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| CCSSM Standard | Task | Reference |
| 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). | Using unifix cubes, cover the line puzzle.  *How many cubes did you need to cover the puzzle? Count and write the number on a post-it next to the puzzle.* (Or have the numbers pre-written and have them match.) | *Line Puzzles.* Richardson, Kathy. *Developing Number Concepts, Book 1*. Page 61. |
| 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. | 2 blank ten-frames and a bag of cm cubes (2 colors) per student or pair.  *Using the cubes, how many different ways can you make 12?*  *How do you know you have all of the different ways?* | Cards can be purchased at 52 Pick Up: [www.52pickup.me](http://www.52pickup.me) |
| 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. | Hand out a deck of the ten frame cards.  *Show me 63 with your cards. How do you know you made 63?*  *What cards would you need to make 100? How do you know?* | *The Other Part Of 100*. Van de Walle, John. *Teaching Student Centered Mathematics, Grades K-3*. Page 147. |
| 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. | Hold up a string of beads, alternating 2 colors every 10 beads.  *I have 100 beads on my string.*  *I am showing you 45. How many beads are left? How do you know?* |  |