

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)
Primarily Logic	K-5	6	Counting & Cardinality Operations & Algebraic Thinking Measurement & Data Geometry	<p><u>Kindergarten</u></p> <p>Count to 100 by ones and by tens. (K.CC.A.1)</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. (K.CC.B.4)</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. (K.CC.C.6)</p> <p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.A.2)</p> <p>For any number from 1 to 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. (K.OA.A.4)</p> <p>Fluently add and subtract within 5. (K.OA.A.5)</p> <p>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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> (K.MD.A.2)</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.B.3)</p> <p>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.A.1)</p> <p>Correctly name shapes regardless of their orientations or overall size. (K.G.A.2)</p>

Name	Target Grade	Number of Lessons	Iowa Core Domain Standard in Math	Specific Standard(s)
Primarily Logic	K-5	6	Counting & Cardinality Operations & Algebraic Thinking Measurement & Data Geometry	<p><u>Grade One</u> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.C.5) Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. (1.G.A.3) 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. (1.MD.C.4)</p> <p><u>Grade Two</u> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2.GA.3) 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 using information presented in a bar graph. (2.MD.D.10)</p> <p><u>Grade Three</u> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i> (3.G.A.2)</p> <p><u>Grade Five</u> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> (5.G.B.3)</p>