
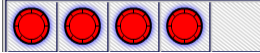
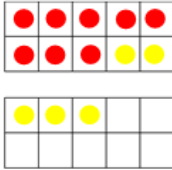

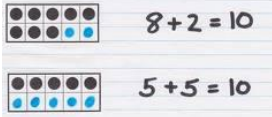








Common Core State Standards for Mathematics
Recommended Manipulatives for Kindergarten-2nd Grade

| MANIPULATIVE | KINDERGARTEN | 1 ST GRADE | 2 ND GRADE |
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| <p>Assortment of things to count and sort (e.g., beads, buttons, teddy bears)</p> | <p>K.CC.4, K.CC.5, K.CC.6</p> <p><i>Count the number of objects.</i> <i>Say how many there are.</i> <i>Compare one group of counters to another and say which group has more.</i></p> <p>K.MD.3</p> <p><i>Sort objects into categories, then count the number of objects in each category.</i></p> | | |
| <p>Colored square inch tiles (acrylic/plastic ones are cheaper than the wooden ones)</p>  | <p>K.CC.4, K.CC.5, K.CC.6</p> <p><i>Count the number of objects.</i> <i>Say how many there are.</i> <i>Compare one group of counters to another and say which group has more.</i></p> <p><i>NOTE: Use tiles/chips to fill 5-frames and 10-frames to help develop counting and sight recognition of the number of tiles/chips.</i></p>  | <p>1.OA.1, 1.OA.2, 1.OA.3, 1.OA.5, 1.OA.6</p> <p><i>Represent addition and subtraction with objects.</i> <i>NOTE: Use tiles/chips to fill 10-frames to help develop addition and subtraction. For example, the following ten-frames depict $8 + 5 = 13$.</i></p>  | <p>2.OA.3</p> <p><i>Determine whether a group of objects has an odd or even number of members.</i></p> <p>2.OA.4</p> <p><i>Arrange tiles in rectangular arrays, and use addition strategies to determine the total.</i></p> |
| <p>Two-color counters</p>  | <p>K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5</p> <p><i>Represent addition and subtraction with objects.</i> <i>Use objects to show decomposition of numbers.</i> <i>Find the number that will make ten.</i></p> <p><i>NOTE: Use tiles/chips to fill 5-frames and 10-frames to help develop addition and subtraction.</i></p>  | <p>1.MD.2</p> <p><i>Lay tiles end to end or connect linking cubes to find the length of an object. [NOTE: paper clips, popsicle sticks, toothpicks, etc., can be used to lay end to end]</i></p> | <p>2.OA.3</p> <p><i>Determine whether a group of objects has an odd or even number of members.</i></p> |
| <p>Linking cubes (2 cm)</p>  | <p>K.NBT.1</p> <p><i>Compose and decompose numbers from 11 to 19.</i> <i>NOTE: A "stick" of 10 linking cubes can be used to represent a unit of 10. Also, common objects (such as straws or popsicle sticks) can be used.</i></p> | <p>Can be used in 1st grade, but not necessary if linking cubes are available</p> <p>1.NBT.2, 1.NBT.4, 1.NBT.6</p> <p><i>Represent two-digit numbers as tens and ones.</i> <i>Add within 100.</i> <i>Subtract multiples of 10</i> <i>NOTE: A "stick" of 10 linking cubes can be used to represent a unit of 10, and ten sticks of 10 can be bundled to represent 100.</i></p> | <p>2.OA.1</p> <p><i>Add and subtract within 100.</i></p> <p>2.NBT.1, 2.NBT.5, 2.NBT.6, 2.NBT.7</p> <p><i>Represent three-digit numbers as hundreds, tens, and ones.</i> <i>Add and subtract within 100.</i> <i>Add and subtract within 1000.</i></p> |
| <p>Base-10 manipulatives</p>  | <p>Can be used in kindergarten, but not necessary if linking cubes are available</p> <p>K.NBT.1</p> <p><i>Compose and decompose numbers from 11 to 19.</i> <i>NOTE: A "stick" of 10 linking cubes can be used to represent a unit of 10. Also, common objects (such as straws or popsicle sticks) can be used.</i></p> | <p>Can be used in 1st grade, but not necessary if linking cubes are available</p> <p>1.NBT.2, 1.NBT.4, 1.NBT.6</p> <p><i>Represent two-digit numbers as tens and ones.</i> <i>Add within 100.</i> <i>Subtract multiples of 10</i> <i>NOTE: A "stick" of 10 linking cubes can be used to represent a unit of 10, and ten sticks of 10 can be bundled to represent 100.</i></p> | <p>2.OA.1</p> <p><i>Add and subtract within 100.</i></p> <p>2.NBT.1, 2.NBT.5, 2.NBT.6, 2.NBT.7</p> <p><i>Represent three-digit numbers as hundreds, tens, and ones.</i> <i>Add and subtract within 100.</i> <i>Add and subtract within 1000.</i></p> |

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|--|--|---|--|
| <p>Judy Clock (or similar clock that has an hour hand that moves accordingly with the minute hand)</p>  | | <p>1.MD.3 <i>Tell time to the hour and half-hour.</i></p> | <p>2.MD.7 <i>Tell time to the nearest five minutes.</i></p> |
| <p>Ruler (inch and centimeter), yardstick, meter stick, measuring tape</p> | | <p>Not used in 1st grade (Students should work with non-standard measuring tools such as inch tiles, linking cubes, paper clips, etc.)</p> | <p>2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.9 <i>Measure the length of objects using standard measuring tools.</i></p> |
| <p>Money (dollar bills, quarters, dimes, nickels, pennies)</p> | | | <p>2.MD.8 <i>Solve word problems involving money.</i></p> |
| <p>Pattern blocks</p>  <p>Attribute blocks</p>  | <p>K.G.2, K.G.3, K.G.4, K.G.6 <i>Name shapes. Analyze and compare shapes. Compose simple shapes to form larger shapes.</i></p> | <p>1.G.2 <i>Compose shapes to create a composite shape.</i></p> | <p>2.G.1 <i>Recognize shapes that have specified attributes.</i></p> |
| <p>Geoblocks</p>  | <p>K.G.2, K.G.3, K.G.4 <i>Name shapes. Analyze and compare shapes.</i></p> | <p>1.G.2 <i>Compose shapes to create a composite shape.</i></p> | <p>2.G.1 <i>Recognize shapes that have specified attributes.</i></p> |