a Bag, p. 71

Grade Level 1

Common Core Correlation by Mathematical Standards

Standards	Activities
1.OA.1 Use addition and subtraction within 20 to solve word problems	Adding Our Way to 100, p. 43; Beanbag Toss, p. 45; Card Greeting, p. 46; A Clip and Save Meeting, p. 48; Dice Greeting, p. 50; How Many to Ten?, p. 52; How Much Space?, p. 53; Magic Doubles, p. 56; Quarters, p. 63; Start with Ten, p. 69; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
1.OA.2 Solve word problems that call for addition of three whole numbers	A Clip and Save Meeting, p. 48; How Many to Ten?, p. 52; Quarters, p. 63; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72
1.OA.3 Apply properties of operations as strategies to add and subtract	Beanbag Toss, p. 45; How Many to Ten?, p. 52; Magic Doubles, p. 56; Quarters, p. 63; Scoop 'Em Up, p. 64; Start with Ten, p. 69; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
1.OA.4 Understand subtraction as an unknown-addend problem	How Many to Ten?, p. 52; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
1.OA.5 Relate counting to addition and subtraction	Adding Our Way to 100, p. 43; Card Greeting, p. 46; Class Detectives, p. 47; A Clip and Save Meeting, p. 48; Dice Greeting, p. 50; How Many to Ten?, p. 52; How Much Space?, p. 53; Measuring in Tens and Ones, p. 60; Pattern of the Day, p. 62; Quarters, p. 63; Scoop 'Em Up, p. 64; Seconds, Minutes, Hours, p. 66; Start with Ten, p. 69; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
1.OA.6 Add and subtract within 20	Adding Our Way to 100, p. 43; Beanbag Toss, p. 45; How Many to Ten?, p. 52; Magic Doubles, p. 56; Quarters, p. 63; Start with Ten, p. 69; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72; Two Is King, p. 73
1.OA.7 Understand the meaning of the equal sign	Beanbag Toss (variation), p. 45; How Many to Ten?, p. 52; Magic Doubles, p. 56
1.OA.8 Determine the unknown . . . in an addition or subtraction equation	How Many to Ten?, p. 52; Magic Doubles, p. 56; Tiles in a Bag, p. 71; Two Is King, p. 73
1.NBT.1 Count to 120, starting at any number less than 120	Adding Our Way to 100, p. 43; A Clip and Save Meeting, p. 48; Number Grid Puzzle, p. 61; Scoop 'Em Up, p. 64
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones	Number Grid Puzzle, p. 61
1.NBT.2a–c Understand 10; the numbers from 11 to 19; the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90	Adding Our Way to 100, p. 43; Card Greeting, p. 46 (a only); A Clip and Save Meeting, p. 48 (a, c only); Hundreds Chart Paths, p. 54; Measuring in Tens and Ones, p. 60; Quarters, p. 63; Scoop 'Em Up, p. 64; Seconds, Minutes, Hours, p. 66 (c only); Start with Ten, p. 69 (a, b only); Two Is King, p. 73 (b only)

Grade Level 1

Common Core Correlation by Mathematical Standards, cont.

1.NBT.3 Compare two two-digit numbers	Class Detectives, p. 47; A Clip and Save Meeting, p. 48; Favorites Graph, p. 51; Hundreds Chart Paths, p. 54; Number Grid Puzzle, p. 61; Quarters, p. 63
1.NBT.4 Add within 100	Adding Our Way to 100, p. 43; A Clip and Save Meeting, p. 48; Scoop 'Em Up, p. 64; Seconds, Minutes, Hours, p. 66; Start with Ten, p. 69; Two Is King, p. 73
1.NBT.5 Mentally find 10 more or 10 less than a two-digit number	Adding Our Way to 100, p. 43; Hundreds Chart Paths, p. 54; Number Grid Puzzle, p. 61
1.NBT.6 Subtract multiples of 10	Hundreds Chart Paths, p. 54; Number Grid Puzzle, p. 61
1.MD.1 Order three objects by length	If I Were One Inch Tall, p. 55
1.MD.2 Express the length of an object as a whole number of length units	How Much Space? (variations), p. 53; If I Were One Inch Tall, p. 55; Measuring in Tens and Ones, p. 60
1.MD.3	None
1.MD.4 Organize, represent, and interpret data with up to three categories	Class Detectives, p. 47; A Clip and Save Meeting, p. 48; Favorites Graph, p. 51; How Much Space?, p. 53; If I Were One Inch Tall, p. 55; Magic Doubles, p. 56; Measuring in Tens and Ones, p. 60; Scoop 'Em Up, p. 64; Shape Hunt, p. 68; This Group, That Group, p. 70; Tiles in a Bag, p. 71; A Trail Mix Recipe, p. 72
1.G.1 Distinguish between defining attributes . . . versus non-defining attributes	Make a Shape, p. 58; Shape Hunt, p. 68; This Group, That Group (variations, extension), p. 70
1.G.2 Compose two-dimensional . . . or three-dimensional shapes	How Much Space? (variations, extensions), p. 53; Make a Shape, p. 58
1.G.3 Partition circles and rectangles into two and four equal shares	Make a Shape (variation), p. 58

Grade Level
2

Common Core Math Correlation by Activities

Activity	Practice	Standards
Are You a Rectangle?, p. 75 *Extension 1*	2, 4, 5, 7	2.G.1 *2.MD.1; 2.MD.4; 2.MD.9*
Bouncing Balls, p. 76	2, 3, 4, 5	2.OA.2; 2.MD.10
Broken Calculator, p. 78	1, 2, 3, 5, 8	2.OA.1; 2.OA.2; 2.NBT.5; 2.NBT.9
Card Combination Game, p. 79	2, 6, 7	2.OA.2; 2.NBT.5
Catch the Bug, p. 80	1, 2, 6	2.OA.1; 2.OA.2; 2.NBT.5
Give It Time, p. 81	3, 4	2.MD.10
Graphing Pockets, p. 82 *Extension 1*	1, 2, 3, 4, 5 *6*	2.OA.1; 2.OA.2; 2.MD.10 *2.NBT.1; 2.NBT.5*
Guess My Number, p. 84	2, 3, 6, 8	2.OA.1; 2.NBT.1a; 2.NBT.2; 2.NBT.5
Guess *Your* Number, p. 85	2, 3, 6, 8	2.OA.1; 2.OA.2; 2.NBT.1; 2.NBT.4
Guess *Your* Shape, p. 86 *Variation 2*	1, 2, 3, 7	2.G.1 *2.G.3*
Human Polygons, p. 87	1, 2, 3, 6, 7	2.G.1
It Could Be a . . . , p. 89	2, 3, 5, 6, 7	2.G.1
Magic 20, p. 90	1, 2, 3, 6	2.OA.1; 2.OA.2
Make the Number, p. 91 *Variations/Extensions*	1, 2, 6	2.NBT.3 *2.NBT.1a, b; 2.NBT.4*
Math Book Sharing, p. 92	3, 4, 7 (others, depending upon book chosen)	Varies depending upon book chosen
Measure Yourself, p. 94	2, 3, 4, 5, 6	2.MD.1; 2.MD.2; 2.MD.3; 2.MD.4
Money for Nothin', p. 95	1, 2, 3, 4, 8	2.OA.1; 2.OA.2; 2.NBT.1a, b; 2.NBT.4; 2.NBT.5; 2.NBT.6; 2.NBT.8; 2.NBT.9; 2.MD.8
Name Patterns, p. 96	1, 2, 3, 4, 5	2.OA.1; 2.OA.4

Grade Level
2

Common Core Math Correlation by Activities

Activity	Practice	Standards
Name Values, p. 97 *Variation 3* *Extension 3*	1, 2, 3, 4, 6	2.OA.1; 2.OA.2; 2.NBT.1a, b; 2.NBT.3; 2.NBT.5; 2.NBT.6; 2.NBT.7; 2.NBT.9 *2.MD.8* *2.MD.10*
Roll a Big One, p. 98 *Variation*	1, 2, 3, 4, 6	2.OA.1; 2.NBT.3 *2.NBT.1a, b; 2.NBT.3; 2.NBT.4*
Six Rolls to 100, p. 100	1, 2, 3, 4, 5	2.OA.1; 2.OA.2; 2.NBT.1, 1a; 2.NBT.5; 2.NBT.9
Skip Greeting with Cards, p. 102	2, 6, 8	2.OA.1; 2.OA.2; 2.NBT.2
Spinners, p. 103	2, 3, 4, 6	2.OA.1; 2.OA.2; 2.OA.4; 2.MD.10
Venn Diagrams, p. 104 *Extension 1* *Extension 3*	2, 3, 4, 6, 7	2.OA.1; 2.OA.2; 2.MD.10 *2.G.1* *2.MD.1; 2.MD.2; 2.MD.4*
What Number Am I?, p. 107	1, 2, 4, 6, 8	2.OA.1; 2.OA.2; 2.NBT.5; 2.NBT.9

Grade Level 2

Common Core Correlation by Mathematical Practices

Practice	Activities
1 Make sense of problems and persevere in solving them.	Broken Calculator, p. 78; Catch the Bug, p. 80; Graphing Pockets, p. 82; Guess Your Shape, p. 86; Human Polygons, p. 87; Magic 20, p. 90; Make the Number, p. 91; Money for Nothin', p. 95; Name Patterns, p. 96; Name Values, p. 97; Roll a Big One, p. 98; Six Rolls to 100, p. 100; What Number Am I?, p. 107
2 Reason abstractly and quantitatively.	Are You a Rectangle?, p. 75; Bouncing Balls, p. 76; Broken Calculator, p. 78; Card Combination Game, p. 79; Catch the Bug, p. 80; Graphing Pockets, p. 82; Guess My Number, p. 84; Guess Your Number, p. 85; Guess Your Shape, p. 86; Human Polygons, p. 87; It Could Be a …, p. 89; Magic 20, p. 90; Make the Number, p. 91; Measure Yourself, p. 94; Money for Nothin', p. 95; Name Patterns, p. 96; Name Values, p. 97; Roll a Big One, p. 98; Six Rolls to 100, p. 100; Skip Greeting with Cards, p. 102; Spinners, p. 103; Venn Diagrams, p. 104; What Number Am I?, p. 107
3 Construct viable arguments and critique the reasoning of others.	Bouncing Balls, p. 76; Broken Calculator, p. 78; Give It Time, p. 81; Graphing Pockets, p. 82; Guess My Number, p. 84; Guess Your Number, p. 85; Guess Your Shape, p. 86; Human Polygons, p. 87; It Could Be a …, p. 89; Magic 20, p. 90; Math Book Sharing, p. 92; Measure Yourself, p. 94; Money for Nothin', p. 95; Name Patterns, p. 96; Name Values, p. 97; Roll a Big One, p. 98; Six Rolls to 100, p. 100; Spinners, p. 103; Venn Diagrams, p. 104
4 Model with mathematics.	Are You a Rectangle?, p. 75; Bouncing Balls, p. 76; Give It Time, p. 81; Graphing Pockets, p. 82; Math Book Sharing, p. 92; Measure Yourself, p. 94; Money for Nothin', p. 95; Name Patterns, p. 96; Name Values, p. 97; Roll a Big One, p. 98; Six Rolls to 100, p. 100; Spinners, p. 103; Venn Diagrams, p. 104; What Number Am I?, p. 107
5 Use appropriate tools strategically.	Are You a Rectangle?, p. 75; Bouncing Balls, p. 76; Broken Calculator, p. 78; Graphing Pockets, p. 82; It Could Be a …, p. 89; Measure Yourself, p. 94; Name Patterns, p. 96; Six Rolls to 100, p. 100
6 Attend to precision.	Card Combination Game, p. 79; Catch the Bug, p. 80; Graphing Pockets (extension 1), p. 82; Guess My Number, p. 84; Guess Your Number, p. 85; Human Polygons, p. 87; It Could Be a …, p. 89; Magic 20, p. 90; Make the Number, p. 91; Measure Yourself, p. 94; Name Values, p. 97; Roll a Big One, p. 98; Skip Greeting with Cards, p. 102; Spinners, p. 103; Venn Diagrams, p. 104; What Number Am I?, p. 107
7 Look for and make use of structure.	Are You a Rectangle?, p. 75; Card Combination Game, p. 79; Guess Your Shape, p. 86; Human Polygons, p. 87; It Could Be a …, p. 89; Math Book Sharing, p. 92; Venn Diagrams, p. 104
8 Look for and express regularity in repeated reasoning.	Broken Calculator, p. 78; Guess My Number, p. 84; Guess *Your* Number, p. 85; Money for Nothin', p. 95; Skip Greeting with Cards, p. 102; What Number Am I?, p. 107

Grade Level 2

Common Core Correlation by Mathematical Standards

Standards	Activities
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems	Broken Calculator, p. 78; Catch the Bug, p. 80; Graphing Pockets, p. 82; Guess My Number, p. 84; Guess *Your* Number, p. 85; Magic 20, p. 90; Money for Nothin', p. 95; Name Patterns, p. 96; Name Values, p. 97; Roll a Big One, p. 98; Six Rolls to 100, p. 100; Skip Greeting with Cards, p. 102; Spinners, p. 103; Venn Diagrams, p. 104; What Number Am I?, p. 107
2.OA.2 Fluently add and subtract within 20 using mental strategies	Bouncing Balls, p. 76; Broken Calculator, p. 78; Card Combination Game, p. 79; Catch the Bug, p. 80; Graphing Pockets, p. 82; Guess *Your* Number, p. 85; Magic 20, p. 90; Money for Nothin', p. 95; Name Values, p. 97; Six Rolls to 100, p. 100; Skip Greeting with Cards, p. 102; Spinners, p. 103; Venn Diagrams, p. 104; What Number Am I?, p. 107
2.OA.3	None
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays	Name Patterns, p. 96; Spinners, p. 103
2.NBT.1 Understand . . . hundreds, tens, and ones	Graphing Pockets (extension 1), p. 82; Guess Your Number, p. 85; Six Rolls to 100, p. 100
2.NBT.1a–b Understand 100; the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900	Guess My Number, p. 84 (a only); Make the Number (variations/extensions), p. 91; Money for Nothin', p. 95; Name Values, p. 97; Roll a Big One (variation), p. 98; Six Rolls to 100, p. 100 (a only)
2.NBT.2 Count within 1000	Guess My Number, p. 84; Skip Greeting with Cards, p. 102
2.NBT.3 Read and write numbers to 1000	Make the Number, p. 91; Name Values, p. 97; Roll a Big One, p. 98
2.NBT.4 Compare two three-digit numbers	Guess *Your* Number, p. 85; Make the Number (variations/extensions), p. 91; Money for Nothin', p. 95; Roll a Big One (variation), p. 98
2.NBT.5 Fluently add and subtract within 100	Broken Calculator, p. 78; Card Combination Game, p. 79; Catch the Bug, p. 80; Graphing Pockets (extension 1), p. 82; Guess My Number, p. 84; Money for Nothin', p. 95; Name Values, p. 97; Six Rolls to 100, p. 100; What Number Am I?, p. 107
2.NBT.6 Add up to four two-digit numbers	Money for Nothin', p. 95; Name Values, p. 97
2.NBT.7 Add and subtract within 1000	Name Values, p. 97
2.NBT.8 Mentally add . . . and mentally subtract 10 or 100 from a given number 100–900	Money for Nothin', p. 95

Grade Level 2

Common Core Correlation by Mathematical Standards, cont.

2.NBT.9 Explain why addition and subtraction strategies work	Broken Calculator, p. 78; Money for Nothin', p. 95; Name Values, p. 97; Six Rolls to 100, p. 100; What Number Am I?, p. 107
2.MD.1 Measure the length of an object	Are You a Rectangle? (extension 1), p. 75; Measure Yourself, p. 94; Venn Diagrams (extension 3), p. 104
2.MD.2 Measure the length of an object twice	Measure Yourself, p. 94; Venn Diagrams (extension 3), p. 104
2.MD.3 Estimate lengths	Measure Yourself, p. 94
2.MD.4 Measure to determine how much longer one object is than another	Are You a Rectangle? (extension 1), p. 75; Measure Yourself, p. 94; Venn Diagrams (extension 3), p. 104
2.MD.5	None
2.MD.6	None
2.MD.7	None
2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies	Money for Nothin', p. 95; Name Values (variation 3), p. 97
2.MD.9 Generate measurement data	Are You a Rectangle? (extension 1), p. 75
2.MD.10 Draw a picture graph and a bar graph . . . to represent a data set	Bouncing Balls, p. 76; Give It Time, p. 81; Graphing Pockets, p. 82; Name Values (extension 3), p. 97; Spinners, p. 103; Venn Diagrams, p. 104
2.G.1 Recognize and draw shapes having specified attributes	Are You a Rectangle?, p. 75; Guess Your Shape, p. 86; Human Polygons, p. 87; It Could Be a …, p. 89; Venn Diagrams (extension 1), p. 104
2.G.2	None
2.G.3 Partition circles and rectangles into two, three, or four equal shares	Guess *Your* Shape (variation 2), p. 86

Grade Level 3

Common Core Math Correlation by Activities

Activity	Practices	Standards
Base Ten Block Building, p. 109 *Variation 2*	1, 2, 4, 5, 7	3.NBT.1; 3.NBT.2 *3.OA.1; 3.OA.3; 3.OA.4; 3.OA.5; 3.OA.7; 3.NBT.3*
Beach Ball Tossing, p. 110 *Variations*	2, 4, 6	3.OA.1; 3.OA.4; 3.OA.5; 3.OA.7; 3.NBT.2; 3.NBT.3 *3.NF.1; 3.NF.3a–d*
Body Math, p. 111	1, 2, 6, 7	3.OA.3; 3.OA.6; 3.NF.1; 3.NF.3a–d
Clock Check-In, p. 112 *Extension*	2, 3, 6 *4*	3.MD.1 *3.MD.3*
Coin Flip Probability, p. 114	2, 3, 4, 6, 7	3.OA.9; 3.NBT.2; 3.MD.3
Digit Pop, p. 115	2, 3, 6, 7	3.OA.9; 3.NBT.2
Dimensions in the Bubble, p. 116	1, 2, 3, 5, 6	3.OA.3; 3.OA.4; 3.OA.7; 3.NF.1; 3.MD.4; 3.MD.5a–b; 3.MD.6; 3.MD.7a–d; 3.MD.8
Double This, p. 118	1, 2, 6, 8	3.OA.1; 3.OA.3; 3.OA.4; 3.OA.7; 3.OA.9
Equations and Pictures, p. 119 *Variation*	1, 2, 3, 4, 6	3.OA.1; 3.OA.3; 3.OA.4; 3.OA.5; 3.OA.7; 3.OA.9 *3.NF.1; 3.NF.3a–d*
Examining Temperatures, p. 120	2, 3, 4, 7	3.OA.9; 3.NBT.2; 3.MD.3
How Long Will It Bounce?, p. 122 *Extension*	2, 3, 5 *4*	3.OA.8; 3.NBT.2; 3.MD.1 *3.MD.3*
How Much Money?, p. 123	2, 3, 4, 5, 6	3.OA.1; 3.OA.3; 3.OA.4; 3.OA.5; 3.OA.7; 3.OA.8; 3.OA.9; 3.NBT.2; 3.NBT.3; 3.NF.1
Isosceles Triangle Message, p. 124	1, 2, 5, 6, 7	3.G.1; 3.G.2
Magical Mystery Machine, p. 125 *Extensions*	2, 6, 7, 8 *3, 4, 5*	3.OA.4; 3.OA.5; 3.OA.6; 3.OA.7; 3.OA.8; 3.OA.9; 3.NBT.2; 3.NBT.3; 3.NF.1
Make Ten, p. 126 *Extensions*	2, 5, 6	3.NBT.2 *3.NBT.1*
Marble Probability, p. 127 *Extensions*	2, 4, 5, 6 *3, 7*	3.MD.3 *3.OA.3; 3.OA.4; 3.OA.7; 3.OA.8; 3.OA.9*

Grade Level 3

Common Core Math Correlation by Activities, cont.

Activity	Practices	Standards
Mental Math Pushups, p. 128	1, 2, 6, 7	3.OA.4; 3.OA.5; 3.OA.7; 3.NBT.2
Message Relationships, p. 129	2, 3, 6	3.OA.4; 3.OA.5; 3.NBT.2; 3.NF.1; 3.MD.1
Multiplying Us, p. 131	1, 4, 5, 6, 8	3.OA.1; 3.OA.3; 3.OA.4; 3.OA.5; 3.OA.7
Pica Ferme Nada, p. 132	1, 2, 3, 6, 8	1.NBT.1
Piloting, p. 134	1, 2, 6	None
Ruler Around the Room, p. 135	2, 3, 5, 6	3.MD.4; 3.MD.8
Spinner Probability, p. 137 *Extension*	2, 3, 4, 5, 6	3.OA.3; 3.OA.4; 3.OA.5; 3.OA.7; 3.OA.9 *3.MD.3*
Tens, p. 139 *Variation 2*	2, 8	3.OA.9; 3.NBT.2 *3.NF.1; 3.NF.3c*
Things in Groups #1, p. 140 *Extension*	1, 2, 3, 6 *4, 5*	3.OA.1; 3.OA.3; 3.OA.4; 3.OA.5; 3.OA.7; 3.OA.8

Grade Level
3

Common Core Correlation by Mathematical Practices

Practice	Activities
1 Make sense of problems and persevere in solving them.	Base Ten Block Building, p. 109; Body Math, p. 111; Dimensions in the Bubble, p. 116; Double This, p. 118; Equations and Pictures, p. 119; Isosceles Triangle Message, p. 124; Mental Math Pushups, p. 128; Multiplying Us, p. 131; Pica Ferme Nada, p. 132; Piloting, p. 134; Things in Groups #1, p. 140
2 Reason abstractly and quantitatively.	Base Ten Block Building, p. 109; Beach Ball Tossing, p. 110; Body Math, p. 111; Clock Check-In, p. 112; Coin Flip Probability, p. 114; Digit Pop, p. 115; Dimensions in the Bubble, p. 116; Double This, p. 118; Equations and Pictures, p. 119; Examining Temperatures, p. 120; How Long Will It Bounce?, p. 122; How Much Money?, p. 123; Isosceles Triangle Message, p. 124; Magical Mystery Machine, p. 125; Make Ten, p. 126; Marble Probability, p. 127; Mental Math Pushups, p. 128; Message Relationships, p. 129; Pica Ferme Nada, p. 132; Piloting, p. 134; Ruler Around the Room, p. 135; Spinner Probability, p. 137; Tens, p. 139; Things in Groups #1, p. 140
3 Construct viable arguments and critique the reasoning of others.	Clock Check-In, p. 112; Coin Flip Probability, p. 114; Digit Pop, p. 115; Dimensions in the Bubble, p. 116; Equations and Pictures, p. 119; Examining Temperatures, p. 120; How Long Will It Bounce?, p. 122; How Much Money?, p. 123; Magical Mystery Machine (extensions), p. 125; Marble Probability (extensions), p. 127; Message Relationships, p. 129; Pica Ferme Nada, p. 132; Ruler Around the Room, p. 135; Spinner Probability, p. 137; Things in Groups #1, p. 140
4 Model with mathematics.	Base Ten Block Building, p. 109; Beach Ball Tossing, p. 110; Clock Check-In (extension), p. 112; Coin Flip Probability, p. 114; Equations and Pictures, p. 119; Examining Temperatures, p. 120; How Long Will It Bounce? (extension), p. 122; How Much Money?, p. 123; Magical Mystery Machine (extensions), p. 125; Marble Probability, p. 127; Multiplying Us, p. 131; Spinner Probability, p. 137; Things in Groups #1 (extension), p. 140
5 Use appropriate tools strategically.	Base Ten Block Building, p. 109; Dimensions in the Bubble, p. 116; How Long Will It Bounce?, p. 122; How Much Money?, p. 123; Isosceles Triangle Message, p. 124; Magical Mystery Machine (extensions), p. 125; Make Ten, p. 126; Marble Probability, p. 127; Multiplying Us, p. 131; Ruler Around the Room, p. 135; Spinner Probability, p. 137; Things in Groups #1 (extension), p. 140
6 Attend to precision.	Beach Ball Tossing, p. 110; Body Math, p. 111; Clock Check-In, p. 112; Coin Flip Probability, p. 114; Digit Pop, p. 115; Dimensions in the Bubble, p. 116; Double This, p. 118; Equations and Pictures, p. 119; How Much Money?, p. 123; Isosceles Triangle Message, p. 124; Magical Mystery Machine, p. 125; Make Ten, p. 126; Marble Probability, p. 127; Mental Math Pushups, p. 128; Message Relationships, p. 129; Multiplying Us, p. 131; Pica Ferme Nada, p. 132; Piloting, p. 134; Ruler Around the Room, p. 135; Spinner Probability, p. 137; Things in Groups #1, p. 140
7 Look for and make use of structure.	Base Ten Block Building, p. 109; Body Math, p. 111; Coin Flip Probability, p. 114; Digit Pop, p. 115; Examining Temperatures, p. 120; Isosceles Triangle Message, p. 124; Magical Mystery Machine, p. 125; Marble Probability (extensions), p. 127; Mental Math Pushups, p. 128
8 Look for and express regularity in repeated reasoning.	Double This, p. 118; Magical Mystery Machine, p. 125; Multiplying Us, p. 131; Pica Ferme Nada, p. 132; Tens, p. 139

Grade Level
3

Common Core Correlation by Mathematical Standards

Standards	Activities
3.OA.1 Interpret products of whole numbers	Base Ten Block Building (variation 2), p. 109; Beach Ball Tossing, p. 110; Double This, p. 118; Equations and Pictures, p. 119; How Much Money?, p. 123; Multiplying Us, p. 131; Things in Groups #1, p. 140
3.OA.2	None
3.OA.3 Use multiplication and division within 100 to solve word problems	Base Ten Block Building (variation 2), p. 109; Body Math, p. 111; Dimensions in the Bubble, p. 116; Double This, p. 118; Equations and Pictures, p. 119; How Much Money?, p. 123; Marble Probability (extensions), p. 127; Multiplying Us, p. 131; Spinner Probability, p. 137; Things in Groups #1, p. 140
3.OA.4 Determine the unknown whole number in a multiplication or division equation	Base Ten Block Building (variation 2), p. 109; Beach Ball Tossing, p. 110; Dimensions in the Bubble, p. 116; Double This, p. 118; Equations and Pictures, p. 119; How Much Money?, p. 123; Magical Mystery Machine, p. 125; Marble Probability (extensions), p. 127; Mental Math Pushups, p. 128; Message Relationships, p. 129; Multiplying Us, p. 131; Spinner Probability, p. 137; Things in Groups #1, p. 140
3.OA.5 Apply properties of operations as strategies to multiply and divide	Base Ten Block Building (variation 2), p. 109; Beach Ball Tossing, p. 110; Equations and Pictures, p. 119; How Much Money?, p. 123; Magical Mystery Machine, p. 125; Mental Math Pushups, p. 128; Message Relationships, p. 129; Multiplying Us, p. 131; Spinner Probability, p. 137; Things in Groups #1, p. 140
3.OA.6 Understand division as an unknown-factor problem	Body Math, p. 111; Magical Mystery Machine, p. 125
3.OA.7 Fluently multiply and divide within 100	Base Ten Block Building (variation 2), p. 109; Beach Ball Tossing, p. 110; Dimensions in the Bubble, p. 116; Double This, p. 118; Equations and Pictures, p. 119; How Much Money?, p. 123; Magical Mystery Machine, p. 125; Marble Probability (extensions), p. 127; Mental Math Pushups, p. 128; Multiplying Us, p. 131; Spinner Probability, p. 137; Things in Groups #1, p. 140
3.OA.8 Solve two-step word problems using the four operations	How Long Will It Bounce?, p. 122; How Much Money?, p. 123; Magical Mystery Machine, p. 125; Marble Probability (extensions), p. 127; Things in Groups #1, p. 140
3.OA.9 Identify arithmetic patterns . . . and explain them using properties of operations	Coin Flip Probability, p. 114; Digit Pop, p. 115; Double This, p. 118; Equations and Pictures, p. 119; Examining Temperatures, p. 120; How Much Money?, p. 123; Magical Mystery Machine, p. 125; Marble Probability (extensions), p. 127; Spinner Probability, p. 137; Tens, p. 139
3.NBT.1 Round whole numbers to the nearest 10 or 100	Base Ten Block Building, p. 109; Make Ten (extensions), p. 126; Pica Ferme Nada, p. 132
3.NBT.2 Fluently add and subtract within 1000	Base Ten Block Building, p. 109; Beach Ball Tossing, p. 110; Coin Flip Probability, p. 114; Digit Pop, p. 115; Examining Temperatures, p. 120; How Long Will It Bounce?, p. 122; How Much Money?, p. 123; Magical Mystery Machine, p. 125; Make Ten, p. 126; Mental Math Pushups, p. 128; Message Relationships, p. 129; Tens, p. 139

Common Core Correlation by Mathematical Standards, cont.

3.NBT.3 Multiply one-digit whole numbers by multiples of 10	Base Ten Block Building (variation 2), p. 109; Beach Ball Tossing, p. 110; How Much Money?, p. 123; Magical Mystery Machine, p. 125
3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts	Beach Ball Tossing (variations), p. 110; Body Math, p. 111; Dimensions in the Bubble, p. 116; Equations and Pictures (variation), p. 119; How Much Money?, p. 123; Magical Mystery Machine, p. 125; Message Relationships, p. 129; Tens (variation 2), p. 139
3.NF.2a–b	None
3.NF.3a–d Explain equivalence of fractions	Beach Ball Tossing (variations), p. 110; Body Math, p. 111; Equations and Pictures (variation), p. 119; Tens (variation 2), p. 139 (c only)
3.MD.1 Tell and write time to the nearest minute	Clock Check-In, p. 112; How Long Will It Bounce?, p. 122; Message Relationships, p. 129
3.MD.2	None
3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set	Clock Check-In (extension), p. 112; Coin Flip Probability, p. 114; Examining Temperatures, p. 120; How Long Will It Bounce? (extension), p. 122; Marble Probability, p. 127; Spinner Probability (extension), p. 137
3.MD.4 Generate measurement data	Dimensions in the Bubble, p. 116; Ruler Around the Room, p. 135
3.MD.5a–b Recognize area	Dimensions in the Bubble, p. 116
3.MD.6 Measure areas by counting unit squares	Dimensions in the Bubble, p. 116
3.MD.7a–d Relate area to the operations of multiplication and addition	Dimensions in the Bubble, p. 116
3.MD.8 Solve . . . problems involving perimeters of polygons	Dimensions in the Bubble, p. 116; Ruler Around the Room, p. 135
3.G.1 Understand that shapes . . . may share attributes	Isosceles Triangle Message, p. 124
3.G.2 Partition shapes into parts with equal areas	Isosceles Triangle Message, p. 124

Grade Level
4

Common Core Math Correlation by Activities

Activity	Practices	Standards
Algebra Card Game, p. 143 *Variation*	1, 2, 4, 5, 6	4.OA.1; 4.OA.4; 4.NBT.2; 4.NBT.4 *4.NF.3a–c; 4.NF.6; 4.MD.1*
Attribution Messages, p. 144	3, 4, 6, 7	4.MD.5; 4.G.1; 4.G.2; 4.G.3
Bacon and Eggs, p. 146	2, 6, 7, 8	4.OA.4; 4.OA.5
Bar Graphing Favorites, p. 147 *Extension*	4, 6 *2, 3*	*4.OA.3*
Battery Algebra, p. 149	1, 2, 3, 4, 8	4.OA.2; 4.OA.3; 4.OA.5; 4.NBT.4; 4.NF.3a, c, d; 4.NF.4a, c; 4.NF.6
Coded Messages, p. 150	1, 2, 4, 5, 6	None
Coin Combinations, p. 151	1, 3, 4, 7, 8	4.OA.3; 4.NBT.4; 4.NBT.5; 4.MD.2
Estimate the Amount, p. 152	1, 2, 5	4.OA.3; 4.NBT.5
Estimating and Measuring, p. 153	1, 2, 4, 5, 6	4.MD.1; 4.MD.3
Fencing In an Area, p. 155	1, 3, 4, 5, 7	4.OA.3; 4.OA.5; 4.NBT.4; 4.NBT.5; 4.MD.1; 4.MD.2; 4.MD.3
How Do We Relate?, p. 157	1, 2, 3, 4, 6	4.OA.1; 4.OA.4; 4.NBT.1; 4.NBT.2; 4.NBT.4; 4.NF.1; 4.NF.2
How Many Ways, p. 158	1, 2, 3, 4, 6	4.OA.3; 4.NBT.4; 4.NBT.5; 4.NF.3a, d
How Tall Would We Be?, p. 159 *Extensions*	1, 2, 3, 5, 8 *4, 6*	4.OA.3; 4.NBT.3; 4.NBT.4; 4.MD.1; 4.MD.2
Make a Line Segment Animal, p. 160	1, 3, 5, 7, 8	4.MD.1; 4.G.1
Make a Polygon Animal, p. 161	1, 2, 3, 5, 7	4.G.2
Making Change for a Dollar, p. 163	1, 2, 3, 4, 6	4.NBT.2; 4.NBT.4; 4.NBT.5; 4.MD.2
Match Card Greeting, p. 164 *Variations/Extensions*	1, 2, 4, 6, 7	4.NBT.2; 4.NBT.4 *4.OA.2; 4.OA.3; 4.NF.3d; 4.NF.4c; 4.MD.2*
Newspaper Connections, p. 165	2, 3, 4, 6	Varies, depending on number connection(s)

Grade Level 4

Common Core Math Correlation by Activities, cont.

Activity	Practices	Standards
Pass the Deck Operations, p. 166 *Variations*	1, 2, 6 *7*	4.NBT.4; 4.NBT.5; 4.NBT.6 *4.NF.3a, c; 4.G.2*
Pattern Chanting, p. 167 *Extension*	1, 2, 3, 6, 7	4.OA.5; 4.NBT.1; 4.NBT.4; 4.G.1; 4.G.2 *4.NF.3a; 4.NF.5*
Sharing Milk, p. 168	1, 3, 4, 5, 8	4.OA.2; 4.OA.5; 4.NF.3d; 4.NF.4c; 4.MD.1; 4.MD.2
Spider Web, p. 170 *Extensions*	2, 3, 7 *1, 4, 5, 6*	4.MD.3; 4.G.1; 4.G.2; 4.G.3
Split the Group, p. 171	1, 2, 4, 5, 6	4.OA.2; 4.OA.3; 4.NBT.2; 4.NBT.6
Split Up the Bags, p. 172	1, 3, 4, 5, 6	4.OA.2; 4.OA.3; 4.NBT.2; 4.NBT.6
Things in Groups #2, p. 173	1, 2, 4, 6, 7	4.OA.2; 4.OA.3; 4.NBT.2; 4.NBT.4; 4.NBT.5

Grade Level 4

Common Core Correlation by Mathematical Practices

Practice	Activities
1 Make sense of problems and persevere in solving them.	Algebra Card Game, p. 143; Battery Algebra, p. 149; Coded Messages, p. 150; Coin Combinations, p. 151; Estimate the Amount, p. 152; Estimating and Measuring, p. 153; Fencing In an Area, p. 155; How Do We Relate?, p. 157; How Many Ways, p. 158; How Tall Would We Be?, p. 159; Make a Line Segment Animal, p. 160; Make a Polygon Animal, p. 161; Making Change for a Dollar, p. 163; Match Card Greeting, p. 164; Pass the Deck Operations, p. 166; Pattern Chanting, p. 167; Sharing Milk, p. 168; Spider Web (extensions), p. 170; Split the Group, p. 171; Split Up the Bags, p. 172; Things in Groups #2, p. 173
2 Reason abstractly and quantitatively.	Algebra Card Game, p. 143; Bacon and Eggs, p. 146; Bar Graphing Favorites (extension), p. 147; Battery Algebra, p. 149; Coded Messages, p. 150; Estimate the Amount, p. 152; Estimating and Measuring, p. 153; How Do We Relate?, p. 157; How Many Ways, p. 158; How Tall Would We Be?, p. 159; Make a Polygon Animal, p. 161; Making Change for a Dollar, p. 163; Match Card Greeting, p. 164; Newspaper Connections, p. 165; Pass the Deck Operations, p. 166; Pattern Chanting, p. 167; Spider Web, p. 170; Split the Group, p. 171; Things in Groups #2, p. 173
3 Construct viable arguments and critique the reasoning of others.	Attribution Messages, p. 144; Bar Graphing Favorites (extension), p. 147; Battery Algebra, p. 149; Coin Combinations, p. 151; Fencing In an Area, p. 155; How Do We Relate?, p. 157; How Many Ways, p. 158; How Tall Would We Be?, p. 159; Make a Line Segment Animal, p. 160; Make a Polygon Animal, p. 161; Making Change for a Dollar, p. 163; Newspaper Connections, p. 165; Pattern Chanting, p. 167; Sharing Milk, p. 168; Spider Web, p. 170; Split Up the Bags, p. 172
4 Model with mathematics.	Algebra Card Game, p. 143; Attribution Messages, p. 144; Bar Graphing Favorites, p. 147; Battery Algebra, p. 149; Coded Messages, p. 150; Coin Combinations, p. 151; Estimating and Measuring, p. 153; Fencing In an Area, p. 155; How Do We Relate?, p. 157; How Many Ways, p. 158; How Tall Would We Be? (extensions), p. 159; Making Change for a Dollar, p. 163; Match Card Greeting, p. 164; Newspaper Connections, p. 165; Sharing Milk, p. 168; Spider Web (extensions), p. 170; Split the Group, p. 171; Split Up the Bags, p. 172; Things in Groups #2, p. 173
5 Use appropriate tools strategically.	Algebra Card Game, p. 143; Coded Messages, p. 150; Estimate the Amount, p. 152; Estimating and Measuring, p. 153; Fencing In an Area, p. 155; How Tall Would We Be?, p. 159; Make a Line Segment Animal, p. 160; Make a Polygon Animal, p. 161; Sharing Milk, p. 168; Spider Web (extensions), p. 170; Split the Group, p. 171; Split Up the Bags, p. 172
6 Attend to precision.	Algebra Card Game, p. 143; Attribution Messages, p. 144; Bacon and Eggs, p. 146; Bar Graphing Favorites, p. 147; Coded Messages, p. 150; Estimating and Measuring, p. 153; How Do We Relate?, p. 157; How Many Ways, p. 158; How Tall Would We Be? (extensions), p. 159; Making Change for a Dollar, p. 163; Match Card Greeting, p. 164; Newspaper Connections, p. 165; Pass the Deck Operations, p. 166; Pattern Chanting, p. 167; Spider Web (extensions), p. 170; Split the Group, p. 171; Split Up the Bags, p. 172; Things in Groups #2, p. 173
7 Look for and make use of structure.	Attribution Messages, p. 144; Bacon and Eggs, p. 146; Coin Combinations, p. 151; Fencing In an Area, p. 155; Make a Line Segment Animal, p. 160; Make a Polygon Animal, p. 161; Match Card Greeting, p. 164; Pass the Deck Operations (variations), p. 166; Pattern Chanting, p. 167; Spider Web, p. 170; Things in Groups #2, p. 173
8 Look for and express regularity in repeated reasoning.	Bacon and Eggs, p. 146; Battery Algebra, p. 149; Coin Combinations, p. 151; How Tall Would We Be?, p. 159; Make a Line Segment Animal, p. 160; Sharing Milk, p. 168

Grade Level

4 Common Core Correlation by Mathematical Standards

Standards	Activities
4.OA.1 Interpret a multiplication equation as a comparison	Algebra Card Game, p. 143; How Do We Relate?, p. 157
4.OA.2 Multiply or divide to solve word problems	Battery Algebra, p. 149; Match Card Greeting (variations/extensions), p. 164; Sharing Milk, p. 168; Split the Group, p. 171; Split Up the Bags, p. 172; Things in Groups #2, p. 173
4.OA.3 Solve multistep word problems . . . using the four operations	Bar Graphing Favorites (extension), p. 147; Battery Algebra, p. 149; Coin Combinations, p. 151; Estimate the Amount, p. 152; Fencing In an Area, p. 155; How Many Ways, p. 158; How Tall Would We Be?, p. 159; Match Card Greeting (variations/extensions), p. 164; Split the Group, p. 171; Split Up the Bags, p. 172; Things in Groups #2, p. 173
4.OA.4 Find all factor pairs for a whole number in the range 1–100	Algebra Card Game, p. 143; Bacon and Eggs, p. 146; How Do We Relate?, p. 157
4.OA.5 Generate a number or shape pattern that follows a given rule	Bacon and Eggs, p. 146; Battery Algebra, p. 149; Fencing In an Area, p. 155; Pattern Chanting, p. 167; Sharing Milk, p. 168
4.NBT.1 Recognize that . . . a digit in one place represents ten times what it represents in the place to its right	How Do We Relate?, p. 157; Pattern Chanting, p. 167
4.NBT.2 Read and write multi-digit whole numbers	Algebra Card Game, p. 143; How Do We Relate?, p. 157; Making Change for a Dollar, p. 163; Match Card Greeting, p. 164; Split the Group, p. 171; Split Up the Bags, p. 172; Things in Groups #2, p. 173
4.NBT.3 Use place value understanding to round multi-digit whole numbers	How Tall Would We Be?, p. 159
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm	Algebra Card Game, p. 143; Battery Algebra, p. 149; Coin Combinations, p. 151; Fencing In an Area, p. 155; How Do We Relate?, p. 157; How Many Ways, p. 158; How Tall Would We Be?, p. 159; Making Change for a Dollar, p. 163; Match Card Greeting, p. 164; Pass the Deck Operations, p. 166; Pattern Chanting, p. 167; Things in Groups #2, p. 173
4.NBT.5 Multiply a whole number of up to four digits	Coin Combinations, p. 151; Estimate the Amount, p. 152; Fencing In an Area, p. 155; How Many Ways, p. 158; Making Change for a Dollar, p. 163; Pass the Deck Operations, p. 166; Things in Groups #2, p. 173
4.NBT.6 Find whole-number quotients and remainders	Pass the Deck Operations, p. 166; Split the Group, p. 171; Split Up the Bags, p. 172
4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$	How Do We Relate?, p. 157

Common Core Correlation by Mathematical Standards, cont.

4.NF.2 Compare two fractions	How Do We Relate?, p. 157
4.NF.3	None
4.NF.3a–d Understand addition and subtraction of fractions; decompose a fraction; add and subtract mixed numbers; solve word problems . . . of fractions	Algebra Card Game (variation), p. 143 (a–c only); Battery Algebra, p. 149 (a, c, d only); How Many Ways, p. 158 (a, d only); Match Card Greeting (variations/extensions), p. 164 (d only); Pass the Deck Operations (variations), p. 166 (a,c only); Pattern Chanting (extension), p. 167 (a only); Sharing Milk, p. 168 (d only)
4.NF.4	None
4.NF.4a–c Understand a fraction *a*/*b* as a multiple of 1/*b*; understand a multiple of *a*/*b* as a multiple of 1/*b*; solve word problems involving multiplication of a fraction	Battery Algebra, p. 149 (a, c only); Match Card Greeting (variations/extensions), p. 164 (c only); Sharing Milk, p. 168 (c only)
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100	Pattern Chanting (extension), p. 167
4.NF.6 Use decimal notation for fractions with denominators 10 or 100	Algebra Card Game (variation), p. 143; Battery Algebra, p. 149
4.NF.7	None
4.MD.1 Know relative sizes of measurement units within one system of units	Algebra Card Game (variation), p. 143; Estimating and Measuring, p. 153; Fencing In an Area, p. 155; How Tall Would We Be?, p. 159; Make a Line Segment Animal, p. 160; Sharing Milk, p. 168
4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money	Coin Combinations, p. 151; Fencing In an Area, p. 155; How Tall Would We Be?, p. 159; Making Change for a Dollar, p. 163; Match Card Greeting (variations/extensions), p. 164; Sharing Milk, p. 168
4.MD.3 Apply the area and perimeter formulas for rectangles	Estimating and Measuring, p. 153; Fencing In an Area, p. 155; Spider Web, p. 170
4.MD.4	None
4.MD.5 Recognize angles as geometric shapes	Attribution Messages, p. 144

Common Core Correlation by Mathematical Standards, cont.

4.MD.5a–b	None
4.MD.6	None
4.MD.7	None
4.G.1 Draw points, lines, segments, rays, angles . . . and perpendicular and parallel lines	Attribution Messages, p. 144; Make a Line Segment Animal, p. 160; Pattern Chanting, p. 167; Spider Web, p. 170
4.G.2 Classify two-dimensional figures	Attribution Messages, p. 144; Make a Polygon Animal, p. 161; Pass the Deck Operations (variations), p. 166; Pattern Chanting, p. 167; Spider Web, p. 170
4.G.3 Recognize a line of symmetry	Attribution Messages, p. 144; Spider Web, p. 170

Grade Level 5

Common Core Math Correlation by Activities

Activity	Practices	Standards
Average Age, p. 175 *Extension*	1 2, 3, 6 *4*	5.NBT.6 *5.G.1; 5.G.2*
Batting Averages Message, p. 177	1, 2, 4, 5, 6	5.OA.2; 5.NBT.6; 5.NF.1; 5.NF.2; 5.NF.3
Beach Raft Message, p. 178	2, 3, 4, 7, 8	5.NBT.6; 5.NF.4b; 5.NF.6; 5.NF.7c
Continuous Sum Fractions, p. 179 *Extension*	1, 2, 6, 8	5.NF.1 *5.NBT.7*
Crane Problem, p. 180 *Variation*	1, 2, 3, 4, 6	5.NF.5a *5.MD.1*
Describe the Item, p. 181	2, 6, 7	5.G.3; 5.G.4
Figure Making, p. 182	1, 2, 3, 5, 7	5.G.3; 5.G.4
Finding Area and Perimeter, p. 183	1, 3, 4, 5, 7	5.OA.2; 5.NBT.5; 5.NF.1; 5.NF.4a–b; 5.NF.6; 5.G.4
Flip Card Game, p. 185	1, 2, 3, 6, 8	5.NBT.1; 5.NBT.4; 5.NBT.7; 5.NF.1; 5.NF.4a; 5.NF.5a–b
Grab and Attribute, p. 186	2, 3, 6, 7	5.MD.3; 5.MD.4; 5.MD.5
Group Memory, p. 187	1, 2, 6	5.NBT.5; 5.NBT.6; 5.NBT.7; 5.NF.1; 5.NF.4; 5.NF.7
Matching and Drawing, p. 188	1, 2, 3, 4, 6	5.NBT.3a–b; 5.NBT.7; 5.NF.3
Mixed Number Making, p. 189 *Extension 2*	1, 2, 3, 4, 6	*5.NF.1; 5.NF.2*
Name Values Multiplication, p. 191	1, 2, 3, 4, 6	5.OA.2
Our Metric Heights, p. 192	2, 3, 4, 5, 6	5.NBT.3a–b; 5.NBT.4; 5.NBT.7; 5.MD.1
Scaling Floor Layouts, p. 193 *Extension 2*	1, 4, 5, 6, 7	5.MD.1 *5.NBT.5*
Shooting Percentages, p. 195	1, 2, 4, 5, 6	5.OA.2; 5.NBT.6; 5.NF.1; 5.NF.2; 5.NF.3
Snowman Message, p. 196	1, 3, 4, 5, 8	5.MD.1; 5.MD.3; 5.MD.5

Grade Level 5

Common Core Math Correlation by Activities, cont.

Activity	Practices	Standards
Toss and Call with Numbers, p. 197	2, 3, 6, 7, 8	Varies, depending on operation(s) used
Toss and Call with Operations, p. 198	1, 2, 6, 8	Varies, depending on operation(s) used
The Wall Message, p. 199	1, 3, 4, 5, 7	5.OA.1; 5.OA.2; 5.NBT.1; 5.NBT.5; 5.NF.5a; 5.MD.1; 5.MD.3; 5.MD.4; 5.MD.5
What Would Cover It?, p. 200	1, 2, 3, 4, 7	5.OA.2; 5.NBT.7; 5.NF.1; 5.NF.4a, b; 5.NF.6; 5.MD.1; 5.MD.3; 5.MD.4; 5.MD.5
What's Our Sum Decimals, p. 202	1, 2, 6	5.NBT.1; 5.NBT.3a, b; 5.NBT.7
What's Our Sum Fractions, p. 203	1, 2, 6	5.NF.1; 5.NF.2
Which One Doesn't Belong?, p. 204	2, 3	5.OA.3; 5.NBT.1

Grade Level 5

Common Core Correlation by Mathematical Practices

Practice	Activities
1 Make sense of problems and persevere in solving them	Average Age, p. 175; Batting Averages Message, p. 177; Continuous Sum Fractions, p. 179; Crane Problem, p. 180; Figure Making, p. 182; Finding Area and Perimeter, p. 183; Flip Card Game, p. 185; Group Memory, p. 187; Matching and Drawing, p. 188; Mixed Number Making, p. 189; Name Values Multiplication, p. 191; Scaling Floor Layouts, p. 193; Shooting Percentages, p. 195; Snowman Message, p. 196; Toss and Call with Operations, p. 198; The Wall Message, p. 199; What Would Cover It?, p. 200; What's Our Sum Decimals, p. 202; What's Our Sum Fractions, p. 203
2 Reason abstractly and quantitatively.	Average Age, p. 175; Batting Averages Message, p. 177; Beach Raft Message, p. 178; Continuous Sum Fractions, p. 179; Crane Problem, p. 180; Describe the Item, p. 181; Figure Making, p. 182; Flip Card Game, p. 185; Grab and Attribute, p. 186; Group Memory, p. 187; Matching and Drawing, p. 188; Mixed Number Making, p. 189; Name Values Multiplication, p. 191; Our Metric Heights, p. 192; Shooting Percentages, p. 195; Toss and Call with Numbers, p. 197; Toss and Call with Operations, p. 198; What Would Cover It?, p. 200; What's Our Sum Decimals, p. 202; What's Our Sum Fractions, p. 203; Which One Doesn't Belong?, p. 204
3 Construct viable arguments and critique the reasoning of others.	Average Age, p. 175; Beach Raft Message, p. 178; Crane Problem, p. 180; Figure Making, p. 182; Finding Area and Perimeter, p. 183; Flip Card Game, p. 185; Grab and Attribute, p. 186; Matching and Drawing, p. 188; Mixed Number Making, p. 189; Name Values Multiplication, p. 191; Our Metric Heights, p. 192; Snowman Message, p. 196; Toss and Call with Numbers, p. 197; The Wall Message, p. 199; What Would Cover It?, p. 200; Which One Doesn't Belong?, p. 204
4 Model with mathematics.	Average Age (extension), p. 175; Batting Averages Message, p. 177; Beach Raft Message, p. 178; Crane Problem, p. 180; Finding Area and Perimeter, p. 183; Matching and Drawing, p. 188; Mixed Number Making, p. 189; Name Values Multiplication, p. 191; Our Metric Heights, p. 192; Scaling Floor Layouts, p. 193; Shooting Percentages, p. 195; Snowman Message, p. 196; The Wall Message, p. 199; What Would Cover It?, p. 200
5 Use appropriate tools strategically.	Batting Averages Message, p. 177; Figure Making, p. 182; Finding Area and Perimeter, p. 183; Our Metric Heights, p. 192; Scaling Floor Layouts, p. 193; Shooting Percentages, p. 195; Snowman Message, p. 196; The Wall Message, p. 199
6 Attend to precision.	Average Age, p. 175; Batting Averages Message, p. 177; Continuous Sum Fractions, p. 179; Crane Problem, p. 180; Describe the Item, p. 181; Flip Card Game, p. 185; Grab and Attribute, p. 186; Group Memory, p. 187; Matching and Drawing, p. 188; Mixed Number Making, p. 189; Name Values Multiplication, p. 191; Our Metric Heights, p. 192; Scaling Floor Layouts, p. 193; Shooting Percentages, p. 195; Toss and Call with Numbers, p. 197; Toss and Call with Operations, p. 198; What's Our Sum Decimals, p. 202; What's Our Sum Fractions, p. 203
7 Look for and make use of structure.	Beach Raft Message, p. 178; Describe the Item, p. 181; Figure Making, p. 182; Finding Area and Perimeter, p. 183; Grab and Attribute, p. 186; Scaling Floor Layouts, p. 193; Toss and Call with Numbers, p. 197; The Wall Message, p. 199; What Would Cover It?, p. 200
8 Look for and express regularity in repeated reasoning.	Beach Raft Message, p. 178; Continuous Sum Fractions, p. 179; Flip Card Game, p. 185; Snowman Message, p. 196; Toss and Call with Numbers, p. 197; Toss and Call with Operations, p. 198

Grade Level 5

Common Core Correlation by Mathematical Standards

Standards	Activities
5.OA.1 Use parentheses, brackets, or braces in numerical expressions	The Wall Message, p. 199
5.OA.2 Write simple expressions that record calculations with numbers	Batting Averages Message, p. 177; Finding Area and Perimeter, p. 183; Name Values Multiplication, p. 191; Shooting Percentages, p. 195; The Wall Message, p. 199; What Would Cover It?, p. 200
5.OA.3 Generate two numerical patterns using two given rules	Which One Doesn't Belong?, p. 204
5.NBT.1 Recognize that . . . a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left	Flip Card Game, p. 185; The Wall Message, p. 199; What's Our Sum Decimals, p. 202; Which One Doesn't Belong?, p. 204
5.NBT.2	None
5.NBT.3	None
5.NBT.3a–b Read and write decimals to thousandths; compare two decimals to thousandths	Matching and Drawing, p. 188; Our Metric Heights, p. 192; What's Our Sum Decimals, p. 202
5.NBT.4 Round decimals to any place	Flip Card Game, p. 185; Our Metric Heights, p. 192
5.NBT.5 Fluently multiply multi-digit whole numbers	Finding Area and Perimeter, p. 183; Group Memory, p. 187; Scaling Floor Layouts (extension 2), p. 193; The Wall Message, p. 199
5.NBT.6 Find whole-number quotients	Average Age, p. 175; Batting Averages Message, p. 177; Beach Raft Message, p. 178; Group Memory, p. 187; Shooting Percentages, p. 195
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths	Continuous Sum Fractions (extension), p. 179; Flip Card Game, p. 185; Group Memory, p. 187; Matching and Drawing, p. 188; Our Metric Heights, p. 192; What Would Cover It?, p. 200; What's Our Sum Decimals, p. 202
5.NF.1 Add and subtract fractions with unlike denominators	Batting Averages Message, p. 177; Continuous Sum Fractions, p. 179; Finding Area and Perimeter, p. 183; Flip Card Game, p. 185; Group Memory, p. 187; Mixed Number Making (extension 2), p. 189; Shooting Percentages, p. 195; What Would Cover It?, p. 200; What's Our Sum Fractions, p. 203
5.NF.2 Solve word problems involving addition and subtraction of fractions	Batting Averages Message, p. 177; Mixed Number Making (extension 2), p. 189; Shooting Percentages, p. 195; What's Our Sum Fractions, p. 203

Grade Level 5

Common Core Correlation by Mathematical Standards, cont.

5.NF.3 Interpret a fraction as division of the numerator by the denominator	Batting Averages Message, p. 177; Matching and Drawing, p. 188; Shooting Percentages, p. 195
5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction	Group Memory, p. 187
5.NF.4a–b Interpret the product (*a*/*b*) x *q* as *a* parts of a partition of *q* into *b* equal parts; find the area of a rectangle with fractional side lengths	Beach Raft Message, p. 178 (b only); Finding Area and Perimeter, p. 183; Flip Card Game, p. 185 (a only); What Would Cover It?, p. 200
5.NF.5	None
5.NF.5a–b Comparing the size of a product to the size of one factor; explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number	Crane Problem, p. 180 (a only); Flip Card Game, p. 185; The Wall Message, p. 199 (a only)
5.NF.6 Solve real word problems involving multiplication of fractions and mixed numbers	Beach Raft Message, p. 178; Finding Area and Perimeter, p. 183; What Would Cover It?, p. 200
5.NF.7 Apply and extend understandings of division to divide unit fractions	Group Memory, p. 187
5.NF.7a–c Interpret division of a unit fraction by a non-zero whole number; interpret division of a whole number by a unit fraction; solve real world problems involving division of unit fractions	Beach Raft Message, p. 178 (c only)
5.MD.1 Convert among different-sized standard measurement units	Crane Problem, p. 180; Our Metric Heights, p. 192; Scaling Floor Layouts, p. 193; Snowman Message, p. 196; The Wall Message, p. 199; What Would Cover It?, p. 200
5.MD.2	None
5.MD.3 Recognize volume as an attribute of solid figures	Grab and Attribute, p. 186; Snowman Message, p. 196; The Wall Message, p. 199; What Would Cover It?, p. 200
5.MD.3a–b	None
5.MD.4 Measure volumes by counting unit cubes	Grab and Attribute, p. 186; The Wall Message, p. 199; What Would Cover It?, p. 200
5.MD.5 Relate volume to the operations of multiplication and addition	Grab and Attribute, p. 186; Snowman Message, p. 196; The Wall Message, p. 199; What Would Cover It?, p. 200

Common Core Correlation by Mathematical Standards, cont.

5.MD.5a–c	None
5.G.1 Use a pair of perpendicular number lines . . . to define a coordinate system	Average Age (extension), p. 175
5.G.2 Represent real world and mathematical problems by graphing points	Average Age (extension), p. 175
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category	Describe the Item, p. 181; Figure Making, p. 182
5.G.4 Classify two-dimensional figures	Describe the Item, p. 181; Figure Making, p. 182; Finding Area and Perimeter, p. 183