

# Iowa Common Core Standards for Math

*4-H Youth Development Curriculum and Kits from Iowa State University Extension and Outreach, Scott County*

Name	Target Grade	Number of Lessons	Iowa Core Domain Standard in Math	Specific Standard(s)
Frog Math	K-4	6	Counting & Cardinality Operations & Algebraic Thinking Measurement & Data Numbers & Operations in Base Ten Geometry	<p><u>Kindergarten</u></p> <p>Count to 100 by ones and by tens. <b>(K.CC.A.1)</b></p> <p>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). <b>(K.CC.A.3)</b></p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>Understand that each successive number name refers to a quantity that is one larger. <b>(K.CC.B.4)</b></p> <p>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. <b>(K.CC.B.5)</b></p> <p>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. <b>(K.CC.C.6)</b></p> <p>Represent addition and subtraction with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. <b>(K.OA.A.1)</b></p> <p>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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>). <b>(K.OA.A.3)</b></p> <p>Fluently add and subtract within 5. <b>(K.OA.A.5)</b></p> <p>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</p>

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Frog Math	K-4	6	Counting & Cardinality Operations & Algebraic Thinking Measurement & Data Numbers & Operations in Base Ten Geometry	<p>Use place value understanding to round whole numbers to the nearest 10 or 100. <b>(3.NBT.A.1)</b></p> <p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> <b>(3.MD.B.3)</b></p> <p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. <b>(3.G.A.1)</b></p>