Appendix 1 - Implementing Common Core Standards

This unit covers a variety of Math, Reading, and Physical Education Objectives on several different grade levels.

Common Core Standards by activity.

Activity 1: Steal the Bacon

CCSS.MATH.CONTENT.K.CC.A.1
Count to 100 by ones and by tens.
CCSS.MATH.CONTENT.1.NBT.C.5
Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
CCSS.MATH.CONTENT.2.NBT.A.1
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
CCSS.MATH.CONTENT.3.OA.C.7
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.
CCSS.MATH.CONTENT.4.OA.B.4
Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
CCSS.MATH.CONTENT.5.OA.A.2
Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them

During Activity 1, students on each grade level will review key math concepts from the standards listed above. In the game, a number or equation is called out to signal to students that it is their turn to go.

Activity 2: Number Zombies

CCSS.MATH.CONTENT.3.OA.C.7
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.

Number Zombies gives a great chance to practice multiplication skills in third grade. From my experience, fourth and fifth grade students often need to review these skills.

Activity 3: What Time is it Mr. Crocodile?

CCSS.MATH.CONTENT.1.MD.B.3
Tell and write time in hours and half-hours using analog and digital clocks.
CCSS.MATH.CONTENT.2.MD.C.7
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Students will need to recognize time on an analog clock so they do not get "eaten" by the crocodile in activity three.

Activity 4: Three Little Pigs

PE.K.PR.4.1 Use basic strategies and concepts for working cooperatively in group settings.
PE.2.PR.4.1 Explain the value of working cooperatively in group settings.
PE.5.PR.4.2 Use cooperation and communication skills to achieve common goals.

Students will work together toward the common goal of building a strong house. This takes physical and social effort.

Activity 5: Fill in the Blank

CCSS.ELA-LITERACY.L.4.5.C
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Students will work in teams to determine the appropriate word to fill in the blank of a sentence. Students will need to think about what synonyms might fit, and then find the word that best fits.