I GET IT! USING MANIPULATIVES TO CONQUER MATH: PLACE VALUE *(Grades K-2)*

(Individual lesson page correlation available upon request.)

Content Area	Standard	Grade
Counting and Cardinality	**CCSS.MATH.CONTENT.K.CC.A.1** Count to 100 by ones and by tens.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.B.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.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.B.4.B 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.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	Kindergarten
	CCSS.MATH.CONTENT.K.CC.C.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.	Kindergarten
Number and Operations in Base Ten	**CCSS.MATH.CONTENT.K.NBT.A.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.	Kindergarten
	CCSS.MATH.CONTENT.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	1
	CCSS.MATH.CONTENT.1.NBT.B.2.A 10 can be thought of as a bundle of ten ones — called a "ten."	1

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Content Area	Standard	Grade
Number and Operations in Base Ten	**CCSS.MATH.CONTENT.1.NBT.C.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.	1
	CCSS.MATH.CONTENT.1.NBT.C.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.	1
	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.	2
	CCSS.MATH.CONTENT.2.NBT.A.1.A 100 can be thought of as a bundle of ten tens — called a "hundred."	2
	CCSS.MATH.CONTENT.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	2
	CCSS.MATH.CONTENT.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	2
	CCSS.MATH.CONTENT.2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2
	CCSS.MATH.CONTENT.2.NBT.B.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.	2