

Plus 1 Book - Common Core

Page Numbers

Common Core Standard

Kindergarten

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Counting and Cardinality	
K.CC.1	Count to 100 by ones and by tens. 15, 16, 17, 18, 20, 28, 30, 36, 37, 38, 39, 46, 47, 54, 55, 63, 67, 73, 78, 78, 80, 91, 98, 123
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 25, 31, 41, 56, 57, 59, 70, 71, 73, 75, 86, 87, 91, 94, 98, 99, 107
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). All pages
K.CC.4a	Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 13, 26, 63
K.CC.4b	Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 58, 70, 71, 116, 117, 123
K.CC.4c	Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one larger. 21, 31, 32, 35, 40, 43, 48, 116, 117, 123
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. 64, 70, 71
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals. 19, 20, 28, 29, 30, 33, 36, 42, 46, 102, 103
Operations and Algebraic Thinking	
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 45, 51, 58, 64, 68, 69, 76, 83, 84, 85, 88, 89, 90, 95, 108, 109, 120
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. 45, 51, 58, 64, 68, 69, 76, 83, 88, 89, 90, 95

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 $5 = 4 + 1$). 58, 64, 69, 92, 93, 100

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. 96, 97, 106

First Grade

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 116, 117, 121

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 $6 + 6 + 1 = 12 + 1 = 13$). 58, 59, 67, 68, 71, 77, 112, 113, 118, 119, 120, 124,

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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. 84, 85, 120

Number and Operations in Base Ten

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. 61, 72, 74

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. 79, 80, 91

Second Grade

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 53, 105, 108, 114, 115, 119, 122, 124

Operations and Algebraic Thinking