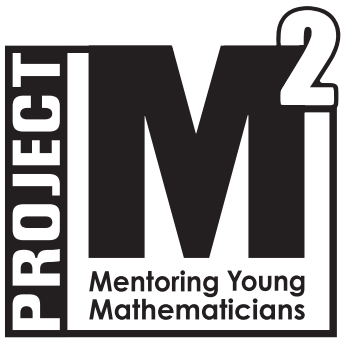


**Level 1**  
**Correlation to the**  
**Common Core State Standards**

**Kendall Hunt**

k12.kendallhunt.com | 1-800-542-6657



**Level 1**  
**Correlation to  
 the Common Core  
 State Standards**

## Exploring Shape Games: Geometry with Imi and Zani

| Lesson                          | Common Core State Standards   |
|---------------------------------|---|
| <b>Unit Introduction Lesson</b> | <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p>   |
| <b>Chapter 1 Lesson 1</b>       | <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p> <p><b>1.G.2</b> Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p> <p><b>1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates small shares.</p>   |
| <b>Chapter 1 Lesson 2</b>       | <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p> <p><b>1.G.2</b> Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p>  |
| <b>Chapter 2 Lesson 1</b>       | <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p> <p><b>1.MD.4</b> 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.</p> <p><b>2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of sides or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><b>3.G.1</b> Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.</p> |
| <b>Chapter 2 Lesson 2</b>       | <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p> <p><b>1.MD.4</b> 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.</p>   |

©2016 Kendall Hunt Publishing Company

## Exploring Shape Games: Geometry with Imi and Zani (Continued)

| Lesson                                     | Common Core State Standards  |
|--|--|
| <b>Chapter 2<br/>Lesson 2</b><br>Continued | <p><b>2.G.1</b> 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> <p><b>3.G.1</b> Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.</p>   |
| <b>Chapter 3<br/>Lesson 1</b>              | <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p> <p><b>2.G.1</b> 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. Students also identify and describe congruent figures.</p> |
| <b>Chapter 3<br/>Lesson 2</b>              | <p><b>4.G.3</b> 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>   |

## Creating The School Measurement Fair: Measuring with Imi and Zani

|   |  |
|---|--|
| <b>Unit<br/>Introduction<br/>Lesson</b> | <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>   |
| <b>Chapter 1<br/>Lesson 1</b>           | <p><b>K.MD.2</b> 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.</p>   |
| <b>Chapter 1<br/>Lesson 2</b>           | <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object. <i>(note lesson uses weight rather than length)</i></p>   |
| <b>Chapter 2<br/>Lesson 1</b>           | <p><b>1.G.2</b> Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p> <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ul> <p><b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> |

**Creating the School Measurement Fair: Measuring with Imi and Zani (Continued)**

| Lesson                               | Common Core State Standards   |
|--------------------------------------|---|
| <p><b>Chapter 2<br/>Lesson 2</b></p> | <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ul> <p><b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>   |
| <p><b>Chapter 3<br/>Lesson 1</b></p> | <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>1.MD.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>                |
| <p><b>Chapter 3<br/>Lesson 2</b></p> | <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of standard length unit.</p> |