Kit name: Lemonade Stand (Grades: 1)

Description: This game helps children count money. In addition, they use tally marks to represent money.

Alignment for <u>Lemonade Stand</u> (Grade 1)

To the

Common Core State Standards Mathematics

http://www.corestandards.org

This kit addresses the following standards:

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 unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.3	Apply properties of operations as strategies to add and subtract. *Examples: If 8+3 =11 is known, then 3+8 = 11 is also known. (Commutative Property of addition.) To add 2+6+4, the second two numbers can be added to make ten, so 2+6+4 = 2+10 = 12. (Associative Property of addition.)*
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8+6 = 8+2+4 = 10+4 = 14); decomposing a number leading on ten (e.g., 13-4 = 13-3-1 = 10-1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8+4 = 12, one knows 12-8 = 4); and creating equivalent but easier or known sums (e.g., adding 6+7 by creating the know equivalent of 6+6+1 = 12+1 = 13).
2.OA.4	Work with equal groups of objects to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
1.NBT.2	Understand that two digits of a two-digit number represent amounts of tens and ones.
1.NBT.2a	10 can be thought of as a bundle of ten ones – called a "ten."
1.NBT.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c   The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

2.MD.8   Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

When reserving kits, please be sure to:
- **Return** the filled out reservation form
- **Review** required kit materials prior to event
- **Return** evaluation forms
- **Replace** the consumables