

Common Core State Standards – Grades K-2

Look for Them: Where are the Shapes?

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Correlated to the Common Core State Standards for Mathematics

LEVEL	Grade	Domain	Standard #	Standard Description
A	1	Operations and Algebraic Thinking	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.
A	2	Operations and Algebraic Thinking	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.
A	K	Counting and Cardinality	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.
A	K	Geometry	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.
A	K	Geometry	K.G.2	Correctly name shapes regardless of their orientations or overall size.
A	K	Geometry	K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
A	K	Geometry	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
A	1	Number and Operations in Base Ten	1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
A	1	Operations and Algebraic Thinking	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.
A	2	Number and Operations in Base Ten	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
A	K	Counting and Cardinality	K.CC.1	Count to 100 by ones and by tens.
A	K	Counting and Cardinality	K.CC.4a	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.
A	K	Counting and Cardinality	K.CC.4b	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.
A	K	Counting and Cardinality	K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.

A	K	Counting and Cardinality	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.
A	K	Counting and Cardinality	K.CC.6	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.