# Mathletics <br> US Common Core 

## Skill Quests



Grades 1-2
May, 2022

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US Common Core
Skill Quests
May 2022
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## Grade 1

## 1 Operations \& Algebraic Thinking

### 1.1 Represent and solve problems involving addition and subtraction

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Use addition and subtraction within <br> 20 to solve word problems <br> involving situations of adding to, <br> taking from, putting together, <br> taking apart, and comparing, with <br> unknowns in all positions | Add \& subtract within <br> 20, word problems |  <br> subtraction word problems |
| Solve word problems that call for <br> addition of three whole numbers <br> whose sum is less than or equal to <br> 20. | Add 3 single-digit <br> numbers | Adding 3 single-digit numbers |

### 1.2 Understand and apply properties of operations and the relationship between addition and subtraction

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Apply properties of operations as <br> strategies to add and subtract. | Apply properties to add <br> \& subtract | Using the commutative <br> property of addition |

### 1.3 Add and subtract within 20

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| Relate counting to addition and subtraction. | Relate counting to adding \& subtracting | Relating counting to adding \& subtracting |
| Add and subtract within 20 , demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. | Add \& subtract within$20$ | Adding \& subtracting within 10 fluently |
|  |  | Subtracting numbers within 20 |
|  |  | Adding \& subtracting zero within 20 |
|  |  | Adding doubles to 20 |
|  |  | Adding by making 10 |
|  |  | Subtracting using doubles |


|  |  | Adding \& subtracting with fact <br> families |
| :--- | :--- | :--- |

### 1.4 Work with addition and subtraction equations

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Understand the meaning of the <br> equal sign, and determine if <br> equations involving addition and <br> subtraction are true or false. |  <br> inequality |  <br> inequality |
| Determine the unknown whole <br> number in an addition or <br> subtraction equation relating three <br> whole numbers. | Find the unknown <br> number in an equation | Finding the unknown: <br> addition/subtraction equation |

## 2 Number \& Operations in Base Ten

### 2.1 Extend the counting sequence

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Count to 120, starting at any <br> number less than 120. In this range, <br> read and write numerals and <br> represent a number of objects with <br> a written numeral. | Count within 100 <br> Read \& write 2-digit <br> numerals | Counting within 100 <br> Reading \& writing 2-digit <br> numerals |
|  | Represent 2-digit <br> objects as numerals | Representing 2-digit objects <br> as numerals |

### 2.2 Understand place value

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Understand that the two digits of a <br> two-digit number represent <br> amounts of tens and ones. <br> Understand the following as special <br> cases. |  <br> ones | Understanding tens \& ones |
| Compare two two-digit numbers <br> based on meanings of the tens and <br> ones digits, recording the results of <br> comparisons with the symbols $>,=$, <br> and $<$. | Compare 2-digit <br> numbers | Comparing 2-digit numbers |

### 2.3 Use place value understanding and properties of operations to add \& subtract

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Add within 100, including adding a <br> two-digit number and a one-digit <br> number, and adding a two-digit <br> number and a multiple of 10, using <br> concrete models or drawings and <br> strategies based on place value, <br> properties of operations, and/or the <br> relationship between addition and <br> subtraction; relate the strategy to a <br> written method and explain the <br> reasoning used. Understand that in <br> adding two-digit numbers, one <br> adds tens and tens, ones and ones; <br> and sometimes it is necessary to <br> compose a ten. |  | Adding a 2-digit number \& a <br> 1-digit number, models |
|  |  | Adding a 2-digit number \& a <br> 1-digit number |
|  |  | Adding a 2-digit number \& a <br> multiple of 10 |


| Given a two-digit number, mentally <br> find 10 more or 10 less than the <br> number, without having to count; <br> explain the reasoning used. | Find 10 more or 10 less | Finding 10 more or 10 less |
| :--- | :--- | :--- |

## 3 Measurement \& Data

### 3.1 Measure lengths indirectly and by iterating length units

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Order three objects by length; <br> compare the lengths of two objects <br> indirectly by using a third object. | Order \& compare <br> objects by length | Comparing \& ordering lengths |
| Express the length of an object as a <br> whole number of length units, by <br> laying multiple copies of a shorter <br> object (the length unit) end to end; <br> understand that the length <br> measurement of an object is the <br> number of same-size length units <br> that span it with no gaps or <br> overlaps. | Express the length of <br> an object | Expressing the length of an <br> object |

### 3.2 Tell and write time

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Tell and write time in hours and <br> half-hours using analog and digital <br> clocks. | Tell time | Telling time with analog clocks |
|  |  | Telling time with digital clocks |

### 3.3 Represent and interpret data

## Outcome

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.

Quests $\quad$ Content
Organize, represent \& Introducing \& reading data in interpret data
tables
Representing data in graphs
Interpreting tally charts \& picture graphs

## 4 Geometry

### 4.1 Reason with shapes and their attributes

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Distinguish between defining <br> attributes versus non-defining <br> attributes; build and draw shapes <br> to possess defining attributes. | Sort shapes based on <br> attributes | Sorting shapes based on <br> attributes |
| Compose two-dimensional shapes <br> or three-dimensional shapes to <br> create a composite shape, and <br> compose new shapes from the <br> composite shape. | Composite shapes: 2-D <br> \& 3-D | Composite shapes: 2-D \& 3-D |

## Grade 2

## 1 Operations \& Algebraic Thinking

### 1.1 Represent and solve problems involving addition and subtraction

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Use addition and subtraction within <br> 100 to solve one- and two-step <br> word problems involving situations <br> of adding to, taking from, putting <br> together, taking apart, and <br> comparing, with unknowns in all | Add subtract within <br> positions. |  <br> subtraction word problems |

### 1.2 Add and subtract within 20

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Fluently add and subtract within 20 <br> using mental strategies. By end of <br> Grade 2, know from memory all <br> sums of two one-digit numbers. | Add \& subtract within <br> sur | Fluently adding \& subtracting <br> within 20 |
|  | Adding \& subtracting two 1- <br> digit numbers |  |

### 1.3 Work with equal groups of objects to gain foundations for multiplication

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Determine whether a group of <br> objects (up to 20) has an odd or <br> even number of members; write an <br> equation to express an even <br> number as a sum of two equal <br> addends. | Odd \& even numbers | Odd \& even numbers up to 20 |
| Use addition to find the total <br> number of objects arranged in <br> rectangular arrays with up to 5 <br> rows and up to 5 columns; write an <br> equation to express the total as a <br> sum of equal addends. |  <br> arrays | Connecting addition \& arrays |

## 2 Number \& Operations in Base Ten

### 2.1 Understand place value

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Understand that the three digits of <br> a three-digit number represent <br> amounts of hundreds, tens, and <br> ones. | Understand hundreds, <br> tens \& ones | Understanding hundreds, tens <br> \& ones |
| Count within 1000; skip-count by <br> 5s, 10s, and 100s. | Skip-count within 1000 | Skip-counting by 10s |
|  |  | Skip-counting by 5s |
|  |  | Skip-counting by 100s |
| Counting within 1000 |  |  |
| Read and write numbers to 1000 <br> using base-ten numerals, number <br> names, and expanded form. | Read \& write numbers <br> to 1000 | Reading \& writing numbers to <br> 1000 |
| Compare two three-digit numbers <br> based on meanings of the <br> hundreds, tens, and ones digits, <br> using >, =, and < symbols to record <br> the results of comparisons. | Compare 3-digit <br> numbers | Comparing 3-digit numbers |

### 2.2 Use place value understanding and properties of operations to add and subtract

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | Add \& subtract within$100$ | Using strategies to add \& subtract within 100 |
|  |  | Adding \& subtracting using a 100 chart |
| Add up to four two-digit numbers using strategies based on place value and properties of operations. | Add 2-digit numbers, strategies | Adding 2-digit numbers, strategies |
| Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is | Add \& subtract within 1000 | Adding within 1000 |
|  |  | Subtracting within 1000 |
|  |  |  |
|  |  |  |


| necessary to compose or <br> decompose tens or hundreds. |  |  |
| :--- | :--- | :--- |
| Mentally add 10 or 100 to a given <br> number $100-900$, and mentally <br> subtract 10 or 100 from a given <br> number <br> $100-900$. | Add \& subtract 10 or <br> 100 mentally | Adding \& subtracting 10 or <br> 100 mentally |

## 3 Measurement \& Data

### 3.1 Measure and estimate lengths in standard units

Outcome
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Quests Content
Select units of measure: m, cm

Selecting units of measure: $m$, cm

### 3.2 Relate addition and subtraction to length

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Use addition and subtraction within <br> 100 to solve word problems <br> involving lengths that are given in <br> the same units. | Addition \& subtraction <br> length problems | Solving addition \& subtraction <br> length problems |

### 3.3 Works with time and money

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Tell and write time from analog and <br> digital clocks to the nearest five <br> minutes, using a.m. and p.m. | Tell time | Telling time to the quarter <br> hour, analog \& digital |
|  |  | Telling time to 5 minutes, <br> analog \& digital |
|  |  | Using a.m. \& p.m. notation |
| Solve word problems involving <br> dollar bills, quarters, dimes, nickels, <br> and pennies, using \$ and $\$$ symbols <br> appropriately. |  | Money |

### 3.4 Represent and interpret data

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Generate measurement data by <br> measuring lengths of several <br> objects to the nearest whole unit, or <br> by making repeated measurements <br> of the same object. Show the | Introduction to line <br> measurements by making a line <br> plot, where the horizontal scale is <br> parked off in whole-number units. |  |


| Draw a picture graph and a bar | Picture graphs \& bar | Picture graphs |
| :--- | :--- | :--- |
| graph (with single-unit scale) to |  |  |
| represent a data set with up to four |  |  |
| categories. Solve simple put- | graphs |  |
| together, take-apart, and compare |  |  |
| problems using information |  |  |
| presented in a bar graph. |  |  |

## 4 Geometry

### 4.1 Reason with shapes and their attributes

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| Recognize and draw shapes having <br> specified attributes, such as a given <br> number of angles or a given <br> number of equal faces. Identify <br> triangles, quadrilaterals, pentagons, <br> hexagons, and cubes. | Recognize \& identify <br> shapes | Identifying \& sorting shapes |
|  |  | Identifying quadrilaterals |
|  |  | Identifying pentagons |
|  |  | Identifying hexagons |

## Mathletics

For more information about Mathletics, contact our friendly team.

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