Standards / Objectives	*Excel* Math Lesson Numbers	Exercise Lesson Numbers
Counting and Cardinality		
Know number names and the count sequence.		
1. Count to 100 by ones and by tens.	8, 10, 15, 16, 17, 20, 21, 22, 25, 28, 30, 31, 32, 40, 42, 44, 45, 50, 56, 58, 60, 65, 69, 80, 89, 90, 91, 95, 96, 98, 100, 101, 105, 108, 110, 111, 115, 120, 122, 124, 125, 127, 130, 131, 135, 136, 144	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 14, 19, 20
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	69, 91, 101, 102, 111, 112, 127, 135, 144	12, 14, 22
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).	8, 10, 15, 20, 25, 28, 40, 42, 44, 45, 50, 56, 60, 65, 66, 67, 69, 71, 73, 76, 77, 78, 80, 81, 82, 83, 86, 88, 89, 90, 91, 93, 95, 98, 100, 101, 102, 105, 108, 110, 111, 115, 116, 120, 124, 125, 127, 136, 144, 146	1, 2, 3, 4, 5, 7, 22
Count to tell the number of objects.		
4. Understand the relationship between numbers and quantities; connect counting to cardinality.		
a. 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.	8, 10, 15, 16, 20, 21, 22, 25, 28, 30, 31, 32, 40, 42, 44, 45, 50, 58, 60, 65, 80, 89, 90, 95, 96, 98, 100, 105, 108, 110, 115, 120, 122, 124, 130, 131, 138, 142, 143, 145, 151	7
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.	8, 10, 15, 16, 20, 21, 22, 25, 28, 30, 31, 32, 40, 42, 44, 45, 50, 58, 60, 65, 80, 89, 90, 95, 96, 98, 100, 105, 108, 110, 115, 120, 122, 124, 130, 131, 138, 142, 143, 145, 151	7
c. Understand that each successive number name refers to a quantity that is one larger.	8, 10, 15, 16, 20, 21, 22, 25, 28, 30, 31, 32, 40, **42**, 44, 45, **47, 49**, 50, **56**, 58, 60, 65, **71**, 80, 89, 90, 95, 96, 98, 100, 105, 108, 110, 115, 120, 122, 124, 130, 131, 138, 142, 143, 145, 151 One less 93, 96	7, 14
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.	42, 56, 85, 122, 125, 130, 131, 135, 136, 138, 142, 143, 145, 146, 151	7, 22

*Gives opportunity to teach specific Standard

Standards / Objectives	*Excel* Math Lesson Numbers	Exercise Lesson Numbers
Compare numbers.		
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	31, 32, 33, 42, *93, 97, 118, *136, *138, *143, *151 Most / Fewest 21, 26, 36, 37, 52, 55, 57 Even / Odd 148	
7. Compare two numbers between 1 and 10 presented as written numerals.	118, *148, 152 Objects 31, 32, 58	

Operations and Algebraic Thinking

Standards / Objectives	*Excel* Math Lesson Numbers	Exercise Lesson Numbers
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
1. Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	47, 49, 62, 64, 70, 81, 85, 86, 93, 97, 99, 103, 106, 113, 121, 131, 136, 138, 142, 143, 146, 147, 151	
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	64, 70, 81, 86, 93, 97, 99, 103, 106, 109, 113, 121, 131, 151	
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).	62, 64, 70, 81, 85, 86, 97, 99, 103, 106, 116, 121, 131, *138, *142, 143, 145, 146, 151	
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.	*136, *142, *143, *146, *147, *149	
5. Fluently add and subtract within 5.	62, 64, 70, 81, 109, 116, 149, 150, 151 (Within 6) 85, 86, 106, 133 (Within 7) 99, 121 (Within 8) 103, 123 (Within 9) 113, 131, 138, 147, 150 (Within 10) 136, 145 (Within 12) 142, 143 (Within 15) 146	

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Standards / Objectives	*Excel* Math Lesson Numbers	Exercise Lesson Numbers
Number and Operations in Base Ten		
Work with numbers 11–19 to gain foundations for place value.		
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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	60, 65, 80, 90, 95, 100, 105, 110, 120, 124, 125, 130, 135, 144	22
Measurement and Data		
Describe and compare measurable attributes.		
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	19, 34, 39, 94, 114, 119, 126, 129 Volume 54, 84 Time / Days 2, 53, 73, 78, 82, 83, 87, 88	13, 21, 23
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	5, 11, 14, 19, 22, 23, 24, 51, 66, 68, 76, 141	18
Classify objects and count the number of objects in categories.		
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	17, 19, 35, 43, 48, 111, 134, 137, 153, 154, 155	8, 18

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Kindergarten Common Core Standards / *Excel* Math Correlation

Standards / Objectives	*Excel* Math Lesson Numbers	Exercise Lesson Numbers
Geometry		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	1, 3, 4, 5, 6, 7, 9, 29, 61, 74, 92, 128, 139 Ordinals 27, 59, 75	5, 8, 10, 15, 16, 17
2. Correctly name shapes regardless of their orientations or overall size.	17, 43, 48, 61, 92, 128, 134, 139, 141	5, 8, 9, 15, 16
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")	*17, *48, 61, 92, *134, *141	*5, *8, 15, 16
Analyze, compare, create, and compose shapes.		
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length)	17, 43, 48, **61**, 92, 134, 141 No Three-Dimensional	*16
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	*17, *43, *48, *61, *92, *139	8, *16
6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	*43, *48, *128, *134	8, *17

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Standards / Objectives	*Excel* Math Lesson Numbers	Exercise Lesson Numbers
Mathematical Practices		
1. Make sense of problems and persevere in solving them.	5, 14, 22, 23, 34, 46, 51, 57, 63, 66, 68, 74, 76, 79, 87, 94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 139, 140, 147, 148, 151, 152, 153, 154, 155	13, 18, 19, 21, 23, 24
2. Reason abstractly and quantitatively.	5, 14, 22, 23, 34, 46, 51, 57, 63, 66, 68, 74, 76, 79, 87, 94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 139, 140, 147, 148, 151, 152, 153, 154, 155	13, 18, 19, 21, 23, 24
3. Construct viable arguments and critique the reasoning of others.	5, 14, 22, 23, 34, 46, 51, 57, 63, 66, 68, 74, 76, 79, 87, 94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 139, 140, 147, 148, 151, 152, 153, 154, 155	13, 18, 19, 21, 23, 24
4. Model with mathematics.	94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 140, 147, 148, 151, 154, 155	18
5. Use appropriate tools strategically.	5, 14, 22, 23, 34, 46, 51, 57, 63, 66, 68, 74, 76, 79, 87, 94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 139, 140, 147, 148, 151, 152, 153, 154, 155	13, 18, 19, 21, 23, 24
6. Attend to precision.	5, 14, 22, 23, 34, 46, 51, 57, 63, 66, 68, 74, 76, 79, 87, 94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 139, 140, 147, 148, 151, 152, 153, 154, 155	13, 18, 19, 21, 23, 24
7. Look for and make use of structure.	5, 14, 22, 23, 34, 46, 51, 57, 63, 66, 68, 74, 76, 79, 87, 94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 139, 140, 147, 148, 151, 152, 153, 154, 155	13, 18, 19, 21, 23, 24
8. Look for and express regularity in repeated reasoning.	5, 14, 22, 23, 34, 46, 51, 57, 63, 66, 68, 74, 76, 79, 87, 94, 97, 102, 104, 106, 107, 111, 114, 121, 132, 139, 140, 147, 148, 151, 152, 153, 154, 155	13, 18, 19, 21, 23, 24

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Standards / Objectives	*Excel* Math Lesson Numbers	Exercise Lesson Numbers

The following are concepts not required by the CCS but are lessons in Excel Math:

Concept	Lesson	Exercise
Patterns	12, 13, 18, 38, 41, 72, 134	
Reasoning	46, 63, 79	24
Money	67, 77, 102, 107, 117, 132, 137	
Graphs / Probability / Combinations	35, 94, 104, 111, 114, 140, 153, 154, 155	18

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