

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| Lesson Learning Quest | Concept/Skill | Common Core Standards | NCTM Standards |
|--|---|---|---|
| <p>Lesson 1: Finding Perimeter</p> <p>Lesson 2: Finding Perimeter Review</p> <p>How can you find the distance around (perimeter) a planned castle?</p> | <ul style="list-style-type: none"> • Addition facts practice • Identify and describe polygons and quadrilaterals • Calculate the perimeter of quadrilaterals • Determine the appropriate operation to solve a problem • Use a ruler to measure to the nearest $\frac{1}{4}$ inch • Performs calculations on a calculator | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Measurement and Data <i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. <p>Geometry <i>Reason with shapes and their attributes.</i></p> | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Select appropriate methods and tools for computing with whole numbers such as calculators <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes <p><i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i> (Grades 3 – 5)</p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|---|---|---|
| | | <p>(Grade 3)</p> <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Build and draw geometric objects Use geometric models to solve problems in measurement <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Develop strategies for estimating the perimeters, areas, and volumes of irregular shapes Select and apply appropriate standard units (inches) and tools to measure lengths (perimeter) |
| <p>Lesson 3: Measuring With a Ruler</p> <p>Lesson 4: Measuring With a Ruler Review</p> <p>How can you find distances on a map using a ruler and a map scale?</p> | <ul style="list-style-type: none"> Addition facts practice Measure distances on a map using the scale and key Measure with a ruler accurately to the nearest $\frac{1}{4}$ inch Determine the appropriate operation to solve problems Tournament Time explanation | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Measurement and Data <i>Measure and estimate lengths in standard units.</i> (Grade 2)</p> <ul style="list-style-type: none"> Measure the length of an object by selecting and using | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for addition and subtraction <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals <p><i>Understand meanings of operations and how they relate to one another</i></p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|---|--|---|
| | | <p>appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> | <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> Identify and use relationships between operations, such as division is the inverse of multiplication <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i></p> <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> Select and apply standard units (inches) and tools to measure lengths <p><i>Understand measurable attributes of objects and the units, systems, and processes of measurement</i></p> <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> Carry out simple unit conversions <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 5: 2-Dimensional Net to 3-Dimensional Figure</p> | <ul style="list-style-type: none"> Addition facts practice Describe and name solid figures Determine the | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic |

**Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards**

| | | | |
|--|---|--|--|
| <p>Lesson 6: 2-Dimensional Net to 3-Dimensional Figure Review</p> <p>How can you recognize if a flat shape can be folded into a solid figure?</p> | <p>number of sides and edges of a solid figure</p> <ul style="list-style-type: none"> Construct three-dimensional figures using nets | <p>end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 3)</p> <ul style="list-style-type: none"> 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. <p>(Grade 2)</p> <ul style="list-style-type: none"> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> Compose two-dimensional | <p>number combinations for addition and subtraction</p> <p>Geometry <i>Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes Classify two and three-dimensional shapes according to their properties <p><i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> Build and draw geometric objects Identify and build a three-dimensional object from two-dimensional representations of that object Identify a two-dimensional representation of a three-dimensional object (nets) |
|--|---|--|--|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|--|--|
| | | <p>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.</p> | |
| <p>Lesson 7: Movement of a Figure or Object</p> <p>Lesson 8: Movement of a Figure or Object Review</p> <p>How can you describe the movement of a shape or object?</p> | <ul style="list-style-type: none"> • Multiplication facts practice • Recognize and describe transformations • Identify and describe polygons • Collect data on a frequency table • Tournament Time explanation | <p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50 <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|--|--|---|
| | | <p>Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>(Grade 1)</p> <ul style="list-style-type: none"> • 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. | <p>the attributes</p> <p><i>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</i></p> <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Describe location and movements using common language and geometric vocabulary <p><i>Apply transformations and use symmetry to analyze mathematical situations</i></p> <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Predict the results of sliding, flipping, and turning two-dimensional shapes (pattern blocks) <p><i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i></p> <p>(Grades 3 - 5)</p> <ul style="list-style-type: none"> • Build and draw geometric objects <p>Data Analysis and Probability</p> <p><i>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them</i></p> <p>(Grades 3 - 5)</p> <ul style="list-style-type: none"> • Collect and represent data using |
|--|--|--|---|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|--|--|---|
| | | | <p>tables and graphs</p> <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 9: Tangram Transformations</p> <p>Lesson 10: Tangram Transformations Review</p> <p>How can you create a new shape by combining shapes?</p> | <ul style="list-style-type: none"> • Addition facts practice • Identify and name polygons • Determine congruent figures • Recognize transformations (translations, reflections, and rotations) | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> • Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half- | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes • Investigate, describe, and reason about the results of combining and transforming shapes (tangrams) |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|--|---|---|
| | | <p>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.</p> <p><i>Analyze, compare, create and compose shapes.</i> (Kindergarten)</p> <ul style="list-style-type: none"> • Compose simple shapes to form larger shapes. | <p><i>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Describe location and movement using common language and geometric vocabulary <p><i>Apply transformations and use symmetry to analyze mathematical situations</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Predict and describe the results of sliding, flipping, and turning two-dimensional shapes |
| <p>Lesson 11: Benchmarks to Measure Lengths</p> <p>Lesson 12: Benchmarks to Measure Lengths Review</p> <p>How can you use familiar benchmarks to estimate sizes?</p> | <ul style="list-style-type: none"> • Subtraction facts practice • Estimate lengths • Identify equivalent units of measurement (conversions) • Use a ruler to measure in inches | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Measurement and Data <i>Measure and estimate lengths in standard units.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Measure the length of an object by selecting and using | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>Measurement <i>Understand measurable attributes of objects and the units, systems, and processes of measurement</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Understand how to measure using nonstandard and standard |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|---|---|--|
| | | <p>appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <ul style="list-style-type: none"> Estimate lengths using units of inches, feet, centimeters, and meters. | <p>units (Grades 3 – 5)</p> <ul style="list-style-type: none"> Carry out simple conversions within a system of measurement <p><i>Apply appropriate techniques, tools, and formulas to determine measurements</i></p> <p>(Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Use repetition of a single unit to measure something larger than the unit Use tools to measure Develop common referents for measures to make comparisons and estimates |
| <p>Lesson 13: Calculating the Area of a Rectangle</p> <p>Lesson 14: Calculating the Area of a Rectangle Review</p> <p>How can you quickly figure out the number of tiles you need to fill an area?</p> | <ul style="list-style-type: none"> Addition facts practice Reviews basic multiplication facts Finding sums of basic fraction Identify and name quadrilaterals Calculate the area of quadrilaterals Determine which operations to use when solving problems Tournament Time | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Measurement and Data <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i> (Grade 3)</p> <ul style="list-style-type: none"> Recognize area as an attribute of plane figures and understand | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for addition and subtraction <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> Use visual models and equivalent forms to add commonly used fractions <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop</i></p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|---|--|
| | <p>explanation</p> | <p>concepts of area measurement. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <ul style="list-style-type: none"> • Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). • Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. | <p><i>mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Select and apply appropriate standard units and tools to measure length and area • Develop, understand, and use formulas to find the area of rectangles <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 15: Congruent Figures</p> <p>Lesson 16:</p> | <ul style="list-style-type: none"> • Subtraction facts practice • Identify and name | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|--|---|---|
| <p>Congruent Figures Review</p> <p>How can you create congruent shapes with tangram pieces?</p> | <p>polygons</p> <ul style="list-style-type: none"> • Recognize transformations • Determine congruent figures • Determine similar figures • Use problem solving strategies • Tournament Time explanation | <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> • 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. <p><i>Analyze, compare, create and compose shapes.</i> (Kindergarten)</p> | <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes • Investigate, describe, and reason about the results of combining and transforming shapes (tangrams) <p><i>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Describe location and movement using common language and geometric vocabulary <p><i>Apply transformations and use symmetry to analyze mathematical situations</i></p> |
|---|--|---|---|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|--|--|
| | | <ul style="list-style-type: none"> • Compose simple shapes to form larger shapes. | <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Predict and describe the results of sliding, flipping, and turning two-dimensional shapes • Explore congruence and similarity <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Build new knowledge through problem solving <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 17: Regular Polygons</p> <p>Lesson 18: Regular Polygons Review</p> <p>Why are regular polygons special?</p> | <ul style="list-style-type: none"> • Addition facts practice • Describe and name regular polygons • Determine equilateral figures • Use problem solving strategies • Tournament Time explanation | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Understand that shapes in different categories (e.g., rhombuses, rectangles, and | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>Geometry <i>Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|--|---|---|
| | | <p>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.</p> <p>(Grade 2)</p> <ul style="list-style-type: none"> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> 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. | <p>attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes</p> <ul style="list-style-type: none"> Classify two and three-dimensional shapes according to their properties <p><i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> Build and draw geometric objects <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> Select and apply appropriate standard units and tools to measure length <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely |
|--|--|---|---|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|--|---|---|
| | | <p><i>Analyze, compare, create and compose shapes.</i> (Kindergarten)</p> <ul style="list-style-type: none"> • Compose simple shapes to form larger shapes. | |
| <p>Lesson 19: Perimeter in Metric Units</p> <p>Lesson 20: Perimeter in Metric Units Review</p> <p>What are the perimeters of tangram pieces?</p> | <ul style="list-style-type: none"> • Addition facts practice • Use a ruler to measure to the nearest millimeter • Identify equivalent units of measurement • Calculate perimeter of polygons • Use mental math strategies to solve problems • Determine which operation will solve a problem | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Measurement and Data <i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. <p><i>Measure and estimate lengths in standard units.</i></p> | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction • Select appropriate methods and tools for computing with whole numbers (mental computation) <p>Measurement <i>Understand measurable attributes of objects and the units, systems, and processes of measurement</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Carry out simple unit conversions within a system of measurement <p><i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> • Select and apply appropriate standard units and tools to measure length |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|---|---|
| | | <p>(Grade 2)</p> <ul style="list-style-type: none"> • Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. • Estimate lengths using units of inches, feet, centimeters, and meters. | <ul style="list-style-type: none"> • Develop strategies for calculating perimeters of regular and irregular shapes |
| <p>Lesson 21: Looking at Area as a Pattern</p> <p>Lesson 22: Looking at Area as a Pattern Review</p> <p>Do all polygons with the same area look the same?</p> | <ul style="list-style-type: none"> • Multiplication facts practice • Identify factors and multiples • Calculate area of quadrilaterals • Calculate perimeter of quadrilaterals • Determine which operation to use when solving a problem • Use problem solving strategies | <p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Measurement and Data <i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Apply the area and perimeter formulas for rectangles in real world and mathematical | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50 • Use factors and multiples to solve problems <p>Geometry <i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> • Build and draw geometric objects <p>Measurement <i>Apply appropriate techniques, tools,</i></p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|--|--|--|
| | | <p>problems. <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. • Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). • Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and | <p><i>and formulas to determine measurements</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> • Select and apply appropriate standard units and tools to measure length and area • Develop, understand, and use formulas to find the area of rectangles • Develop strategies for calculating perimeters of regular and irregular shapes <p><i>Understand measurable attributes of objects and the units, systems, and processes of measurement</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Apply and adapt a variety of appropriate strategies to solve problems |
|--|--|--|--|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|--|--|
| | | <p>represent whole-number products as rectangular areas in mathematical reasoning.</p> <ul style="list-style-type: none"> • Relate area to the operations of multiplication and addition. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. | |
| <p>Lesson 23: Line Language</p> <p>Lesson 24: Line Language Review</p> <p>Can you name that line and angle?</p> | <ul style="list-style-type: none"> • Multiplication facts practice • Identify and describe angles • Identify and describe parallel, intersecting, and perpendicular lines • Measure angles with a protractor • Use problem solving strategies • Tournament Time explanation | <p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Geometry <i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i> (Grade 4)</p> | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50 <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> • Select and apply appropriate standard units and tools to measure the size of angles |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|---|--|
| | | <ul style="list-style-type: none"> • Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. <p>Measurement and Data <i>Geometric measurement: understand concepts of angle and measure angles.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. • Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | <p>Geometry <i>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Describe location using geometric vocabulary <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Solve problems that arise in mathematics and in other contexts (map) <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 25: Measuring Angles With a Protractor</p> <p>Lesson 26: Measuring Angles With a Protractor</p> | <ul style="list-style-type: none"> • Addition facts practice • Identify and describe angles • Construct and measure angles with a protractor | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one- | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|--|--|--|
| <p>Review</p> <p>How can you use a protractor to measure an angle?</p> | | <p>digit numbers.</p> <p>Geometry <i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. <p>Measurement and Data <i>Geometric measurement: understand concepts of angle and measure angles.</i> (Grade 4)</p> <ul style="list-style-type: none"> • Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. • Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Select and apply appropriate standard units and tools to measure the size of angles <p>Geometry <i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i> (Grades 3 - 5)</p> <ul style="list-style-type: none"> • Draw geometric objects with specified properties such as lengths or angle measures |
| <p>Lesson 27: Two and Three</p> | <ul style="list-style-type: none"> • Multiplication facts | <p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i></p> | <p>Number and Operations <i>Compute fluently and make reasonable</i></p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|---|---|--|
| <p>Dimensional Shapes</p> <p>Lesson 28: Two and Three Dimensional Shapes Review</p> <p>What shapes make up familiar three dimensional shapes?</p> | <p>practice</p> <ul style="list-style-type: none"> • Identify and describe solid figures • Determine the number of sides and edges of a solid figure • Construct three-dimensional figures using nets • Tournament Time explanation | <p>(Grade 3)</p> <ul style="list-style-type: none"> • Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. <p>Geometry <i>Reason with shapes and their attributes.</i></p> <p>(Grade 2)</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> • 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 | <p><i>estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50 <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i></p> <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes • Classify two and three-dimensional shapes according to their properties <p><i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i></p> <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> • Build and draw geometric objects • Identify and build a three- |
|--|---|---|--|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|---|---|--|
| | | <p>composite shape, and compose new shapes from the composite shape.</p> <p><i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i> (Kindergarten)</p> <ul style="list-style-type: none"> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). <p><i>Analyze, compare, create, and compose shapes.</i> (Kindergarten)</p> <ul style="list-style-type: none"> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). | <p>dimensional object from two-dimensional representations of that object</p> <ul style="list-style-type: none"> Identify a two-dimensional representation of a three-dimensional object (nets) <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 29: Transformations</p> <p>Lesson 30: Transformations Review</p> | <ul style="list-style-type: none"> Subtraction facts practice Recognize transformations (slides and flips) Use transformations | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one- | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for addition and subtraction |

**Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards**

| | | | |
|---|---|--|---|
| <p>What does a picture look like in a mirror?</p> | <p>of figures to create mirror images</p> <ul style="list-style-type: none"> • Use problem solving strategies • Tournament Time explanation | <p>digit numbers.</p> <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> • 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. | <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes • Investigate, describe, and reason about the results of combining and transforming shapes (tangrams) • Investigate, describe, and reason about the results of combining and transforming shapes (tangrams) • Explore congruence and similarity <p><i>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Describe location and movement using common language and geometric |
|---|---|--|---|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|--|--|---|
| | | | <p>vocabulary <i>Apply transformations and use symmetry to analyze mathematical situations</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Predict and describe the results of sliding, flipping, and turning two-dimensional shapes <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Apply and adapt a variety of appropriate strategies to solve problems <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 31: Estimate and Compare Weights</p> <p>Lesson 32: Estimate and Compare Weights Review</p> <p>How much does a</p> | <ul style="list-style-type: none"> Basic facts practice Estimate weight Determine equivalent units of measurement Use problem solving strategies | <p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for addition and subtraction <p>(Grades 3 – 5)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|--|---|--|
| <p>knight weigh when he is fully armed?</p> | | <p>Grade 3, know from memory all products of two one-digit numbers.</p> <p><i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Measurement and Data <i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i> (Grade 4)</p> <ul style="list-style-type: none"> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. <p><i>Describe and compare measurable attributes.</i> (Kindergarten)</p> <ul style="list-style-type: none"> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | <p>multiplication and division and use these combinations to mentally compute related problems, such as 30×50</p> <p>Measurement <i>Apply appropriate techniques, tools, and formulas to determine measurements</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Select and use benchmarks to estimate measurements (weight) (Pre-K – Grade 2) Develop common referents for measures to make comparisons and estimates <p><i>Understand measurable attributes of objects and the units, systems, and processes of measurement</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Understand such attributes as weight and select the appropriate type of unit for measuring Carry out simple conversions within a system (customary) of measurement <p>Problem Solving (Pre-K- Grade 5)</p> <ul style="list-style-type: none"> Apply and adapt a variety of appropriate strategies to solve problems |
|---|--|---|--|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|---|---|
| <p>Lesson 33: Congruency</p> <p>Lesson 34: Congruency Review</p> <p>How can you create congruent shapes with tangram puzzles?</p> | <ul style="list-style-type: none"> • Subtraction facts practice • Identify and describe polygons • Recognize and use translations and reflections • Determine congruent figures • Use problem solving strategies | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> • 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. | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>Geometry <i>Analyze characteristics and properties of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes • Classify two and three-dimensional shapes according to their properties • Investigate, describe, and reason about the results of combining and transforming shapes (tangrams) <p><i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i> (Grades 3 – 5)</p> |
|---|---|---|---|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|---|---|---|--|
| | | | <ul style="list-style-type: none"> • Build and draw geometric objects <p><i>Apply transformations and use symmetry to analyze mathematical situations</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Predict and describe the results of sliding, flipping, and turning two-dimensional shapes • Describe a motion or a series of motions that will show that two shapes are congruent • Identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Apply and adapt a variety of appropriate strategies to solve problems |
| <p>Lesson 35: Symmetry</p> <p>Lesson 36: Symmetry Review</p> <p>How can you find the number of lines of symmetry in a figure?</p> | <ul style="list-style-type: none"> • Subtraction facts practice • Identify lines of symmetry • Describe symmetry • Determine congruent figures • Tournament Time explanation | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Geometry <i>Draw and identify lines and angles, and</i></p> | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction <p>Geometry <i>Apply transformations and use symmetry to analyze mathematical</i></p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|---|--|--|
| | | <p><i>classify shapes by properties of their lines and angles.</i> (Grade 4)</p> <ul style="list-style-type: none"> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | <p><i>situations</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Predict and describe the results of sliding, flipping, and turning two-dimensional shapes Describe a motion or a series of motions that will show that two shapes are congruent Identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> Communicate mathematical thinking coherently and clearly Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 37: Tessellations</p> <p>Lesson 38: Tessellations Review</p> <p>How can you cover an area without any spaces or openings (tessellate) with equilateral</p> | <ul style="list-style-type: none"> Multiplication facts practice Identify and describe polygons Determine equilateral figures Recognize and use transformations Identifies and describes symmetry Create tessellations Use problem solving | <p>Operations and Algebraic Thinking <i>Multiply and divide within 100.</i> (Grade 3)</p> <ul style="list-style-type: none"> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50 <p>Geometry <i>Analyze characteristics and properties</i></p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|------------------|---|--|--|
| <p>polygons?</p> | <p>strategies</p> <ul style="list-style-type: none"> • Tournament Time explanation | <p>numbers.</p> <p>Geometry <i>Reason with shapes and their attributes.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. <p>(Grade 1)</p> <ul style="list-style-type: none"> • 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. | <p><i>of two-and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes • Classify two and three-dimensional shapes according to their properties • Investigate, describe, and reason about the results of combining and transforming shapes (pattern blocks) <p><i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Build and draw geometric objects <p><i>Apply transformations and use symmetry to analyze mathematical situations</i> (Grades 3 – 5)</p> <ul style="list-style-type: none"> • Predict and describe the results of sliding, flipping, and turning two-dimensional shapes |
|------------------|---|--|--|

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|--|---|---|--|
| | | | <ul style="list-style-type: none"> • Describe a motion or a series of motions that will show that two shapes are congruent • Identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs <p>Problem Solving (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Apply and adapt a variety of appropriate strategies to solve problems <p>Communication (Pre-K – Grade 5)</p> <ul style="list-style-type: none"> • Communicate mathematical thinking coherently and clearly • Use the language of mathematics to express mathematical ideas precisely |
| <p>Lesson 39: Telling Time and Elapsed Time</p> <p>Lesson 40: Telling Time and Elapsed Time Review</p> <p>How can you use your knowledge of minutes and hours to determine a</p> | <ul style="list-style-type: none"> • Addition facts practice • Use number sense to determine elapsed time • Tell time to the nearest hour, half hour, and minute | <p>Operations and Algebraic Thinking <i>Add and subtract within 20.</i> (Grade 2)</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. <p>Measurement and Data <i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i> (Grade 3)</p> | <p>Number and Operations <i>Compute fluently and make reasonable estimates</i> (Pre-K – Grade 2)</p> <ul style="list-style-type: none"> • Develop fluency with basic number combinations for addition and subtraction • Use a variety of methods and tools to compute, including objects, mental computation, estimation, and paper and pencil <p>Measurement <i>Apply appropriate techniques, tools,</i></p> |

Camelot Learning
Geometry and Measurement
Correlation to The National Council of Teachers of Mathematics and Common Core Standards

| | | | |
|----------------------|--|---|---|
| future or past time? | | <ul style="list-style-type: none">• Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | <i>and formulas to determine measurements</i> (Grades 3 – 5) <ul style="list-style-type: none">• Select and apply appropriate standard units and tools to measure time |
|----------------------|--|---|---|