

Correlations to the Common Core State Standards: Kindergarten

CCSS Domain and Standard	L-1, Building the Hundreds Chart (Version 1)	L-2, Building the Hundreds Chart (Version 2)	L-3, Arrow Arithmetic	L-4, Building a Wacky Hundreds Chart	L-5, One More or One Less	L-6, Ten More or Ten Less	L-7, Hundreds Chart Riddles	L-8, Look, Quick!	L-9, Missing Number Puzzles	L-10, From Here to There	G-1, Number Chart Bingo!	G-2, Too High, Too Low	G-3, Fill It Up!	G-4, Mystery Squares	G-5, Don't Get Lost	G-6, Hipity Hop	G-7, Race to 100	G-8, 101 and Out!	G-9, The Larger Difference	G-10, How Far Away?
Counting and Cardinality Know number names and the count sequence. K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	X	X	X	X	X			X	X		X		X	X						

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<p style="text-align: center;">CCSS Domain and Standard</p>	<p>Count to tell the number of objects.</p> <p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	L-1, Building the Hundreds Chart (Version 1)	X
		L-2, Building the Hundreds Chart (Version 2)	
		L-3, Arrow Arithmetic	
		L-4, Building a Wacky Hundreds Chart	
		L-5, One More or One Less	
		L-6, Ten More or Ten Less	
		L-7, Hundreds Chart Riddles	
		L-8, Look, Quick!	X
		L-9, Missing Number Puzzles	
		L-10, From Here to There	X
		G-1, Number Chart Bingo!	
		G-2, Too High, Too Low	
		G-3, Fill It Up!	
		G-4, Mystery Squares	
		G-5, Don't Get Lost	
		G-6, Hipity Hop	
		G-7, Race to 100	
		G-8, 101 and Out!	
		G-9, The Larger Difference	
		G-10, How Far Away?	

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>Compare numbers.</p> <p>K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹</p>	L-1, Building the Hundreds Chart (Version 1)		
	L-2, Building the Hundreds Chart (Version 2)		
	L-3, Arrow Arithmetic		
	L-4, Building a Wacky Hundreds Chart		
	L-5, One More or One Less		
	L-6, Ten More or Ten Less		
	L-7, Hundreds Chart Riddles		×
	L-8, Look, Quick!	×	
	L-9, Missing Number Puzzles		
	L-10, From Here to There	×	×
	G-1, Number Chart Bingo!		×
	G-2, Too High, Too Low		×
	G-3, Fill It Up!		
	G-4, Mystery Squares		
	G-5, Don't Get Lost		
	G-6, Hippy Hop		
	G-7, Race to 100		
	G-8, 101 and Out!		
	G-9, The Larger Difference		
	G-10, How Far Away?		

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</p> <p style="text-align: center;">Number and Operation in Base Ten</p> <p>Work with numbers 11–19 to gain foundations for place value.</p> <p>K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	L-1, Building the Hundreds Chart (Version 1)		
	L-2, Building the Hundreds Chart (Version 2)		
	L-3, Arrow Arithmetic		
	L-4, Building a Wacky Hundreds Chart		
	L-5, One More or One Less		
	L-6, Ten More or Ten Less		
	L-7, Hundreds Chart Riddles	×	×
	L-8, Look, Quick!		×
	L-9, Missing Number Puzzles		
	L-10, From Here to There		
	G-1, Number Chart Bingo!	×	×
	G-2, Too High, Too Low		
	G-3, Fill It Up!		
	G-4, Mystery Squares		
	G-5, Don't Get Lost		
	G-6, Hippy Hop		×
	G-7, Race to 100		
	G-8, 101 and Out!		
	G-9, The Larger Difference		
	G-10, How Far Away?		

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<p style="text-align: center;">CCSS Domain and Standard</p>	<p>Operations and Algebraic Thinking</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings,¹ sounds (e.g., claps), acting-out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).</p>	L-1, Building the Hundreds Chart (Version 1)	X	
		L-2, Building the Hundreds Chart (Version 2)	X	
		L-3, Arrow Arithmetic	X	
		L-4, Building a Wacky Hundreds Chart		
		L-5, One More or One Less	X	X
		L-6, Ten More or Ten Less	X	
		L-7, Hundreds Chart Riddles		X
		L-8, Look, Quick!		
		L-9, Missing Number Puzzles	X	
		L-10, From Here to There	X	X
		G-1, Number Chart Bingo!	X	X
		G-2, Too High, Too Low		
		G-3, Fill It Up!	X	
		G-4, Mystery Squares	X	
		G-5, Don't Get Lost		
		G-6, Hipity Hop		
		G-7, Race to 100		
G-8, 101 and Out!				
G-9, The Larger Difference				
G-10, How Far Away?				

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation.</p> <p>K.OA.5. Fluently add and subtract within 5.</p>	L-1, Building the Hundreds Chart (Version 1)
	L-2, Building the Hundreds Chart (Version 2)
	L-3, Arrow Arithmetic
	L-4, Building a Wacky Hundreds Chart
	L-5, One More or One Less
	L-6, Ten More or Ten Less
	L-7, Hundreds Chart Riddles
	L-8, Look, Quick!
	L-9, Missing Number Puzzles
	L-10, From Here to There
	G-1, Number Chart Bingo!
	G-2, Too High, Too Low
	G-3, Fill It Up!
	G-4, Mystery Squares
	G-5, Don't Get Lost
	G-6, Hipity Hop
	G-7, Race to 100
	G-8, 101 and Out!
	G-9, The Larger Difference
	G-10, How Far Away?

Correlations to the Common Core State Standards: First Grade

CCSS Domain and Standard	
Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction. 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 unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	
L-1, Building the Hundreds Chart (Version 1)	
L-2, Building the Hundreds Chart (Version 2)	
L-3, Arrow Arithmetic	×
L-4, Building a Wacky Hundreds Chart	
L-5, One More or One Less	
L-6, Ten More or Ten Less	
L-7, Hundreds Chart Riddles	
L-8, Look, Quick!	
L-9, Missing Number Puzzles	
L-10, From Here to There	×
G-1, Number Chart Bingo!	×
G-2, Too High, Too Low	
G-3, Fill it Up!	
G-4, Mystery Squares	
G-5, Don't Get Lost	
G-6, Hipity Hop	×
G-7, Race to 100	×
G-8, 101 and Out!	
G-9, The Larger Difference	
G-10, How Far Away?	

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>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).</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.3. Apply properties of operations as strategies to add and subtract.² <i>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 a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p>	L-1, Building the Hundreds Chart (Version 1)		
	L-2, Building the Hundreds Chart (Version 2)		X
	L-3, Arrow Arithmetic	X	X
	L-4, Building a Wacky Hundreds Chart		
	L-5, One More or One Less		
	L-6, Ten More or Ten Less		
	L-7, Hundreds Chart Riddles		
	L-8, Look, Quick!		
	L-9, Missing Number Puzzles		
	L-10, From Here to There		X
	G-1, Number Chart Bingo!	X	
	G-2, Too High, Too Low		
	G-3, Fill It Up!		
	G-4, Mystery Squares		
	G-5, Don't Get Lost		
	G-6, Hippy Hop		
	G-7, Race to 100		X
	G-8, 101 and Out!		X
	G-9, The Larger Difference		X
	G-10, How Far Away?		

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>1.OA.4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.</i></p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	L-1, Building the Hundreds Chart (Version 1)	X
	L-2, Building the Hundreds Chart (Version 2)	X
	L-3, Arrow Arithmetic	X
	L-4, Building a Wacky Hundreds Chart	X
	L-5, One More or One Less	
	L-6, Ten More or Ten Less	
	L-7, Hundreds Chart Riddles	
	L-8, Look, Quick!	X
	L-9, Missing Number Puzzles	X
	L-10, From Here to There	X
	G-1, Number Chart Bingo!	X
	G-2, Too High, Too Low	
	G-3, Fill It Up!	X
	G-4, Mystery Squares	X
	G-5, Don't Get Lost	
	G-6, Hippy Hop	X
	G-7, Race to 100	X
	G-8, 101 and Out!	X
	G-9, The Larger Difference	X
	G-10, How Far Away?	X

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<p style="text-align: center;">CCSS Domain and Standard</p>	<p>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 to a 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 known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>
L-1, Building the Hundreds Chart (Version 1)	
L-2, Building the Hundreds Chart (Version 2)	
L-3, Arrow Arithmetic	
L-4, Building a Wacky Hundreds Chart	
L-5, One More or One Less	
L-6, Ten More or Ten Less	
L-7, Hundreds Chart Riddles	
L-8, Look, Quick!	
L-9, Missing Number Puzzles	
L-10, From Here to There	
G-1, Number Chart Bingo!	
G-2, Too High, Too Low	
G-3, Fill It Up!	
G-4, Mystery Squares	
G-5, Don't Get Lost	
G-6, Hippy Hop	
G-7, Race to 100	
G-8, 101 and Out!	
G-9, The Larger Difference	
G-10, How Far Away?	

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>Work with addition and subtraction equations.</p> <p>1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i></p>	L-1, Building the Hundreds Chart (Version 1)		
	L-2, Building the Hundreds Chart (Version 2)		X
	L-3, Arrow Arithmetic	X	X
	L-4, Building a Wacky Hundreds Chart		
	L-5, One More or One Less		
	L-6, Ten More or Ten Less		
	L-7, Hundreds Chart Riddles		
	L-8, Look, Quick!	X	
	L-9, Missing Number Puzzles		
	L-10, From Here to There		X
	G-1, Number Chart Bingo!		X
	G-2, Too High, Too Low		
	G-3, Fill It Up!		
	G-4, Mystery Squares		
	G-5, Don't Get Lost		
	G-6, Hippy Hop	X	
	G-7, Race to 100		X
	G-8, 101 and Out!		
	G-9, The Larger Difference	X	X
	G-10, How Far Away?		X

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<p style="text-align: center;">CCSS Domain and Standard</p>	<p>Number and Operation in Base Ten</p> <p>Extend the counting sequence.</p> <p>1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Understand place value.</p> <p>1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones—called a “ten.”</p>	L-1, Building the Hundreds Chart (Version 1)	X	X
		L-2, Building the Hundreds Chart (Version 2)	X	
		L-3, Arrow Arithmetic	X	
		L-4, Building a Wacky Hundreds Chart		
		L-5, One More or One Less		
		L-6, Ten More or Ten Less	X	
		L-7, Hundreds Chart Riddles	X	
		L-8, Look, Quick!	X	
		L-9, Missing Number Puzzles	X	
		L-10, From Here to There		X
		G-1, Number Chart Bingo!		X
		G-2, Too High, Too Low		
		G-3, Fill It Up!		
		G-4, Mystery Squares	X	
		G-5, Don't Get Lost	X	
		G-6, Hippy Hop		
		G-7, Race to 100	X	
		G-8, 101 and Out!	X	
		G-9, The Larger Difference		
		G-10, How Far Away?		

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CCSS Domain and Standard	L-1, Building the Hundreds Chart (Version 1)	
	L-2, Building the Hundreds Chart (Version 2)	
	L-3, Arrow Arithmetic	
	L-4, Building a Wacky Hundreds Chart	
	L-5, One More or One Less	
	L-6, Ten More or Ten Less	
	L-7, Hundreds Chart Riddles	X
	L-8, Look, Quick!	
	L-9, Missing Number Puzzles	
	L-10, From Here to There	
	G-1, Number Chart Bingo!	X
	G-2, Too High, Too Low	X
	G-3, Fill It Up!	
	G-4, Mystery Squares	
	G-5, Don't Get Lost	
	G-6, Hippy Hop	
	G-7, Race to 100	
	G-8, 101 and Out!	X
	G-9, The Larger Difference	X
	G-10, How Far Away?	

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The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

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).

1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

<p style="text-align: center;">CCSS Domain and Standard</p>	<p>Use place-value understanding and properties of operations to add and subtract.</p> <p>1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	L-1, Building the Hundreds Chart (Version 1)	
		L-2, Building the Hundreds Chart (Version 2)	×
		L-3, Arrow Arithmetic	×
		L-4, Building a Wacky Hundreds Chart	×
		L-5, One More or One Less	
		L-6, Ten More or Ten Less	×
		L-7, Hundreds Chart Riddles	×
		L-8, Look, Quick!	
		L-9, Missing Number Puzzles	×
		L-10, From Here to There	×
		G-1, Number Chart Bingo!	×
		G-2, Too High, Too Low	
		G-3, Fill It Up!	×
		G-4, Mystery Squares	×
		G-5, Don't Get Lost	×
		G-6, Hippy Hop	×
		G-7, Race to 100	×
		G-8, 101 and Out!	×
		G-9, The Larger Difference	×
		G-10, How Far Away?	×

(continued)

CCSS Domain and Standard	L-1, Building the Hundreds Chart (Version 1)		
	L-2, Building the Hundreds Chart (Version 2)	×	×
	L-3, Arrow Arithmetic	×	×
	L-4, Building a Wacky Hundreds Chart	×	
	L-5, One More or One Less		
	L-6, Ten More or Ten Less	×	×
	L-7, Hundreds Chart Riddles		
	L-8, Look, Quick!		
	L-9, Missing Number Puzzles	×	
	L-10, From Here to There		
	G-1, Number Chart Bingo!	×	×
	G-2, Too High, Too Low		
	G-3, Fill It Up!	×	
	G-4, Mystery Squares	×	
	G-5, Don't Get Lost	×	
	G-6, Hippy Hop		
	G-7, Race to 100	×	×
	G-8, 101 and Out!		
	G-9, The Larger Difference		
	G-10, How Far Away?	×	

1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), 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 and explain the reasoning used.

Correlations to the Common Core State Standards: Second Grade

CCSS Domain and Standard		
	L-1, Building the Hundreds Chart (Version 1)	
	L-2, Building the Hundreds Chart (Version 2)	×
	L-3, Arrow Arithmetic	×
	L-4, Building a Wacky Hundreds Chart	
	L-5, One More or One Less	
	L-6, Ten More or Ten Less	
	L-7, Hundreds Chart Riddles	×
	L-8, Look, Quick!	
	L-9, Missing Number Puzzles	×
	L-10, From Here to There	×
	G-1, Number Chart Bingo!	×
	G-2, Too High, Too Low	
	G-3, Fill It Up!	
	G-4, Mystery Squares	
	G-5, Don't Get Lost	×
	G-6, Hippeety Hop	
	G-7, Race to 100	×
	G-8, 101 and Out!	
	G-9, The Larger Difference	×
	G-10, How Far Away?	×

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>Add and subtract within 20.</p> <p>2.OA.2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>Number and Operation in Base Ten</p> <p>Use place-value understanding and properties of operations to add and subtract.</p> <p>2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	L-1, Building the Hundreds Chart (Version 1)	
	L-2, Building the Hundreds Chart (Version 2)	X
	L-3, Arrow Arithmetic	X
	L-4, Building a Wacky Hundreds Chart	X
	L-5, One More or One Less	
	L-6, Ten More or Ten Less	X
	L-7, Hundreds Chart Riddles	X
	L-8, Look, Quick!	
	L-9, Missing Number Puzzles	X
	L-10, From Here to There	X
	G-1, Number Chart Bingo!	X
	G-2, Too High, Too Low	
	G-3, Fill It Up!	X
	G-4, Mystery Squares	X
	G-5, Don't Get Lost	X
	G-6, Hipity Hop	X
	G-7, Race to 100	X
G-8, 101 and Out!	X	
G-9, The Larger Difference	X	
G-10, How Far Away?	X	

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<p style="text-align: center;">CCSS Domain and Standard</p> <p>2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.NBT.7. 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 necessary to compose or decompose tens or hundreds.</p>	L-1, Building the Hundreds Chart (Version 1)	
	L-2, Building the Hundreds Chart (Version 2)	X
	L-3, Arrow Arithmetic	X
	L-4, Building a Wacky Hundreds Chart	
	L-5, One More or One Less	
	L-6, Ten More or Ten Less	
	L-7, Hundreds Chart Riddles	X
	L-8, Look, Quick!	
	L-9, Missing Number Puzzles	
	L-10, From Here to There	
	G-1, Number Chart Bingo!	
	G-2, Too High, Too Low	
	G-3, Fill It Up!	
	G-4, Mystery Squares	
	G-5, Don't Get Lost	
	G-6, Hipity Hop	
	G-7, Race to 100	
	G-8, 101 and Out!	X
	G-9, The Larger Difference	
	G-10, How Far Away?	

(continued)

CCSS Domain and Standard	L-1, Building the Hundreds Chart (Version 1)	
	L-2, Building the Hundreds Chart (Version 2)	
	L-3, Arrow Arithmetic	
	L-4, Building a Wacky Hundreds Chart	
	L-5, One More or One Less	
	L-6, Ten More or Ten Less	×
	L-7, Hundreds Chart Riddles	
	L-8, Look, Quick!	
	L-9, Missing Number Puzzles	
	L-10, From Here to There	×
	G-1, Number Chart Bingo!	
	G-2, Too High, Too Low	
	G-3, Fill It Up!	
	G-4, Mystery Squares	×
	G-5, Don't Get Lost	
	G-6, Hipity Hop	
	G-7, Race to 100	×
	G-8, 101 and Out!	
	G-9, The Larger Difference	×
	G-10, How Far Away?	×
	2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
	2.NBT.9. Explain why addition and subtraction strategies and work, using place value and the properties of operations. ¹	