

# SCOPE & SEQUENCE WITH STANDARD ALIGNMENT

- GRADES K-5 - PENNSYLVANIA



## **JOURNEY AND BONUS JOURNEY OBJECTIVES**

## **Intro to ST Math**

| Game Name   | Game Description   |
|-------------|--|
| Build Parts | Put JiJi's parts into the outline.   |
| JiJi Poses  | Identify the view of JiJi indicated by an outline.   |
| Fill Ground | Fill the outline(s) in the ground with the matching shape or the correct number of shapes. |
| Estimate On | Estimate on a number line the length of a given block.                                     |
| Number Line |  |

## **Numbers and Objects to 5**

#### **Standards Coverage:**

Recommended: CC.2.1.K.A.1, CC.2.1.K.A.2

| Game Name          | Game Description   |
|--------------------|--|
| Dot Count          | Count the number of objects that appear in a set by clicking on each object once. Students learn to count to five.         |
| Match Count        | Match a given set of shaded circles with a set of empty circles. This game teaches counting and one-to-one correspondence. |
| How Many Legs      | Provide the correct number of shoes for each set of creatures.   |
| Dot Count          | Count the number of objects that appear in a set by clicking on each object once.  |
| Symbolic           |  |
| Ten Frame<br>Count | Relate numerical symbols (1-5) to their representations with ten frames.   |

## **Subitizing**

## **Standards Coverage:**

Related: CC.2.1.K.A.1, CC.2.1.K.A.2

| Game Name         | Game Description   |
|-------------------|--|
| Subitizing Finger | Match the number of fingers being hold up. Tagghes visual representations of numbers up to F   |
| Patterns          | Match the number of fingers being held up. Teaches visual representations of numbers up to 5.  |
| Subitizing        | Observation of the state of the |
| Fingers and       | Choose the die face corresponding to the number of fingers. Teaches visual representations of numbers up to 5.   |
| Dice              | numbers up to 3.   |
| Subitizing with   | Choose the die face corresponding to the number of birds. Teaches visual representations of numbers up to 6.   |
| Dice              |  |
| Double Sided      | Choose the two die faces that represent the number of birds that appeared on each side of the  |
| Subitizing        | screen. Teaches visual representations of numbers up to 6.   |

# Numbers and Objects to 10

## **Standards Coverage:**

Recommended: CC.2.1.K.A.1, CC.2.1.K.A.2

| Game Name              | Game Description   |
|------------------------|--|
| Dot Count              | Count the number of objects that appear in a set by clicking on each object once. Students learn to count to ten.  |
| Alien Capture          | Count up to 10 spaceships.   |
| Match Count            | Match a given set of shaded circles with a set of empty circles. This game teaches counting and one-to-one correspondence.   |
| How Many Legs          | Provide the correct number of shoes for each set of creatures.   |
| Counting On to 10 Dots | Use visual models to learn the meaning of the numbers 1-10 and to put them in order. Count to 10 using numerals and visual representations.  |
| Number Sticks          | Learn the number symbols (1-9) and the quantities they represent.  |
| Number Objects         | Represent a numerical symbol (1-9) as a set of objects and provide the number that describes the cardinality of a given set of objects. This game helps students remember the meaning of the numerals. |
| Dot Count<br>Symbolic  | Count the number of objects that appear in a set by clicking on each object once and provide the number that matches the cardinality of the given sets. Students learn to count to ten.                |

## **Exploring Shapes**

## **Standards Coverage:**

Recommended: CC.2.3.K.A.2

Related: CC.2.3.K.A.1

| Game Name            | Game Description  |
|----------------------|---|
| Roll Off             | Identify the shapes that will roll away. Shapes that are not round get stuck and block JiJi's path.   |
| Block Stack          | Identify which objects can be stacked. Shapes that are not rectangular will roll away or cause the stack to topple.   |
| Wedge                | Identify the objects that can be used to move the barrier. Shapes that are not triangles will block JiJi's path since they cannot wedge themselves under the barrier. |
| Match Shape          | Match shapes to their outlines to clear JiJi's path. This game introduces basic geometric shapes and the ideas of direction and position.                             |
| Prisms and Cylinders | Identify the shape of the base or side of a prism or cylinder.  |

## **Greater Than, Less Than, Equal To**

## **Standards Coverage:**

Recommended: CC.2.1.K.A.3

| Game Name  | Game Description   |
|------------|--|
| Tug Boat   | Rearrange the boats so that the bridge will open. This game teaches addition, subtraction, and the concept of equal amounts. |
| Order Sort | Order and compare two quantities between 0 and 10.   |
| Parachute  | Put JiJi in the correct starting place to parachute down to the ground using inclines and ladders.                           |
| More Less  | Select a set of stacked objects that will be greater than, less than, or equal to a given set of stacked                     |
| Parachute  | objects.   |
| More Less  |  |
| Parachute  | Select a set of stacked objects that will be greater than, less than, or equal to a given set of unstacked objects.          |
| Unstacked  | objects.   |

## **Understanding Addition and Subtraction within 5**

## **Standards Coverage:**

Recommended: CC.2.2.K.A.1

| Game Name        | Game Description  |
|------------------|---|
| Push Box         | Identify the total acceptance. This proper to also addition by combining at also of bases           |
| Addition         | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.        |
| Bird Expressions | Add the number of new birds that arrive to find the total number of birds.                          |
| Addition         | Add the number of new birds that arrive to find the total number of birds.                          |
| Select Box       | Add using visual models and numerals.   |
| Addition         |   |
| Symbolic         |   |
| Push Box         | Determine how many boxes are needed to create a bridge. Watch out for holes in the ground which     |
| Subtraction      | remove boxes. This game teaches subtraction via the removal of boxes by holes in the ground.        |
| Bird Expressions | Identify how many birds are left on the wire after some of them fly away. This game relates numbers |
| Subtraction      | to quantities and teaches subtraction.  |
| Select Box       |   |
| Subtraction      | Subtract using visual models and numerals.  |
| Symbolic         |   |

## **Composing Shapes**

## **Standards Coverage:**

Recommended: CC.2.3.K.A.2

Related: CC.2.3.K.A.1

| Game Name | Game Description   |
|-----------|--|
| Bricks    | Arrange the shapes to create the composite shape shown.              |
| Composite | Create a composite shape by arranging the shape parts.               |
| Shapes    |  |
| Composite | Create a composite 3-dimensional shape by arranging the shape parts. |
| Shapes 3D |  |

## **Understanding Addition and Subtraction within 10**

## **Standards Coverage:**

Recommended: CC.2.2.K.A.1

| Game Name        | Game Description  |
|------------------|---|
| Push Box         | Identify the total number of house. This game to also addition by combining stocks of house         |
| Addition         | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.        |
| Bird Expressions | Add the number of new birds that arrive to find the total number of birds.                          |
| Addition         | Add the number of new birds that arrive to find the total number of birds.                          |
| Select Box       |   |
| Addition         | Add using visual models and numerals.   |
| Symbolic         |   |
| Push Box         | Determine how many boxes are needed to create a bridge. Watch out for holes in the ground which     |
| Subtraction      | remove boxes. This game teaches subtraction via the removal of boxes by holes in the ground.        |
| Bird Expressions | Identify how many birds are left on the wire after some of them fly away. This game relates numbers |
| Subtraction      | to quantities and teaches subtraction.  |
| Select Box       |   |
| Subtraction      | Subtract using visual models and numerals.  |
| Symbolic         |   |

## **Making 10 and Number Pairs**

## **Standards Coverage:**

Recommended: CC.2.2.K.A.1

| Game Name                   | Game Description  |
|-----------------------------|---|
| Bouncing Shoes              | Use the model to explore the concept of additively constructing a given number within 10. |
| Bouncing Shoes to 10        | Use the model to make several additive pairs for a given number within 10.                |
| Ten Frame                   | Make ten using ten frames.  |
| Bouncing Shoes with Numbers | Using the symbols, additively decompose numbers within 10.                                |
| Partners                    | Decompose 10 as sums.   |

## Numbers and Objects to 20

## **Standards Coverage:**

Recommended: CC.2.1.K.A.1, CC.2.1.K.A.2

| Game Name                   | Game Description  |
|-----------------------------|---|
| How Many Legs               | Provide the correct number of shoes for each set of creatures.  |
| Ten Frame to 20             | Relate numerical symbols (up to 20) to their representations with ten frames. This game teaches correspondence between numbers and sets of objects and also provides an introduction to ones and tens place value concepts. |
| Dot Count                   | Identify the numeral that represents the set of data  |
| Symbolic                    | Identify the numeral that represents the set of dots.   |
| Alien Capture               | Count up to 20 spaceships.  |
| Symbolic                    | Count up to 20 spaceships.  |
| Ten Frame to 20<br>Symbolic | Relate numerical symbols (up to 20) to their representations with ten frames. This game teaches correspondence between numbers and sets of objects and also provides an introduction to ones and tens place value concepts. |
| Alien Capture               |   |
| Counting On                 | Count up to 20 spaceships.  |
| Symbolic                    |   |

## **Comparing Numbers**

## **Standards Coverage:**

Recommended: CC.2.1.K.A.3

| Game Name       | Game Description   |
|-----------------|--|
| More Less       | Select a set of stacked objects that will be greater than, less than, or equal to a given number that is   |
| Parachute       | then represented as a set of stacked objects. This game displays the meaning of ordering numbers and provides a visual understanding of the greater than, less than, and equal to symbols.         |
| Symbolic        |  |
| More Less       | Select a number that will be greater than, less than, or equal to a given number. This game displays the meaning of ordering numbers by representing the numbers as sets of objects and provides a |
| Parachute       |  |
| Multiple Choice | visual understanding of the greater than, less than, and equal to symbols.   |
| Least Most with | Identify the smallest or largest number in a set using number line concepts  |
| Number Line     | Identify the smallest or largest number in a set using number line concepts.   |
| Order Sort      | Compare and order two whole numbers written symbolically between 1 and 10.   |
| Symbolic        |  |
| Least Most      | Identify the smallest or largest number in a set using number line concepts.   |

## **Counting to 100**

## **Standards Coverage:**

Recommended: CC.2.1.K.A.1

Related: CC.2.1.K.B.1

| Game Name    | Game Description   |
|--------------|--|
| Number Line  | Move left and right on the number line to locate the given number. |
| Journey      |  |
| Number Line  | Zoom in on the number line to locate the given number.             |
| Journey Zoom |  |
| Counting On  | Count forward to one hundred.                                      |
| Counting On  | Count forward to one hundred and backward from one hundred.        |
| and Back     |  |

#### **Foundations of Place Value**

## **Standards Coverage:**

Recommended: CC.2.1.K.A.1, CC.2.1.K.A.2, CC.2.1.K.B.1

| Game Name     | Game Description   |
|---------------|--|
| Alien Capture | Count up to 20 spaceships and represent the number in place value notation using tens and ones.    |
| Mothership    | Count up to 20 spaceships and represent the humber in place value notation using tens and ones.    |
| Alien Capture | Paprocent whole numbers up to 20 using visual models based on place value                          |
| with Numbers  | Represent whole numbers up to 20 using visual models based on place value.                         |
| Alien Capture | The small spaceships contain one alien each and the larger ones contain 10. Represent the total    |
| with Numerals | number (up to 20) in place value notation using tens and ones.                                     |
| Ten Frame     | December of number loss than 20 into two nexts. December the decemberities using a visual equation |
| Counting      | Decompose a number less than 20 into two parts. Record the decomposition using a visual equation.  |
| Ten Frame     | B  |
| Counting      | Decompose a number less than 20 into two parts. Record the decomposition using a numeric equation. |
| Symbolic      | equation.  |

#### **Measurable Attributes**

## **Standards Coverage:**

Recommended: CC.2.4.K.A.1

| Game Name               | Game Description   |
|-------------------------|--|
| Swap Sort               | Order a set of rectangles from smallest to largest or largest to smallest by swapping their positions.   |
| Two Item Slinky         | Order pairs of objects by their weights. Students can use a balance to compare pairs they are unsure of. |
| Three Item<br>Slinky    | Compare and order three objects by their weights using a balance.  |
| Indirect<br>Measurement | Compare the lengths of two objects by placing them vertically in ascending or descending order.          |

#### **Addition and Subtraction Facts within 5**

## **Standards Coverage:**

Recommended: CC.2.2.K.A.1

| Game Name   | Game Description   |
|-------------|--|
| Select Box  | Add using visual models and numerals.                        |
| Symbolic    |  |
| Basic Facts | Practice addition and subtraction facts using visual models. |
| Ten Frame   | Learn numerals and addition facts using ten frames.          |
| Symbolic    |  |

## **Sorting and Classifying**

## **Standards Coverage:**

Recommended: CC.2.4.K.A.4

Related: CC.2.4.K.A.1

| Game Name                            | Game Description  |
|--------------------------------------|---|
| Paper JiJi                           | To put JiJi together, locate the square on the grid determined by the given horizontal and vertical positions.              |
| Shapes and<br>Patterns Paper<br>JiJi | To put JiJi together, locate the square on the grid determined corresponding to the given shape and pattern.                |
| Attribute Grid Two Attributes        | Identify two attributes (size, shape, or color) of the given shape by placing the shape in the appropriate box in the grid. |

#### **Analyzing Shapes**

## **Standards Coverage:**

Recommended: CC.2.3.K.A.1, CC.2.3.K.A.2

| Game Name      | Game Description   |
|----------------|--|
| How Many       | Identify the number of vertices on two dimensional change  |
| Corners        | Identify the number of vertices on two-dimensional shapes.   |
| Find the Pair  | Given a set of two-dimensional shapes, identify the two that have the same number of vertices.       |
| How Many Sides | Identify the group of cides are retired as the discounting of  |
| or Corners     | Identify the number of sides or vertices on two-dimensional shapes.                                  |
| Single Slide   | See how various attributes of shapes are changed when different transformations are applied.         |
| Transform      |  |
| Attribute      | Choose the correct attribute to change (shape, color, or size) to transform the first shape into the |
| Transform      | second. This game teaches the idea of a function in a visual way.                                    |

#### **Position**

# **Standards Coverage:**

Related: CC.2.3.K.A.1, CC.2.3.K.A.2

| Game Name                | Game Description   |
|--------------------------|--|
| Match Position           | Remove the ball that is blocking JiJi's path. This game teaches orientation and relative position in two dimensions.   |
| Match Shape              | Match shapes to their outlines to clear JiJi's path. This game introduces basic geometric shapes and the ideas of direction and position.                        |
| Match Direction Top View | Identify which way JiJi needs to turn to remove the ball. This game teaches orientation and relative position in two dimensions.                                 |
| Upright JiJi             | Create a series of rotations needed to change JiJi's current orientation to a new orientation. This game strengthens the ability to visually manipulate objects. |

# Math Challenge K

| Game Name              | Game Description  |
|------------------------|---|
| Number Line<br>Trap    | Estimate the location of a whole number within 20 on the number line with various hash marks and labelled numbers.  |
| Tug Boat               | Rearrange the boats so that the bridge will open. This game teaches addition, subtraction, and the concept of equal amounts.  |
| Tug Boat with Pictures | Rearrange the numbers so that the sums on each side are the same. This game teaches addition, subtraction, and the concept of equal amounts.                                    |
| Push Box               | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.  |
| Pie Monster            | Lies the model to calve addition problems. Includes missing addend  |
| Addition               | Use the model to solve addition problems. Includes missing addend.  |
| Pie Monster            | Use the model to solve subtraction problems. Includes missing subtrahend or minuend.  |
| Subtraction            | Ose the model to solve subtraction problems. Includes missing subtramend of mindend.  |
| Treasure Hunt          | Help JiJi navigate around the map to find the correct destination. This game helps develop spatial  |
| with Boxes             | reasoning by working with position and direction concepts.  |
| Attribute Grid         | Identify attributes of an object including size, color, and shape. Choose the location on a two-dimensional grid that corresponds to a pair of attributes describing an object. |
| Estimate Length        | Estimate length of an object given the distance of platform from end of pathway. Iterate a unit ruler to help estimation accuracy.  |
| Addition with Unknowns | Solve addition problems with unknowns in varying positions and on either side of the equal sign.  |

# Challenge K

| Game Name      | Game Description   |
|----------------|--|
| Venn Space     | Place the object in the correct section of the Venn diagram according to its attributes.               |
| Venn Space     | Identify the object that has the attributes corresponding to a particular section of a Venn diagram.   |
| Pick Shape     | identity the object that has the attributes corresponding to a particular section of a verificularity. |
| Attribute      | Choose the correct attribute to change (shape, color, or size) to transform the first shape into the   |
| Transform      | second. This game teaches the idea of a function in a visual way.                                      |
| Bird Brain     | Find birds in a grid after a sequence of transformations.  |
| Ice Caves      | Identify lines of symmetry in two-dimensional shapes.  |
| Dot Shapes     | Connect dots to form shapes which will fill holes in the ground.                                       |
| Pattern Monkey | Identify and extend patterns of different geometric shapes.  |
| Pattern Monkey | Create repeating patterns of varying length with different geometric shapes. Identify repeating        |
| 2              | patterns of varying length in a sequence of geometric shapes.  |
| Upright JiJi   | Find a sequence of rotations to move JiJi into an upright position.                                    |
| Kick Box       | Use lasers and mirrors to move the spheres out of the way so JiJi can pass.                            |

# **Exploring Patterns**

| Game Name       | Game Description  |
|-----------------|---|
| Pattern Monkey  | Create repeating patterns of two-dimensional shapes.  |
| Intro           |   |
| Pattern Monkey  | Identify repeating patterns of a sequence of two, three or four geometric shapes.                           |
| Pattern Walkway | Fit the shapes together to identify and extend a pattern. This will build a bridge for JiJi to walk across. |
| with Shapes     |   |

#### **Advanced Patterns**

| Game Name                                | Game Description   |
|--|--|
| Pattern Monkey<br>Intro                  | Create repeating patterns of two-dimensional shapes.   |
| Pattern Monkey                           | Identify repeating patterns of a sequence of two, three or four geometric shapes.  |
| Pattern Walkway with Shapes              | Fit the shapes together to identify and extend a pattern. This will build a bridge for JiJi to walk across.  |
| Pattern<br>Directions                    | Extend repeating patterns in various directions. Here the objects all have the same shape; the patterns are based on color, orientation, and rotation. |
| Pattern Directions Comparing and Filling | Extend the patterns in various directions by filling in the boxes. The patterns are based on the color and orientation of the objects.                 |
| Pattern Walkway with Letters             | Build a bridge for JiJi by fitting the shapes together to make a pattern. Now the shapes are labeled with letters.                                     |

# **Position Symbolic**

| Game Name                                    | Game Description   |
|--|--|
| Match Position Side View Symbolic Intro      | Remove the ball that is blocking JiJi's path by identifying its position relative to JiJi using the terms "behind", "in front", "above" and "below".   |
| Match Direction Top View Symbolic            | Remove the ball that is blocking JiJi's path by identifying its position relative to JiJi using the terms "forward", "backward", "to the right", and "to the left".  |
| Upright JiJi                                 | Create a series of rotations needed to change JiJi's current orientation to a new orientation. This game strengthens the ability to visually manipulate objects.   |
| Treasure Hunt with Squares                   | Help JiJi navigate around the map to find the correct destination. This game helps develop spatial reasoning by working with position and direction concepts.  |
| Match Position<br>Side View<br>Symbolic      | Remove the ball that is blocking JiJi's path by identifying its position relative to JiJi using the terms "behind", "in front", "above" and "below".   |
| Match Direction Top View with Turns Symbolic | Remove the ball that is blocking JiJi's path by identifying its position relative to JiJi using the terms "forward", "backward", "to the right", and "to the left". JiJi's path to the door is not necessarily direct. |

# **OPTIONAL OBJECTIVES**

# **Technology Interaction**

| Game Name  | Game Description  |
|------------|---|
| Defog JiJi | This game teaches students how to use a mouse, while clearing the fog away from JiJi. |

# **STANDARDS INDEX**

# **K.CC.2 - Numbers and Operations**

| Standard     | Objective(s)   |
|--------------|--|
| CC.2.1.K.A.1 | Know number names and write and recite the count sequence.   |
|              | Recommended: Numbers and Objects to 5; Numbers and Objects to 10; Numbers and Objects to 20; Counting to 100; Foundations of Place Value |
|              | Related: Subitizing  |
| CC.2.1.K.A.2 | Apply one-to-one correspondence to count the number of objects.  |
|              | Recommended: Numbers and Objects to 5; Numbers and Objects to 10; Numbers and Objects to 20; Foundations of Place Value                  |
|              | Related: Subitizing  |
| CC.2.1.K.A.3 | Apply the concept of magnitude to compare numbers and quantities.  |
|              | Recommended: Greater Than, Less Than, Equal To; Comparing Numbers  |
| CC.2.1.K.B.1 | Use place value to compose and decompose numbers within 19.  |
|              | Recommended: Foundations of Place Value  |
|              | Related: Counting to 100   |

## **K.CC.2 - Algebraic Concepts**

#### Standard Objective(s)

**CC.2.2.K.A.1** Extend concepts of putting together and taking apart to add and subtract within 10.

Recommended: Understanding Addition and Subtraction within 5; Understanding Addition and Subtraction within 10; Making 10 and Number Pairs; Addition and Subtraction Facts within 5

# K.CC.2 - Geometry

#### Standard Objective(s)

CC.2.3.K.A.1 Identify and describe two- and three-dimensional shapes.

**Recommended: Analyzing Shapes** 

Related: Exploring Shapes; Composing Shapes; Position

**CC.2.3.K.A.2** Analyze, compare, create, and compose two- and three-dimensional shapes.

Recommended: Exploring Shapes; Composing Shapes; Analyzing Shapes

Related: Position

# **K.CC.2 - Measurement, Data, and Probability**

| Standard     | Objective(s)   |
|--------------|--|
| CC.2.4.K.A.1 | Describe and compare attributes of length, area, weight, and capacity of everyday objects. |
|              | Recommended: Measurable Attributes   |
|              | Related: Sorting and Classifying   |
| CC.2.4.K.A.4 | Classify objects and count the number of objects in each category.                         |
|              | Recommended: Sorting and Classifying   |

## **JOURNEY AND BONUS JOURNEY OBJECTIVES**

#### **Intro to ST Math**

| Game Name   | Game Description   |
|-------------|--|
| Build Parts | Put JiJi's parts into the outline.   |
| JiJi Poses  | Identify the view of JiJi indicated by an outline.   |
| Fill Ground | Fill the outline(s) in the ground with the matching shape or the correct number of shapes. |
| Estimate On | Estimate on a number line the length of a given block.                                     |
| Number Line |  |

#### **Addition and Subtraction Within 10**

## **Standards Coverage:**

Recommended: CC.2.2.1.A.1

| Game Name   | Game Description   |
|-------------|--|
| Push Box    | Identify the total number of hoves. This game topological distinction by combining stocks of hoves |
| Addition    | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.       |
| Select Box  |  |
| Addition    | Add using visual models and numerals.  |
| Symbolic    |  |
| Ten Frame   | Dreatice addition facts using ten frames   |
| Addition    | Practice addition facts using ten frames.  |
| Push Box    | Determine how many boxes are needed to create a bridge. Watch out for holes in the ground which    |
| Subtraction | remove boxes. This game teaches subtraction via the removal of boxes by holes in the ground.       |
| Pie Monster | Use the model to solve subtraction problems.   |
| Push Box    | Estimate the height of blocks being added or subtracted.   |
| Estimation  | Estimate the neight of blocks being added of subtracted.   |
| Basic Facts |  |
| Subtraction | Practice addition and subtraction facts using visual models.                                       |
| Symbolic    |  |
| Pie Monster | Use the model to solve subtraction problems.   |
| Symbolic    |  |

## **Measurement Concepts**

## **Standards Coverage:**

Recommended: CC.2.4.1.A.1

| Game Name       | Game Description  |
|-----------------|---|
| Order Sort      | Order a set of rectangles from smallest to largest or largest to smallest by clicking on each rectangle in order from smallest to largest or largest to smallest. |
| Indirect        | Compare the lengths of two or three objects by placing them vertically in ascending or descending   |
| Measurement     | order.  |
| Estimate Length | Estimate length of an object given the distance of platform from end of pathway. Iterate a unit ruler to help estimation accuracy.                                |
| Measure Length  | Measure length of one or two objects by iterating a unit ruler and select length of gap on number line.   |

## **Number Pairs and Making 10**

## **Standards Coverage:**

Recommended: CC.2.2.1.A.1

| Game Name                   | Game Description   |
|-----------------------------|--|
| Tug Boat                    | Rearrange the boats so that the bridge will open. This game teaches addition, subtraction, and the concept of equal amounts. |
| Bouncing Shoes              | Use the model to make several additive pairs for a given number within 10.   |
| Bouncing Shoes with Numbers | Using symbols, additively decompose numbers within 10.   |
| Building Blocks             | Fill in the missing addend to make a sum of 10.  |
| Partners                    | Decompose 10 as sums.  |

#### **Addition and Subtraction with Unknowns**

## **Standards Coverage:**

Recommended: CC.2.2.1.A.1, CC.2.2.1.A.2

| Game Name        | Game Description  |
|------------------|---|
| Pie Monster      | Lieu the model to colve addition problems includes missing addend                                   |
| Addition         | Use the model to solve addition problems. Includes missing addend.                                  |
| Pie Monster      | Lieu the model to cally a subtraction problems. Includes missing subtraction or missions            |
| Subtraction      | Use the model to solve subtraction problems. Includes missing subtrahend or minuend.                |
| Push Box         | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.        |
| Addition with    |   |
| Unknowns         | Solve addition problems with unknowns in varying positions and on either side of the equal sign.    |
| Subtraction with | Solve subtraction problems with unknowns in varying positions and on either side of the equal sign. |
| Unknowns         | Solve subtraction problems with unknowns in varying positions and on either side of the equal sign. |
| Equations with   | Model and solve mixed operation problems with unknowns in varying positions and on either side of   |
| Unknowns         | the equal sign.   |
| Push Box         | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.        |
| Symbolic         |   |
| Missing Addend   | Select the other addend to make a given sum.  |

## **Addition, Subtraction and Equations**

## **Standards Coverage:**

Recommended: CC.2.2.1.A.1

Related: CC.2.2.1.A.2

| Game Name        | Game Description   |
|------------------|--|
| Bird Expressions | Model two-step addition and subtraction of single digit numbers.                                     |
| Build Expression | Model addition or subtraction of whole numbers within 20 and find the sum or difference.             |
| Meaning of       | Determine if equations are true or false and represent symbolically by choosing the "equal" or "does |
| Equal Sign       | not equal" sign.   |

# **Composite Shapes**

## **Standards Coverage:**

Recommended: CC.2.3.1.A.1

| Game Name  | Game Description   |
|------------|--|
| Dot Shapes | Connect dots to form shapes which will fill holes in the ground. |
| Bricks     | Arrange the shapes to create the composite shape shown.          |
| Composite  | Create a composite shape by arranging the shape parts.           |
| Shapes 2D  |  |
| Composite  | Create a composite 3D shape by arranging the given 3D shapes.    |
| Shapes 3D  |  |

## **Counting to 120**

## **Standards Coverage:**

Recommended: CC.2.1.1.B.1, CC.2.1.1.B.2

| Game Name    | Game Description  |
|--------------|---|
| Number Line  | Legate a given number within 100 on a number line   |
| Journey      | Locate a given number within 120 on a number line.  |
| Number Line  | Zoom in on the number line to locate the given number.  |
| Journey Zoom |   |
| Counting On  | Count forward to one hundred.   |
| Number Line  | Estimate the location of whole numbers (1-120) on the number line. The student is also introduced to place value concepts with ones and tens. |
| Trap         |   |
| Counting On  | Count on or back from a given sequence of numbers up to 120.  |
| and Back     |   |

## **Counting by Tens**

## **Standards Coverage:**

Recommended: CC.2.1.1.B.1, CC.2.1.1.B.2

| Game Name      | Game Description  |
|----------------|---|
| Hundreds Pit   | Skip count from a given number less than 90 by various amounts.                                       |
| Counting by    |   |
| Ones on the    | Use a hundreds chart to count on by ones.   |
| Hundreds Chart |   |
| Counting by    |   |
| Tens on the    | Use a hundreds chart to count on by tens.   |
| Hundreds Chart |   |
| Counting by    |   |
| Tens on the    | Add multiple tens to a given number where the sum is less than 100.                                   |
| Number Line    |   |
| Ten Frame      | December of a number loss than 20 into this parts. December the decemberities using a visual equation |
| Counting       | Decompose a number less than 20 into two parts. Record the decomposition using a visual equation      |
| Ten Frame      |   |
| Counting       | Decompose a number less than 20 into two parts. Record the decomposition using a numeric equation.    |
| Symbolic       | equation.   |

## **Counting with Groups**

# **Standards Coverage:**

Recommended: CC.2.1.1.B.1, CC.2.1.1.B.2

| Game Name       | Game Description   |
|-----------------|--|
| Alien Capture   | Separately, count up to 20 alien ships or 10 motherships.  |
| Motherships and |  |
| Aliens          | Count up to 10 motherships and then alien ships together in an organized arrangement.  |
| Motherships     | Determine the number of motherships needed and how many alien ships are still left when counting a   |
| Groups          | group of alien ships and record the result on ten frames.  |
| Motherships and |  |
| Aliens Bubble   | Count up to 10 motherships and then alien ships together in an organized arrangement. Record the answer numerically.                                       |
| Select          | answer numerically.  |
| Motherships     | Determine the number of motherships needed and how many alien ships are still left when counting a group of alien ships and record the result numerically. |
| Groups Bubble   |  |
| Select          |  |

## **Place Value Concepts**

## **Standards Coverage:**

Recommended: CC.2.1.1.B.2

| Game Name                 | Game Description  |
|---------------------------|---|
| Multiple Choice<br>Petals | Represent ones, tens and hundreds using words, numerals and visual models.  |
| Pulling Petals            | Gain an understanding of place value by transforming the pile of petals into tens (flowers with 10 petals each) ones (single petals).   |
| Bee Petals                | Represent numbers using a place value based flower petal model. In some levels, students determine the order of magnitude, given a number and a pile of petals (e.g. given the number 7, identify the size of the pile as 7 ones, 7 tens, or 7 hundreds). |
| Petals Place<br>Value     | Given a one- or two-digit whole number, identify the number of tens and the number of ones.   |
| Petals Bubble<br>Select   | Find the total number of petals by counting the flowers (tens) and single petals (ones) and then filling in the tens and ones places with the correct numerals.   |
| How Many<br>Petals        | Write the numeral for how many petals are in a given pile.  |

# **Comparing Two-Digit Numbers**

## **Standards Coverage:**

Recommended: CC.2.1.1.B.2

| Game Name       | Game Description  |
|-----------------|---|
| Order Sort      | Order sets of stacked objects from smallest to largest or largest to smallest.                                |
| Order Sort      |   |
| Same Digits     | From smallest to largest, order two-digit numbers that share the same digit in either place value.            |
| Order Sort Two  |   |
| Digit Numbers   | From smallest to largest, order two-digit numbers.  |
| Numberline Trap | Use estimation and an understanding of place value to plot whole numbers (up to two digits) on a number line. |
| Least or Most   | Identify the smallest or largest number in a set using number line concepts.                                  |
| Comparison      | Order sets of objects and whole numbers using the symbols for less than, greater than, and equal to.          |
| Signs           |   |
| Number          | Order whole numbers using both methods based on place value and the symbols for less than,                    |
| Comparison      | greater than, and equal to.   |

## **Adding and Subtracting by Tens**

## **Standards Coverage:**

Recommended: CC.2.2.1.A.1

Related: CC.2.2.1.A.2

| Game Name        | Game Description   |
|------------------|--|
| Petals Place     |  |
| Value            | Given a one- or two-digit whole number, identify the number of tens and the number of ones.  |
| Add or Subtract  | Add and subtract 1 and 10 from two-digit whole numbers using mental arithmetic.  |
| by 1 or 10       |  |
| Add or Subtract  | Add and subtract 1 and 10 from two-digit whole numbers using mental arithmetic.  |
| Single Place     |  |
| Numbers          |  |
| Table Directions | Add and subtract one-digit and two-digit whole numbers using a number table.   |
| Addition and     | Add two-digit whole numbers and mark the sum on a number line. Most of the sums and differences involve numbers that are multiples of 5 or 10. |
| Subtraction on   |  |
| the Number Line  |  |

## **Equal Shares and Partitioning**

## **Standards Coverage:**

Recommended: CC.2.3.1.A.2

| Game Name        | Game Description  |
|------------------|---|
| Equal Areas      | Determine which figure is divided up equally based on area.     |
| Equal Division   | Divide blocks into equal parts.                                 |
| Match Partitions | Match the partitioning of two rectangular blocks.               |
| Fraction Bricks  | Represent the same length using different partitionings.        |
| Alien Bridge     | Combine the shaded parts of two equivalent wholes together.     |
| Balance Pies     | Match the area of one side of a balance using parts of a whole. |
| Pie Monster      | Implicitly add two shaded regions together.                     |

## **Shape Differences**

## **Standards Coverage:**

Recommended: CC.2.3.1.A.1

| Game Name      | Game Description   |
|----------------|--|
| Pick Geometric | Identify the number of edges and vertices on two-dimensional shapes. |
| Shapes 2D      | identity the number of edges and vertices on two-dimensional shapes. |
| Shape Names    | Identify the given polygon.  |
| Pick Geometric |  |
| Shapes 2D      | Learn the names and number of edges of different polygons.           |
| Symbolic       |  |
| Prisms and     | Pick the shape that is the base of a given prism.                    |
| Cylinders      |  |
| Pick Geometric |  |
| Shapes 3D2D    | Identify the number of edges and vertices on two-dimensional shapes. |
| with Vertices  |  |

#### **Addition and Subtraction Within 20**

## **Standards Coverage:**

Recommended: CC.2.1.1.B.3, CC.2.2.1.A.1

Related: CC.2.2.1.A.2

| Game Name   | Game Description   |
|-------------|--|
| Ten Frame   | Disable and distant facts we have for many                   |
| Addition    | Practice addition facts using ten frames.                    |
| Ten Frame   | Practice addition facts using ten frames.                    |
| Addition 2  |  |
| Basic Facts | Practice addition and subtraction facts using visual models. |
| Ten Frame   | Practice addition facts using ten frames.                    |
| Subtraction |  |

## **Using Place Value to Add**

## **Standards Coverage:**

Recommended: CC.2.1.1.B.2, CC.2.1.1.B.3, CC.2.2.1.A.1

| Game Name                 | Game Description   |
|---------------------------|--|
| Petals Addition           | This game introduces the standard algorithm for addition using a visual model, with ones represented as single petals and tens represented as flowers. |
| Petals Addition<br>Method | Use the standard algorithm to add two-digit whole numbers without regrouping. Verify with the model.   |

## **Organizing Data**

## **Standards Coverage:**

Recommended: CC.2.4.1.A.4

| Game Name                              | Game Description  |
|--|---|
| Paper JiJi                             | To put JiJi together, locate the square on the grid determined by the given horizontal and vertical positions.  |
| Attribute Grid                         | Identify attributes of an object including size, color, and shape. Choose the location on a two-dimensional grid that corresponds to a pair of attributes describing an object. |
| Shapes and<br>Attributes Paper<br>JiJi | Graph the given data by locating the type of shape on the vertical axis and the number of shapes on the horizontal axis.  |
| Tally Marks                            | Use tally marks to record and represent the numbers and objects from one to ten.  |
| Bar Graph<br>Bridge                    | Construct bar graphs for a data set given as single observations or in a table.   |

# **Telling Time**

# **Standards Coverage:**

Recommended: CC.2.4.1.A.2

| Game Name                     | Game Description   |
|-------------------------------|--|
| Hours and<br>Minutes          | Choose the correct hand corresponding to hours, minutes, and seconds on an analog clock. The game prepares students to tell and record time on an analog clock.                            |
| Telling Time                  | Students place the hands on a clock in the correct position to represent time to the hour and half-hour on an analog clock.  |
| Time on a Line                | Read an analog clock to the hour and half-hour and select the correct time on a number line. This game helps to build a foundation for the idea of elapsed time presented in later grades. |
| Hours and<br>Minutes, Digital | Choose the correct location on a digital clock that displays the hours, minutes, and seconds. The game prepares students to tell and write time on a digital clock.                        |
| Telling Time,<br>Digital      | Students read an analog clock to the hour and half-hour and record the time on a digital clock.  |

# Math Challenge 1

| Game Name        | Game Description  |
|------------------|---|
| Pie Monster      | Use the model to solve two-step addition problems. Includes missing addend.   |
| Push Box         | Ideal Control of the |
| Missing Quantity | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.  |
| Measurement      | Catimate or manager langths of chicata panded to avecto a platform distance   |
| Estimation       | Estimate or measure lengths of objects needed to create a platform distance.  |
| Tug Boat with    | Rearrange the numbers so that the sums on each side are the same. This game teaches addition,   |
| Pictures         | subtraction, and the concept of equal amounts.  |
| Mice Island      | Fill in the missing number to make the equation true. This game teaches addition and subtraction of   |
| Wilde Iolaria    | one- and two-digit whole numbers.   |
| Balance Pies     | Match the area of one side of a balance using parts of a whole.   |
| Venn Space       | Identify the object that has the attributes corresponding to a particular section of a Venn diagram.  |
| Venn Space       | Identify the object that has the attributes corresponding to a particular section of a Venn diagram.  |
| Pick Shape       |   |
| Bricks           | Arrange the shapes to create the composite shape shown.   |
| Alien Bridge     | Combine the shaded parts of two equivalent wholes together.   |
| Bouncing Shoes   | Determine how many instances of a given animal are needed to fill the boots.  |

# Challenge 1

| Game Name    | Game Description   |
|--------------|--|
| Dot Shapes   | Connect dots to form shapes which will fill holes in the ground.                                     |
| Attribute    | Choose the correct attribute to change (shape, color, or size) to transform the first shape into the |
| Transform    | second. This game teaches the idea of a function in a visual way.                                    |
| Ice Caves    | Identify lines of symmetry in two-dimensional shapes.  |
| Bird Brain   | Find birds in a grid after a sequence of transformations.  |
| Big Seed     | Find a sequence of actions that will unfold the given image into the desired shape.                  |
| Kick Box     | Use lasers and mirrors to move the spheres out of the way so JiJi can pass.                          |
| Upright JiJi | Find a sequence of rotations to move JiJi into an upright position.                                  |

# **Equal Shares and Partitioning Symbolic**

| Game Name                  | Game Description   |
|----------------------------|--|
| Fraction of Shape Symbolic | Both symbolically and linguistically state what portion of the shape is shaded.  |
| Crank Pies                 | Match the shaded region to the terms 'ones', 'halves', and 'fourths'. Determine how many of these are given.                             |
| Match Fraction Symbolic    | Represent a given fraction using a visual model by first dividing a whole into equal parts and then shading the correct number of parts. |

# **Two-Digit Number Words**

| Game Name              | Game Description  |
|------------------------|---|
| Place Value<br>Builder | Identify the digit values of given whole numbers using models based on place value. This game covers expanded notation and place value concepts up to the tens place while enforcing the skills of reading and writing whole numbers. |
| Expanded Form          | Provide a number when given its representation in expanded notation. This game also covers place value concepts to the tens place while enforcing the skills of reading and writing whole numbers.                                    |
| Numbers to             | Convert two-digit whole numbers from symbols to words.  |
| Words                  |   |
| Words to               | Convert two digit whole numbers from words to symbols   |
| Numbers                | Convert two-digit whole numbers from words to symbols.  |

# **OPTIONAL OBJECTIVES**

#### **Addition and Subtraction Facts**

| Game Name      | Game Description  |
|----------------|---|
| Push Box       | Practice addition facts using visual block representations for sums under 10.           |
| Addition Facts | Fractice addition facts using visual block representations for sums under 10.           |
| Select Box     | Direction addition facts using alternate visual block representations for sums under 10 |
| Addition Facts | Practice addition facts using alternate visual block representations for sums under 10. |
| Basic          |   |
| Subtraction    | Practice subtraction facts under 10 using visual block representations.                 |
| Facts          |   |
| Select Box     |   |
| Subtraction    | Practice subtraction facts under 10 using alternate block representations.              |
| Facts          |   |
| Ten Frame      | Practice addition facts to 20 using ten frames.   |
| Addition Facts | Tractice addition facts to 20 daing territaines.  |
| Ten Frame      |   |
| Subtraction    | Practice subtraction facts using ten frames.  |
| Facts          |   |
| Mixed Facts    | Practice addition and subtraction facts using visual block representations.             |
| Addition and   |   |
| Subtraction    | Practice addition and subtraction facts using a number line representation.             |
| Facts on the   | Tractice addition and subtraction facts using a number line representation.             |
| Number Line    |   |
| Add Facts      | Practice addition facts using a tricky inverted format.                                 |
| Bridge         | Fractice addition facts using a tricky inverted format.                                 |
| Concentration  | Practice multiple addition and subtraction facts quickly in sequence.                   |
| Numbers        | 1 radiod manipic addition and subtraction radio quickly in sequence.                    |

# **STANDARDS INDEX**

# 1.CC.2 - Numbers and Operations

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.1.1.B.1 | Extend the counting sequence to read and write numerals to represent objects.   |
|              | Recommended: Counting to 120; Counting by Tens; Counting with Groups  |
| CC.2.1.1.B.2 | Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.  |
|              | Recommended: Counting to 120; Counting by Tens; Counting with Groups; Place Value Concepts; Comparing Two-Digit Numbers; Using Place Value to Add |
| CC.2.1.1.B.3 | Use place value concepts and properties of operations to add and subtract within 100.   |
|              | Recommended: Addition and Subtraction Within 20; Using Place Value to Add   |

#### 1.CC.2 - Algebraic Concepts

#### Standard Objective(s)

**CC.2.2.1.A.1** Represent and solve problems involving addition and subtraction within 20.

Recommended: Addition and Subtraction Within 10; Number Pairs and Making 10; Addition and Subtraction with Unknowns; Addition, Subtraction and Equations; Adding and Subtracting by Tens; Addition and Subtraction Within 20; Using Place Value to Add

**CC.2.2.1.A.2** Understand and apply properties of operations and the relationship between addition and subtraction.

Recommended: Addition and Subtraction with Unknowns

Related: Addition, Subtraction and Equations; Adding and Subtracting by Tens; Addition and Subtraction Within 20

## 1.CC.2 - Geometry

#### Standard Objective(s)

**CC.2.3.1.A.1** Compose and distinguish between two- and three-dimensional shapes based on their attributes.

Recommended: Composite Shapes; Shape Differences

**CC.2.3.1.A.2** Use the understanding of fractions to partition shapes into halves and quarters.

**Recommended: Equal Shares and Partitioning** 

# 1.CC.2 - Measurement, Data, and Probability

| Standard     | Objective(s)   |
|--------------|--|
| CC.2.4.1.A.1 | Order lengths and measure them both indirectly and by repeating length units.      |
|              | Recommended: Measurement Concepts  |
| CC.2.4.1.A.2 | Tell and write time to the nearest half hour using both analog and digital clocks. |
|              | Recommended: Telling Time  |
| CC.2.4.1.A.4 | Represent and interpret data using tables/charts.                                  |
|              | Recommended: Organizing Data   |

## **JOURNEY AND BONUS JOURNEY OBJECTIVES**

#### **Intro to ST Math**

| Game Name   | Game Description   |
|-------------|--|
| Build Parts | Put JiJi's parts into the outline.   |
| JiJi Poses  | Identify the view of JiJi indicated by an outline.   |
| Fill Ground | Fill the outline(s) in the ground with the matching shape or the correct number of shapes. |
| Estimate On | Estimate on a number line the length of a given block.                                     |
| Number Line |  |

## **Skip Counting**

## **Standards Coverage:**

Recommended: CC.2.1.2.B.2

| Game Name      | Game Description  |
|----------------|---|
| Staircase      | Skip count to move JiJi up the stairs. This game builds a foundation for understanding multiplication as repeated addition. |
| Counting by    |   |
| Ones on the    | Use a hundreds chart to count on by 1s, 2s, 3s, 4s or 5s.   |
| Hundreds Chart |   |
| Counting by    |   |
| Tens on the    | Use a hundreds chart to count by tens.  |
| Hundreds Chart |   |
| Counting by    |   |
| Tens on the    | Add multiple tens to a given number where the sum is less than 100.   |
| Number Line    |   |

#### **Addition and Subtraction Situations**

## **Standards Coverage:**

Recommended: CC.2.2.2.A.1, CC.2.2.2.A.2

| Game Name     | Game Description  |
|---------------|---|
| Push Box      | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.    |
| Pie Monster   | Use the model to solve addition problems. Includes missing addend.                              |
| Ten Frame     | Learn numerals and addition facts using ten frames.   |
| Addition      |   |
| Push Box      | Determine how many boxes are needed to create a bridge. Watch out for holes in the ground which |
| Subtraction   | remove boxes. This game teaches subtraction via the removal of boxes by holes in the ground.    |
| Pie Monster   | Use the model to solve subtraction problems. Includes missing subtrahend or minuend.            |
| Subtraction   |   |
| How Many More | Describe the difference between two whole numbers using the words less, greater, and equal.     |

#### **The Number Line**

## **Standards Coverage:**

Recommended: CC.2.1.2.B.2

| Game Name      | Game Description  |
|----------------|---|
| Number Line    | Select locations of numbers within 20 on a number line and estimate the location of numbers up to |
| Trap           | 100 on a number line.   |
| Number Line    | Zeros in an Alexandra line to be added the miner property   |
| Journey Zoom   | Zoom in on the number line to locate the given number.  |
| Number Line to | Estimate the location of a two-digit whole number on the number line.                             |
| 100            |   |
| Number Line to |   |
| 100 Bubble     | Write numerals within 100 on the number line.   |
| Select         |   |

#### **Addition and Subtraction Situations within 100**

## **Standards Coverage:**

Recommended: CC.2.1.2.B.3

| Game Name         | Game Description  |
|-------------------|---|
| Mice Island       | Fill in the missing number to make the equation true. This game teaches addition and subtraction of one- and two-digit whole numbers. |
| Two-Digit         |   |
| Addition          |   |
| Critter Two-Digit | Add one-digit and two-digit whole numbers using visual models.  |
| Addition          |   |
| Mice Island       | Fill in the missing number to make the equation true. This game teaches addition and subtraction of one- and two-digit whole numbers. |
| Two-Digit         |   |
| Subtraction       |   |
| Missing Addend    | Select the other addend to make a given sum.  |

## **Operations on the Number Line**

## **Standards Coverage:**

Recommended: CC.2.2.2.A.1, CC.2.2.2.A.2

| Game Name      | Game Description   |
|----------------|--|
| Adding with    | On the number line, add multiple ones to a given whole number within 20. |
| Jumps          |  |
| Creating Jumps | On the number line, add multiple ones to a given whole number within 20. |
| Adding on the  | Add two whole numbers on the number line where the sum is within 20.     |
| Number Line    |  |

#### Measurement

### **Standards Coverage:**

Recommended: CC.2.4.2.A.1, CC.2.4.2.A.6

| Game Name       | Game Description   |
|-----------------|--|
| Measure It with | Measure the length of a gap using various nonstandard units. This game also introduces the concept |
| Objects         | of relative sizes of units.  |
| Measurement     |  |
| Estimation      | Estimate or measure lengths of objects needed to create a platform distance.                       |
| Measurement     | Use rulers and measuring tapes to measure objects and create corresponding lengths on a number     |
| Concepts        | line.  |

#### **Addition and Subtraction with Measurement**

#### **Standards Coverage:**

Recommended: CC.2.4.2.A.1, CC.2.2.2.A.1

| Game Name     | Game Description  |
|---------------|---|
| Measurement   | Measure and add the lengths of two objects to create an equal distance on a number line.                  |
| Addition      |   |
| Measurement   | Add lengths of objects to create an equal distance between platforms or to close a gap between platforms. |
| Addition With |   |
| Comparisons   |   |

### Place Value to 1,000

### **Standards Coverage:**

Recommended: CC.2.1.2.B.1

| Game Name                 | Game Description  |
|---------------------------|---|
| Petals Multiple<br>Choice | Represent ones, tens, hundreds and thousands using words, numerals and visual models.   |
| Pulling Petals            | Gain an understanding of place value by transforming the pile of petals into hundreds (bouquets with 100 petals each), tens (flowers with 10 petals each), and ones (single petals).  |
| Bee Petals                | Represent numbers using the visual model. In some levels, students determine the order of magnitude, given a number and a pile of petals (e.g. given the number 4, identify the size of the pile as 4 ones, 4 tens, or 4 hundreds). |
| Petals Bubble<br>Select   | Given a three-digit whole number, identify the number of hundreds, tens, and ones.  |
| How Many<br>Petals        | Write a numeral to represent the pile of petals.  |
| Petals Place<br>Value     | Find the total number of petals by counting the bouquets (hundreds), flowers (tens) and single petals (ones) and then filling in the hundreds, tens and ones places with the correct numerals.                                      |

### **Represent Numbers to 1000**

#### **Standards Coverage:**

| Game Name              | Game Description   |
|------------------------|--|
| Place Value<br>Builder | Identify the digit values of given whole numbers using place value based models. This game covers expanded notation and place value concepts up to the tens place while enforcing the skills of reading and writing whole numbers. |
| Expanded Form          | Provide a number when given its representation in expanded notation. This game also covers place value concepts to the tens place while enforcing the skills of reading and writing whole numbers.                                 |
| Place Value<br>Pushers | Identify the digit that is in the ones, tens, or hundreds place of a whole number. The student also learns the numerical and word representations for each place.  |

### Counting to 1,000

### **Standards Coverage:**

Recommended: CC.2.1.2.B.2

| Game Name   | Game Description   |
|-------------|--|
| Number Line | Move left and right and zoom in on the number line to locate the given number.                       |
| Journey     |  |
| Counting On | Count forward to one hundred.  |
| Number Line | Estimate the location of whole numbers (1-100) on the number line. The student is also introduced to |
| Trap        | place value concepts with ones and tens.   |

### **Comparing Three-Digit Numbers**

#### **Standards Coverage:**

| Game Name   | Game Description  |
|-------------|---|
| Number Line | Use estimation and an understanding of place value to plot whole numbers (up to three digits) on a    |
| Trap        | number line.  |
| Least Most  | Identify the least or greatest element in a set of whole numbers (up to three digits).                |
| Comparison  | Order sets of objects and whole numbers using the symbols for less than, greater than, and equal to.  |
| Signs       |   |
| Number      | Order whole numbers (up to three digits) using the symbols for less than, greater than, and equal to. |
| Comparison  |   |

### **Two Step Situations**

### **Standards Coverage:**

Recommended: CC.2.2.2.A.1, CC.2.2.2.A.2

| Game Name                | Game Description  |
|--------------------------|---|
| Pie Monster              | Use the model to solve two-step addition problems. Includes missing addend.   |
| Push Box                 | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.                              |
| Missing Quantity         |   |
| Pie Monster              | Solve two-step addition problems symbolically, but with support from the arena. Includes missing                          |
| Symbolic                 | addend.   |
| Push Box                 |   |
| Missing Quantity         | Identify the total number of boxes. This game teaches addition by combining stacks of boxes.                              |
| Symbolic                 |   |
| Two Step Length Problems | Find missing lengths of objects or of parts of objects. Create and add lengths that equal the distance between platforms. |

### **Adding and Subtracting Tens and Hundreds**

### **Standards Coverage:**

| Game Name        | Game Description  |
|------------------|---|
| Add or Subtract  | To a three-digit whole number, add or subtract 1, 10, or 100 using the model.     |
| by 1, 10 or 100  | To a three-digit whole number, add or subtract 1, 10, or 100 using the model.     |
| Add or Subtract  |   |
| Single Place     | Add or subtract a multiple of 1, 10, or 100 to a given number without regrouping. |
| Numbers          |   |
| Table Directions | Add and subtract one-digit and two-digit whole numbers using a number table.      |
| Addition and     |   |
| Subtraction on   | Estimate differences of whole numbers (up to four digits) on a number line.       |
| the Number Line  |   |

#### Place Value Bundles - Ten and Hundred

#### **Standards Coverage:**

Recommended: CC.2.1.2.B.1

| Game Name                           | Game Description   |
|-------------------------------------|--|
| Greenies Bubble<br>Select           | Produce the number that is represented by a given place value based representation. This game covers expanded notation and place value concepts up to the thousands place while enforcing the skills of reading and writing whole numbers. |
| Greenies<br>Regrouping              | Regroup the ones or tens or both in order to represent the total number in standard expanded form.   |
| Intro to Building                   | Fill in the missing addend to make a sum of 10, or to make a sum of 100 using addends that are multiples of 10 (e.g. 30 + 70).   |
| Petals<br>Regrouping                | Given a model of bouquets (hundreds), flowers (tens), and ones (individual petals), regroup in order to represent the total number of petals as a numeral in standard place value notation.  |
| Petals Random<br>Regrouping<br>Ones | Find the total number of petals by counting the bouquets (hundreds), flowers (tens), and ones (individual petals) and regrouping using mental arithmetic.  |
| Petals Random<br>Regrouping<br>Tens | Find the total number of petals by counting the bouquets (hundreds), flowers (tens), and ones (individual petals) and regrouping using mental arithmetic.  |
| Building Blocks                     | Fill in the missing addend to make a sum of 10 or 100.   |

### **Using Place Value to Add and Subtract**

#### **Standards Coverage:**

| Game Name       | Game Description   |
|-----------------|--|
| Petals Addition | Add or subtract 2- and 3- digit numbers using a quantity model of the standard algorithm. Numbers  |
| and Subtraction | are presented as quantities of petals.   |
| Petals Addition |  |
| and Subtraction | Add or subtract 2- and 3- digit numbers using the quantity model alongside the usual numerical representation of the standard algorithm. |
| Method          | representation of the standard algorithm.  |

#### **Even and Odd Numbers**

### **Standards Coverage:**

Recommended: CC.2.2.2.A.3

| Game Name               | Game Description   |
|-------------------------|--|
| Tug Boat                | Rearrange the boats so that the bridge will open. This game teaches addition, subtraction, and the concept of equal amounts.   |
| Fruit Monster           | Determine how many pieces of fruit are needed to feed the monsters. Students explore the relationship between inputs and outputs using ratios within a visual model. |
| Complete Box            | Represent numerical expressions using an area model.   |
| Even or Odd             | Learn the concept of even and odd numbers using a visual model.  |
| Even or Odd<br>Symbolic | Using the terms "even" and "odd", state the parity of the various numbers.   |

#### **Intro to Arrays**

### **Standards Coverage:**

Recommended: CC.2.3.2.A.2

Related: CC.2.2.2.A.3

| Game Name       | Game Description  |
|-----------------|---|
| Bricks          | Arrange the shapes to create the composite shape shown.       |
| Count Blocks    | Learn how to calculate the area and perimeter of a rectangle. |
| Create          | Construct a rectangle with a given area and/or perimeter.     |
| Rectangle       |   |
| Create Multiple | Multiply whole numbers using an area model.                   |
| Rectangles      |   |
| Bird Brain      | Find birds in a grid after a sequence of transformations.     |

### **Shapes**

#### **Standards Coverage:**

Related: CC.2.3.2.A.1

| Game Name      | Game Description   |
|----------------|--|
| Pick Geometric | Leave the page and number of sides of different notices  |
| 2D Attributes  | Learn the names and number of sides of different polygons.   |
| Prisms and     | Pick the shape that is the base of a given prism.  |
| Cylinders      | Fick the shape that is the base of a given prism.  |
| Pick Geometric |  |
| 3D and 2D      | Identify the number of sides and vertices on two-dimensional shapes.                                 |
| Attributes     |  |
| Match Shape    | Match shapes to their outlines to clear JiJi's path. This game introduces basic geometric shapes and |
| Symbolic       | the ideas of direction and position.   |
| Shape Types    | Identify the given polygon.  |
| Symbolic       |  |
| Pick Geometric |  |
| Shapes 2D      | Learn the names and number of edges of different polygons.   |
| Symbolic       |  |

### **Partitioning into Equal Shares**

### **Standards Coverage:**

| Game Name       | Game Description  |
|-----------------|---|
| Equal Areas     | Determine which figure is divided up equally based on area. |
| Equal Division  | Divide blocks into equal parts.                             |
| Match Partition | Match the partitioning of two rectangular blocks.           |
| Pie Monster     | Implicitly add two shaded regions together.                 |

### Money

### **Standards Coverage:**

Recommended: CC.2.4.2.A.3

| Game Name       | Game Description  |
|-----------------|---|
| Identify Coin   | Choose or count out the coin amount whose value is equal to the given amount.           |
| Buy Items       | Choose the monetary amount needed to purchase a given item.                             |
| Toll Bridge     | Count out multiple coin and bill combinations whose value is equal to the given amount. |
| Toll Bridge     | Amongst various distractors, choose the correct combination for the given amount.       |
| Multiple Choice |   |

#### **Time**

#### **Standards Coverage:**

| Game Name                    | Game Description   |
|------------------------------|--|
| Hours and<br>Minutes         | Choose the correct hand corresponding to hours, minutes, and seconds on an analog clock. The game prepares students to tell and write time on an analog clock.                       |
| Telling Time                 | Students place the hands on a clock in the correct position to represent time to the quarter-hour on an analog clock.  |
| Time on a Line               | Read an analog clock to the quarter hour and select the correct time on a number line. This game helps to build a foundation for the idea of elapsed time presented in later grades. |
| Hours and<br>Minutes Digital | Choose the correct location on a digital clock that displays the hours, minutes, and seconds. The game prepares students to tell and write time on a digital clock.                  |
| Telling Time<br>Digital      | Students read an analog clock to the quarter hour and record the time on a digital clock.  |

#### **Model Addition and Subtraction within 1000**

#### **Standards Coverage:**

Recommended: CC.2.1.2.B.3

| Game Name       | Game Description  |
|-----------------|---|
| Intro to        |   |
| Regrouping with | Using the petals model, add two three-digit whole numbers with regrouping in the ones or tens place.                            |
| Addition        |   |
| Regrouping Dual | Symbolically add two three-digit whole numbers with regrouping in the ones or tens place. Use the                               |
| Mode Addition   | petals model as support.  |
| Intro to        |   |
| Regrouping with | Using the petals model, subtract two three-digit whole numbers with regrouping in the ones or tens place.                       |
| Subtraction     | place.  |
| Regrouping Dual |   |
| Mode            | Symbolically subtract two three-digit whole numbers with regrouping in the ones or tens place. Use the petals model as support. |
| Subtraction     | the petals model as support.  |

### **Creating Graphs**

### **Standards Coverage:**

| Game Name      | Game Description   |
|----------------|--|
| Attribute Grid | Identify attributes of an object including size, color and shape. Choose the location on a two-dimensional grid that corresponds to a pair of attributes describing an object. |
| Bar Graph      | Construct bar graphs for a data set given as single observations or in a table.  |
| Bridge         |  |
| Bar Graph      | Construct bar graphs for a data set given as single observations or in a table.  |
| Bridge 2       |  |

#### **Intro to Line Plots**

### **Standards Coverage:**

Recommended: CC.2.4.2.A.4

| Game Name        | Game Description   |
|------------------|--|
| Soccer Dot Plots | Record measurements on a number line to create a dot plot.   |
| Dot Plot         | Identify which dimension of the given collection of rectangles is represented by the dot plot shown. |
| Dimension Intro  |  |

#### **Addition and Subtraction within 100**

### **Standards Coverage:**

| Game Name       | Game Description   |
|-----------------|--|
| Candy Factory   | Identify the number of tens and ones for a given two-digit whole number.   |
| Candy Factory   | Add and distributed and the distributed and the second and the sec |
| Addition        | Add one-digit and two-digit whole numbers using place value concepts.  |
| Petals Addition | Lies the standard election to add and subtract whole numbers with and without regrouping required  |
| and Subtraction | Use the standard algorithm to add and subtract whole numbers, with and without regrouping required.  |
| Addition and    |  |
| Subtraction on  | Add two-digit whole numbers and mark the sum on a number line. Most of the sums and differences involve numbers that are multiples of 5 or 10.   |
| the Number Line | involve humbers that are multiples of 5 of 10.   |
| Addition        | Add four-digit whole numbers using the standard algorithm.   |
| Algorithm       |  |
| Candy Factory   | Subtract one-digit and two-digit whole numbers using place value concepts.   |
| Subtraction     |  |

## Math Challenge 2

| Game Name                                   | Game Description   |
|---|--|
| Unknowns with Addition                      | Solve addition problems with unknowns in varying positions and on either side of the equal sign.   |
| Unknowns with Subtraction                   | Solve subtraction problems with unknowns in varying positions and on either side of the equal sign.  |
| Unknowns with Equations                     | Model and solve mixed operation problems with unknowns in varying positions and on either side of the equal sign.  |
| Estimate on<br>Number Line                  | Use the number line to estimate length.  |
| Rolling<br>Equations                        | Find the missing length needed to reach JiJi.  |
| Shape Types                                 |  |
| Symbolic with Rectangles and Quadrilaterals | Identify the given polygon.  |
| Alien Bridge                                | Combine the shaded parts of two equivalent wholes together.  |
| Balance Pies                                | Represent given fractions as circular diagrams displaying equal parts of a whole.  |
| Fair Sharing                                | Determine how many boxes each creature gets, when given a description of an equal sharing situation.   |
| How Many<br>Creatures                       | Each creature has the same number of legs. Given the total number of legs, determine the number of creatures.  |
| Fruit Monster                               | Determine how many pieces of fruit are needed to feed the monsters. Students explore the relationship between inputs and outputs using ratios within a visual model. |

## Challenge 2

| Game Name    | Game Description  |
|--------------|---|
| Venn Space   | Place the object in the correct section of the Venn diagram according to its attributes.  |
| Dot Shapes   | Connect dots to form shapes which will fill holes in the ground.  |
| Ice Caves    | Identify lines of symmetry in two-dimensional shapes.   |
| Big Seed     | Find a sequence of actions that will unfold the given image into the desired shape. Teaches the concept of symmetry and the idea of a function or transformation. |
| Attribute    | Choose the correct attribute to change (shape, color, or size) to transform the first shape into the  |
| Transform    | second. This game teaches the idea of a function in a visual way.   |
| Bird Brain   | Find birds in a grid after a sequence of transformations.   |
| Venn Space   | Identify the object that has the attributes corresponding to a particular section of a Venn diagram.  |
| Pick Shape   |   |
| Upright JiJi | Find a sequence of rotations to move JiJi into an upright position.   |
| Kick Box     | Use lasers and mirrors to move the spheres out of the way so JiJi can pass.   |

# Money, Extended

| Game Name         | Game Description   |
|-------------------|--|
| Fruit Toll Bridge | Choose or count out the combination of fruits whose total cost is equal to the given amount.                         |
| Total Cost        | Estimate the total cost of the items in the shopping cart with whole number or decimal prices using the number line. |
| Buy Multiple      | Determine how many quantities of the given item can be purchased based on the displayed amount of                    |
| Items             | money.   |
| Unit Cost         | Given the total cost for a quantity of the same item, determine the cost of the individual item.                     |
| Making Change     | Make change when the displayed monetary amount is greater than the purchase price.                                   |

# **Partitioning Symbolic**

| Game Name      | Game Description   |
|----------------|--|
| Crank Pies     | Identify equivalent fractions using both circular and rectangular diagrams.  |
| Equivalent     | Identify equivalent fractions using rectangular diagrams displaying equal parts of a whole.  |
| Fractions      |  |
| Fraction of    | Determine the word best describing the shaded region (fourth, half, whole, etc). Select how many of                                      |
| Shape Symbolic | these 'units' are present.   |
| Match Fraction | Represent a given fraction using a visual model by first dividing a whole into equal parts and then shading the correct number of parts. |
| Symbolic       |  |
| Crank Pies     | Determine the word best describing the shaded region (fourth, half, whole, etc). Select how many of                                      |
| Symbolic       | these 'units' are present.   |

### **OPTIONAL OBJECTIVES**

#### **Addition and Subtraction Facts**

| Game Name      | Game Description  |
|----------------|---|
| Push Box       | Practice addition facts using visual block representations for sums under 10.           |
| Addition Facts | Tradition addition ladie doing violati block to procentations for dame and or to.       |
| Select Box     | Practice addition facts using alternate visual block representations for sums under 10. |
| Addition Facts | Tractice addition facts using afternate visual block representations for sums under 10. |
| Basic          |   |
| Subtraction    | Practice subtraction facts under 10 using visual block representations.                 |
| Facts          |   |
| Select Box     |   |
| Subtraction    | Practice subtraction facts under 10 using alternate block representations.              |
| Facts          |   |
| Ten Frame      | Practice addition facts to 20 using tan frames  |
| Addition Facts | Practice addition facts to 20 using ten frames.   |
| Ten Frame      |   |
| Subtraction    | Practice subtraction facts using ten frames.  |
| Facts          |   |
| Mixed Facts    | Practice addition and subtraction facts using visual block representations.             |
| Addition and   |   |
| Subtraction    | Direction addition and subtraction facts using a number line representation             |
| Facts on the   | Practice addition and subtraction facts using a number line representation.             |
| Number Line    |   |
| Add Facts      | Durantina addition facto value a tricky invested factor                                 |
| Bridge         | Practice addition facts using a tricky inverted format.                                 |
| Concentration  | Dreatics multiple addition and subtraction facts quiply in accurage                     |
| Numbers        | Practice multiple addition and subtraction facts quickly in sequence.                   |

### **STANDARDS INDEX**

# 2.CC.2 - Numbers and Operations

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.1.2.B.1 | Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.  |
|              | Recommended: Place Value to 1,000; Comparing Three-Digit Numbers; Place Value Bundles - Ten and Hundred   |
| CC.2.1.2.B.2 | Use place value concepts to read, write, and skip count to 1000.  |
|              | Recommended: Skip Counting; The Number Line; Represent Numbers to 1000; Counting to 1,000   |
| CC.2.1.2.B.3 | Use place value understanding and properties of operations to add and subtract within 1000.   |
|              | Recommended: Addition and Subtraction Situations within 100; Adding and Subtracting Tens and Hundreds; Using Place Value to Add and Subtract; Model Addition and Subtraction within 1000; Addition and Subtraction within 100 |

# 2.CC.2 - Algebraic Concepts

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.2.2.A.1 | Represent and solve problems involving addition and subtraction within 100.   |
|              | Recommended: Addition and Subtraction Situations; Operations on the Number Line; Addition and Subtraction with Measurement; Two Step Situations |
| CC.2.2.2.A.2 | Use mental strategies to add and subtract within 20.  |
|              | Recommended: Addition and Subtraction Situations; Operations on the Number Line; Two Step Situations  |
| CC.2.2.2.A.3 | Work with equal groups of objects to gain foundations for multiplication.   |
|              | Recommended: Even and Odd Numbers   |
|              | Related: Intro to Arrays  |

# 2.CC.2 - Geometry

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.3.2.A.1 | Analyze and draw two- and three-dimensional shapes having specified attributes.           |
|              | Related: Shapes   |
| CC.2.3.2.A.2 | Use the understanding of fractions to partition shapes into halves, quarters, and thirds. |
|              | Recommended: Intro to Arrays; Partitioning into Equal Shares                              |

# 2.CC.2 - Measurement, Data, and Probability

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.4.2.A.1 | Measure and estimate lengths in standard units using appropriate tools.                 |
|              | Recommended: Measurement; Addition and Subtraction with Measurement                     |
| CC.2.4.2.A.2 | Tell and write time to the nearest five minutes using both analog and digital clocks.   |
|              | Recommended: Time   |
| CC.2.4.2.A.3 | Solve problems and make change using coins and paper currency with appropriate symbols. |
|              | Recommended: Money  |
| CC.2.4.2.A.4 | Represent and interpret data using line plots, picture graphs, and bar graphs.          |
|              | Recommended: Creating Graphs; Intro to Line Plots                                       |
| CC.2.4.2.A.6 | Extend the concepts of addition and subtraction to problems involving length.           |
|              | Recommended: Measurement  |

#### **JOURNEY AND BONUS JOURNEY OBJECTIVES**

#### **Intro to ST Math**

| Game Name   | Game Description   |
|-------------|--|
| Build Parts | Put JiJi's parts into the outline.   |
| JiJi Poses  | Identify the view of JiJi indicated by an outline.   |
| Fill Ground | Fill the outline(s) in the ground with the matching shape or the correct number of shapes. |
| Estimate On | Estimate on a number line the length of a given block.                                     |
| Number Line |  |

### **Multiplication Concepts**

#### **Standards Coverage:**

Recommended: CC.2.2.3.A.1, CC.2.2.3.A.4

| Game Name      | Game Description   |
|----------------|--|
| How Many Legs  | Find the correct number of shoes for each set of creatures by counting or, in later levels, multiplying. |
| Number Line    | Multiply whole numbers using a number line.  |
| Multiplication |  |
| Build          | Add and multiply whole numbers using visual models.  |
| Expressions    |  |
| Repeated       | Interpret a multiplication expression as repeated addition.  |
| Expressions    |  |

### **Division Concepts**

### **Standards Coverage:**

Recommended: CC.2.2.3.A.1, CC.2.2.3.A.4

| Game Name    | Game Description   |
|--------------|--|
| Set Split    | Divide a set of objects into two equal subsets.  |
| Fair Sharing | Determine how many boxes each creature gets, when given a description of an equal sharing situation. |
| How Many     | Each creature has the same number of legs. Given the total number of legs, determine the number of   |
| Creatures    | creatures.   |
| Fair Sharing | Determine how many boxes each creature gets and how many remain in an equal sharing game.            |
| Symbolic     |  |
| Build        | Divide whole numbers by forming equal groups of dots.  |
| Expressions  |  |

#### **Multiplication and Division Relationships**

#### **Standards Coverage:**

Recommended: CC.2.2.3.A.1, CC.2.2.3.A.2, CC.2.2.3.A.3, CC.2.2.3.A.4

| Game Name                           | Game Description   |
|-------------------------------------|--|
| Fruit Monster                       | Determine how many pieces of fruit are needed to feed the monsters. Students explore the relationship between inputs and outputs using ratios within a visual model.                         |
| Leg Drape<br>Symbolic               | Multiply whole numbers using repeated addition.  |
| Multiplication<br>Facts             | Practice multiplication facts. This game reinforces place value concepts as well by having students give their answers as tens and ones.   |
| Build Expression                    | Divide whole numbers by forming equal groups of dots.  |
| Multiplication Division Fact Family | Create related number sentences by selecting the correct numbers and operation. This game teaches multiplication and division facts and the inverse relationship between the two operations. |
| Number Line<br>Division             | Divide whole numbers and locate the quotients on a number line.  |
| Select Box                          | Practice multiplication and division facts with missing factors, divisors, or dividends. Groups of boxes illustrate each fact.   |

### **Rounding Three-Digit Numbers**

### **Standards Coverage:**

Related: CC.2.1.3.B.1

| Game Name      | Game Description  |
|----------------|---|
| Number Funnels | Round two-digit numbers to the nearest 10 and three-digit numbers to the nearest 100. |
| Highest Place  |   |
| Number Funnels | Round two-digit and three-digit numbers to the nearest 10.                            |
| Tens Place     |   |

#### **Place Value Bundles**

### **Standards Coverage:**

Related: CC.2.1.3.B.1

| Game Name         | Game Description  |
|-------------------|---|
| Intro to Building | Fill in the missing addend to make a sum of 10, or to make a sum of 100 using addends that are multiples of 10 (e.g. 30 + 70).  |
| Petals            | Given a model of bouquets (hundreds), flowers (tens), and ones (individual petals), regroup in order to represent the total number of petals as a numeral in standard place value notation. |
| Regrouping        |   |
| Petals Random     |   |
| Regrouping        | Find the total number of petals by counting the bouquets (hundreds), flowers (tens), and ones (individual petals) and regrouping using mental arithmetic.                                   |
| Ones              | (individual petals) and regiouping using mental antimients.   |
| Petals Random     | Find the total number of petals by counting the bouquets (hundreds), flowers (tens), and ones (individual petals) and regrouping using mental arithmetic.                                   |
| Regrouping        |   |
| Tens              |   |
| Building Blocks   | Fill in the missing addend to make a sum of 10 or 100.  |

### **Addition and Subtraction with Regrouping**

#### **Standards Coverage:**

Recommended: CC.2.1.3.B.1

| Game Name       | Game Description  |
|-----------------|---|
| Intro to        | Using the metals model, add two three digit whele numbers with regressing in the energy at the place                            |
| Regrouping      | Using the petals model, add two three-digit whole numbers with regrouping in the ones or tens place.                            |
| Regrouping Dual | Symbolically add two three-digit whole numbers with regrouping in the ones or tens place. Use the                               |
| Mode Addition   | petals model as support.  |
| Intro to        | Using the petals model, subtract two three-digit whole numbers with regrouping in the ones or tens                              |
| Borrowing       | place.  |
| Regrouping Dual |   |
| Mode            | Symbolically subtract two three-digit whole numbers with regrouping in the ones or tens place. Use the petals model as support. |
| Subtraction     | the petals model as support.  |

### **Multiplication and Area**

#### **Standards Coverage:**

Recommended: CC.2.2.3.A.4, CC.2.4.3.A.5

| Game Name            | Game Description   |
|----------------------|--|
| Grid                 | Multiply whole numbers using an area model   |
| Expressions          | Multiply whole numbers using an area model.  |
| Area Select          | Calculate the area of rectangles using a formula.  |
| Complete Box         | Fill the space with unit squares - both standard and nonstandard shapes. Illustrate the additive nature of area. |
| Complete Box<br>Fill | Given so many unit squares, determine the shape needed to hold those squares.                                    |

### **Properties of Multiplication**

#### **Standards Coverage:**

Recommended: CC.2.2.3.A.1, CC.2.2.3.A.2

| Game Name          | Game Description   |
|--------------------|--|
| Distributive       | Introduces distribution of multiplication over addition through visual models of groups of fruit.  |
| Fruits             |  |
| Distributive Fruit | Select templates for distribution of multiplication to match visual models of groups. Complete     |
| Modeling           | distribution templates to represent visual models of groups and symbolic products.                 |
| Distributive       | Apply the distributive property of multiplication to solve problems involving arrays and areas.    |
| Boxes              |  |
| Multiplying By     | Model products of one digit and a multiple of 10 using visual, word, and symbolic representations. |
| 10s                |  |

### **Multiplication Facts and Strategies**

#### **Standards Coverage:**

Recommended: CC.2.1.3.B.1, CC.2.2.3.A.1, CC.2.2.3.A.3, CC.2.2.3.A.4

| Game Name      | Game Description   |
|----------------|--|
| How Many Legs  |  |
| Multiplication | Multiply whole numbers using repeated addition.  |
| Symbolic       |  |
| Multiplication |  |
| Stacks         | Identify the number that should be multiplied by the given number to obtain the given product.   |
| Multiplication | Practice multiplication facts. This game reinforces place value concepts as well by having students give their answers as tens and ones. |
| Facts          |  |
| Multiplication | Multiply multi-digit whole numbers by one-digit whole numbers using the standard algorithm.  |
| Algorithm      |  |

### **Division Facts and Strategies**

#### **Standards Coverage:**

Recommended: CC.2.2.3.A.1, CC.2.2.3.A.3, CC.2.2.3.A.4

Related: CC.2.2.3.A.2

| Game Name                         | Game Description   |
|-----------------------------------|--|
| Area Divide                       | Divide the tiles into equal groups, with and without remainders. The correct answer is demonstrated using an area model. |
| How Many<br>Creatures<br>Symbolic | Each creature has the same number of legs. Given the total number of legs, determine the number of creatures.            |
| Fair Sharing<br>Expression        | Determine how many boxes each creature gets and how many remain in an equal sharing game.                                |
| Number Line<br>Division           | Divide whole numbers and locate the quotients on a number line.  |

#### **Fraction Concepts**

#### **Standards Coverage:**

Recommended: CC.2.1.3.C.1, CC.2.3.3.A.2

| Game Name      | Game Description   |
|----------------|--|
| Equal Areas    | Determine which figure is divided up equally based on area.  |
| Balance Pies   | Represent given fractions as circular diagrams displaying equal parts of a whole.  |
| Match Fraction | Represent a given fraction using a visual model by first dividing a whole into equal parts and then shading the correct number of parts. |
| Fraction of    | Create the symbolic notation for a fraction of an irregular shape.   |
| Shape          | Greate the symbolic hotation of a fraction of an irregular shape.  |
| Crank Pies     | Represent fractions as equal parts of a whole using visual models.   |
| Alien Bridge   | Represent fractions as equal parts of a whole using visual models.   |

#### **Fractions on the Number Line**

### **Standards Coverage:**

Recommended: CC.2.1.3.C.1

| Game Name                                 | Game Description   |
|---|--|
| JiJi Cycle<br>Basket                      | Estimate the location of a fraction represented with a diagram on the number line.   |
| Scale Fraction                            | Plot the combined length of a collection of rectangles on the number line.   |
| JiJi Cycle                                | Select the fraction corresponding to the marked point on the number line. The fractions are represented visually as equal parts of a circle. |
| JiJi Cycle Select<br>Wheel Symbolic       | Relate a collection of fractions to a single point on the number line.   |
| Estimate<br>Fractions on a<br>Number Line | Estimate the location of fractions on the number line.   |
| Fraction Trap                             | Estimate on a number line the location of fractions.   |
| Bubble Fraction<br>Trap                   | Write the fraction shown on the number line.   |

### Fraction Equivalence and Ordering

### **Standards Coverage:**

| Game Name       | Game Description  |
|-----------------|---|
| Fraction Bricks | Represent the same length using different partitionings.                                  |
| Equivalent      | Generate equivalent fractions using visual fraction models.                               |
| Fractions       |   |
| Number Line     | Estimate the location of the given fraction on a number line.                             |
| Trap            |   |
| Fractions on    | Estimate the leastion of the siven freetien on a number line                              |
| Number Line     | Estimate the location of the given fraction on a number line.                             |
| More or Less    | Compare fractions with either the same numerator or same denominator using visual models. |
| Fraction Order  | Help Jiji cross the pit by ordering fractions from least to greatest.                     |
| Fill            |   |

#### **Number Patterns**

### **Standards Coverage:**

Recommended: CC.2.2.3.A.3, CC.2.2.3.A.4

| Game Name       | Game Description   |
|-----------------|--|
| Make It Linear  | Identify the common difference in an increasing or decreasing arithmetic sequence represented in numerical form and with virtual manipulatives in order to extend a sequence of numbers or identify missing numbers in a sequence. |
| Hundreds Pit    | Count by 2s, 5s, or 10s to fill the pit so JiJi can cross. Identify patterns in the counting sequence.   |
| Multiplication  | Find locations in the multiplication table that correspond to multiplication facts with a given product.   |
| Table Parts     | Investigate relationships between nearby rows and columns with puzzles that have multiple products.  |
| Multiplication  | Multiply whole numbers using a place value model.  |
| Pattern Strings |  |
| Pattern Machine | Extend increasing arithmetic sequences of numbers represented on a number line.  |

#### **Mass and Volume**

### **Standards Coverage:**

Recommended: CC.2.4.3.A.1

| Game Name         | Game Description   |
|-------------------|--|
| Slinky Objects    | Compare and order familiar objects by weight using a balance.  |
| Slinky Weights    | Compare and order objects by weight using a balance.   |
| Slinky with Units | Weigh objects and compare weights using U.S customary units.   |
| Arctic Volume     |  |
| Addition and      | Solve one-step addition and subtraction problems involving liquid volumes using beakers with a measurement scale.    |
| Subtraction       | measurement source.  |
| Arctic Volume     |  |
| Multiplication    | Solve one-step multiplication and division problems involving liquid volumes using beakers with a measurement scale. |
| and Division      |  |
| Helicopter        | Identify the number of stacks the helicopter should drop in order to fill the hole in the ground.                    |
| Volume            |  |
| Volume Fill       | Count cubes to determine the volume of a figure.   |

### **Solve Two-Step Problems**

### **Standards Coverage:**

Recommended: CC.2.2.3.A.1

| Game Name     | Game Description   |
|---------------|--|
| Pie Monster   | Determine how many pies to add or subtract to the conveyer belt so two monsters can remove the crates blocking JiJi's path.              |
| How Many Legs | Multiply whole numbers using repeated addition.  |
| How Many      | Multiply whole numbers using repeated addition.  |
| Creatures     |  |
| Two Step      | Solve two-step addition, subtraction, multiplication, or division problems involving liquid volumes in beakers with a measurement scale. |
| Problems with |  |
| Volume        |  |

#### **Area and Perimeter**

#### **Standards Coverage:**

Recommended: CC.2.4.3.A.6

Related: CC.2.4.3.A.5

| Game Name                      | Game Description  |
|--------------------------------|---|
| Perimeter Select               | Calculate the perimeter of a variety of shapes including triangles, rectangles, parallelograms, and trapezoids. |
| Select Area<br>Perimeter       | Learn how to calculate the area and perimeter of a rectangle.   |
| Area Perimeter<br>Select Shape | Construct a rectangle with a given area and/or perimeter.   |

#### **Time to the Minute**

### **Standards Coverage:**

Recommended: CC.2.4.3.A.2

| Game Name       | Game Description   |
|-----------------|--|
| Hours and       | Choose the correct hand corresponding to hours, minutes, and seconds on an analog clock. The   |
| Minutes         | game prepares students to tell and write time on an analog clock.  |
| Telling Time    | Tell time on an analog clock and record the time on a digital clock.   |
| Time on a Line  | Read an analog clock to the quarter hour and select the correct time on a number line. This game helps to build a foundation for the idea of elapsed time presented in later grades. |
| Hours and       | Choose the correct location on a digital clock that displays the hours, minutes, and seconds. The  |
| Minutes Digital | game prepares students to tell and write time on a digital clock.  |
| Telling Time    | Students read an analog clock to the quarter hour and record the time on a digital clock.  |
| Digital         |  |

#### **Intervals of Time**

#### **Standards Coverage:**

Recommended: CC.2.4.3.A.2

| Game Name        | Game Description  |
|------------------|---|
| Move Hands       | Determine elapsed time between two specified times on analog clocks by relating the movement of the hour and minute hands to lengths of time. |
| Clock Monster    | Set a clock to display the new time after a given amount of elapsed time from a specified time.   |
| Set Time         | 9   |
| Clock Monster    | Find the difference between times represented on separate analog clocks.  |
| Clock Monster    | Find the difference between times represented an expense analysis closes  |
| Symbolic         | Find the difference between times represented on separate analog clocks.  |
| Time Unroll      | Determine elapsed time by selecting an appropriately sized gap that will fit the difference between two specified times.                      |
| Time Unroll With | Determine elapsed time by selecting an appropriately sized gap that will fit the difference between two                                       |
| Clocks           | specified times.  |
| Clock Monster    | Find the difference between times represented on separate analog clocks.  |
| Timeline         |   |
| Clock Monster    | Find the difference between times represented on separate analog clocks.  |
| Timeline 2       |   |

### **Scale and Measurement in Graphing**

### **Standards Coverage:**

Recommended: CC.2.4.3.A.4

| Game Name | Game Description  |
|-----------|---|
| Bar Graph | Construct vertical and horizontal bar graphs for a data set given as single observations or in a table. |
| Bridge    |   |
| Bar Graph | Construct vertical and horizontal bar graphs for a data set given as single observations or in a table. |
| Bridge 2  |   |

#### **Line Plots**

#### **Standards Coverage:**

Recommended: CC.2.4.3.A.4

| Game Name        | Game Description  |
|------------------|---|
| Soccer Dot Plots | Record whole number and fraction measurements on a number line to create a dot plot.            |
| Fractions        |   |
| Dot Plot         | Identify which dimension of the given group of rectangles is represented by the dot plot shown. |
| Dimension Intro  |   |

### **Shape Attributes**

## **Standards Coverage:**

Recommended: CC.2.3.3.A.1

| Game Name      | Game Description  |
|----------------|---|
| Shape Types    | Identify the given polygon.   |
| Shape Types    |   |
| with           | Identify the given polygon.   |
| Quadrilaterals |   |
| Pick Geometric | Motely the page of a true dimensional above with the pumber of vertices or added it has |
| Shapes 2D      | Match the name of a two-dimensional shape with the number of vertices or edges it has.  |
| Pick Geometric |   |
| Shapes 2D      | Match the name of a two-dimensional shape with the number of vertices or edges it has.  |
| Symbolic       |   |

### Math Challenge 3

| Game Name                   | Game Description   |
|-----------------------------|--|
| Measurement                 | Estimate or measure lengths of objects needed to create a platform distance.   |
| Estimation                  | Deliniate of measure lengths of objects measure to droate a platform distance.   |
| Measurement                 |  |
| Addition                    | Apply addition and subtraction strategies to solve problems involving length measurements.                               |
| Subtraction                 |  |
| Add Sub                     |  |
| Comparing                   | Measurment arithmetic problems.  |
| Lengths                     |  |
| Bouncing Shoes              | Use repeated addition within the model to determine how many of one animal are needed to fill the given number of shoes. |
| Bouncing Shoes              | Use multiplication within the model to determine how many of one animal are needed to fill the given                     |
| Symbolic                    | number of shoes.   |
| Pie Monster                 | Represent the given fraction or whole number with circles divided into equal parts.                                      |
| Pattern Machine             | Generate numerical patterns on the number line by finding consecutive terms.   |
| Which                       | Identify where the parentheses should be pleased to make the everyosis represent the given model                         |
| Parentheses                 | Identify where the parentheses should be placed to make the expression represent the given model.                        |
| Scale Fraction              | Plot the combined length of a collection of rectangles on the number line.   |
| Estimate                    |  |
| Fractions on the            | Estimate the location fractions on the number line.  |
| Number Line                 |  |
| JiJi Cycle Select           | Relate a collection of fractions represented with circular diagrams to a single point on the number line.                |
| Wheel                       | Trotate a concenter of fractions represented with official diagrams to a single point of the flumber line.               |
| JiJi Cycle Select<br>Basket | Relate a collection of fractions represented with circular diagrams to a single point on the number line.                |

# Challenge 3

| Game Name     | Game Description  |
|---------------|---|
| Treasure Hunt | Help JiJi navigate around the map to find the correct destination. This game helps develop spatial reasoning by working with position and direction concepts.     |
| Attribute     | Choose the correct attribute to change (shape, color, or size) to transform the first shape into the  |
| Transform     | second. This game teaches the idea of a function in a visual way.   |
| Bird Brain    | Find birds in a grid after a sequence of transformations.   |
| Big Seed      | Find a sequence of actions that will unfold the given image into the desired shape. Teaches the concept of symmetry and the idea of a function or transformation. |
| Venn Space    | Place the object in the correct section of the Venn diagram according to its attributes.  |
| Venn Space    | Identify the object that has the attributes corresponding to a particular section of a Venn diagram.  |
| Pick Shape    |   |
| Ice Caves     | Identify lines of symmetry in two-dimensional shapes.   |
| Dot Shapes    | Connect dots to form shapes which will fill holes in the ground.  |
| Upright JiJi  | Find a sequence of rotations to move JiJi into an upright position.   |
| Kick Box      | Use lasers and mirrors to move the spheres out of the way so JiJi can pass.   |

# **Cognitive Training**

| Game Name     | Game Description   |
|---------------|--|
| Sorting Fruit | Working memory tasks - help animals collect hidden fruit sequences moving along a conveyor belt. |
| Shape Match   | Working memory tasks - track moving shapes on a grid to match outlines.                          |

#### **Patterns and Functions**

| Game Name                  | Game Description   |
|----------------------------|--|
| Hundreds Pit               | Skip count (by 2s, 3s, 5s, 9s, or 10s) to fill the pit so JiJi can cross. Identify patterns in the counting sequence.  |
| Even or Odd                | Learn the concept of even and odd numbers using a visual model.  |
| Robot Patterns             | Identify and extend geometric patterns of colored squares on a grid.   |
| Make It Linear             | Identify the common difference in an increasing or decreasing arithmetic sequence represented in numerical form and with virtual manipulatives in order to extend a sequence of numbers or identify missing numbers in a sequence. |
| Helicopter                 | Determine how many helicopters are needed to transport blocks to fill a hole so JiJi can cross to the other side. Students explore the relationship between inputs and outputs using rates within a visual model.                  |
| Make It Linear<br>Symbolic | Identify the common difference in an increasing or decreasing arithmetic sequence presented as a list and in a table in order to extend a sequence of numbers or identify missing numbers in a sequence.                           |
| Helicopter<br>Symbolic     | Determine how many helicopters are needed to transport blocks to fill a hole so JiJi can cross to the other side. Students explore the relationship between inputs and outputs using rates within a visual model.                  |
| Helicopter Table           | Identify missing values in a table of values exhibiting a linear relationship.   |
| Make It Linear<br>Table    | Identify the common difference in an increasing or decreasing arithmetic sequence presented as a list and in a table in order to extend a sequence of numbers or identify missing numbers in a sequence.                           |

## **Temperature and Capacity**

| Game Name              | Game Description   |
|------------------------|--|
| Thermometer            | Learn to read the temperature on a thermometer.  |
| Temperature<br>Changes | Determine the temperature change by reading and comparing the temperature on two thermometers.                               |
| Capacity               | Learn how to convert between cups, pints, quarts and gallons. Practice converting liquid quantities between different units. |

# Place Value Bundles - Ten, Hundred, Thousand

| Game Name                               | Game Description  |
|---|---|
| Intro to Building                       | Fill in the missing addend to make a sum of 100 or 1000.  |
| Intro to Building 2                     | Fill in the missing addend to make a sum of 100 or 1000.  |
| Petals Regrouping                       | Given a model of bouquets (hundreds), flowers (tens), and ones (individual petals), regroup in order to represent the total number of petals as a numeral in standard place value notation. |
| Petals Random<br>Regrouping             | Find the total number of petals by counting the bouquets (hundreds), flowers (tens), and ones (individual petals) and regrouping using mental arithmetic.                                   |
| Building Blocks<br>to 100               | Fill in the missing addend to make a sum of 100 or 1000.  |
| Petals Random<br>Regrouping<br>Hundreds | Find the total number of petals by counting the bouquets (hundreds), flowers (tens), and ones (individual petals) and regrouping using mental arithmetic.                                   |
| Building Blocks to 1000                 | Fill in the missing addend to make a sum of 100 or 1000.  |

### **OPTIONAL OBJECTIVES**

### **Multiplication and Division Facts**

| Game Name      | Game Description   |
|----------------|--|
| Leg Drape      | Practice multiplication facts with a visual scaffold.  |
| Leg Drape      | Duration would be at our factor winer and be a line to a second  |
| Symbolic       | Practice multiplication facts using symbolic language.   |
| Multiplication | Practice Facts with an alternate representation  |
| Facts          | Practice Facts with an alternate representation.   |
| Fair Sharing   | Practice division via fair charing   |
| Visual         | Practice division via fair sharing.  |
| Fair Sharing   | Disasting aumhalia division facts via fair sharing   |
| Symbolic       | Practice symbolic division facts via fair sharing.   |
| Area Divide    | Practice division facts using an area represenation.   |
| Multiplication | Describes and the Parallelant facts for any analysis and a state of the condition of the co |
| Table          | Practice multiplication facts in reverse by placing products on the multiplication table.  |
| Multiplication | Practice multiplication facts in reverse by placing groups of products on the multiplication table.  |
| Table Grouped  |  |
| Concentration  | Practice multiplication facts quickly in sequence.   |
| Numbers        |  |

#### **Addition and Subtraction Facts**

| Game Name      | Game Description  |
|----------------|---|
| Push Box       | Dractice addition facts using visual block representations for sums under 10            |
| Addition Facts | Practice addition facts using visual block representations for sums under 10.           |
| Select Box     | Practice addition facts using alternate visual block representations for sums under 10. |
| Addition Facts | Fractice addition facts using afternate visual block representations for sums under 10. |
| Basic          |   |
| Subtraction    | Practice subtraction facts under 10 using visual block representations.                 |
| Facts          |   |
| Select Box     |   |
| Subtraction    | Practice subtraction facts under 10 using alternate block representations.              |
| Facts          |   |
| Ten Frame      | Practice addition facts to 20 using ten frames.   |
| Addition Facts | Tradice addition lacts to 20 daing territariles.  |
| Ten Frame      |   |
| Subtraction    | Practice subtraction facts using ten frames.  |
| Facts          |   |
| Mixed Facts    | Practice addition and subtraction facts using visual block representations.             |
| Addition and   |   |
| Subtraction    | Practice addition and subtraction facts using a number line representation.             |
| Facts on the   | Tractice addition and subtraction facts using a number line representation.             |
| Number Line    |   |
| Add Facts      | Practice addition facts using a tricky inverted format.                                 |
| Bridge         | i ractice addition facts using a tricky inverted format.                                |
| Concentration  | Practice multiple addition and subtraction facts quickly in sequence.                   |
| Numbers        | 1 radioc manipic addition and subtraction radio quickly in sequence.                    |

### **STANDARDS INDEX**

# 3.CC.2 - Numbers and Operations

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.1.3.B.1 | Apply place value understanding and properties of operations to perform multi-digit arithmetic. |
|              | Recommended: Addition and Subtraction with Regrouping; Multiplication Facts and Strategies      |
|              | Related: Rounding Three-Digit Numbers; Place Value Bundles                                      |
| CC.2.1.3.C.1 | Explore and develop an understanding of fractions as numbers.                                   |
|              | Recommended: Fraction Concepts; Fractions on the Number Line; Fraction Equivalence and Ordering |

# 3.CC.2 - Algebraic Concepts

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.2.3.A.1 | Represent and solve problems involving multiplication and division.   |
|              | Recommended: Multiplication Concepts; Division Concepts; Multiplication and Division Relationships; Properties of Multiplication; Multiplication Facts and Strategies; Division Facts and Strategies; Solve Two-Step Problems |
| CC.2.2.3.A.2 | Understand properties of multiplication and the relationship between multiplication and division.   |
|              | Recommended: Multiplication and Division Relationships; Properties of Multiplication  |
|              | Related: Division Facts and Strategies  |
| CC.2.2.3.A.3 | Demonstrate multiplication and division fluency.  |
|              | Recommended: Multiplication and Division Relationships; Multiplication Facts and Strategies; Division Facts and Strategies; Number Patterns   |
| CC.2.2.3.A.4 | Solve problems involving the four operations, and identify and explain patterns in arithmetic.  |
|              | Recommended: Multiplication Concepts; Division Concepts; Multiplication and Division Relationships; Multiplication and Area; Multiplication Facts and Strategies; Division Facts and Strategies; Number Patterns              |

# 3.CC.2 - Geometry

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.3.3.A.1 | Identify, compare, and classify shapes and their attributes.  |
|              | Recommended: Shape Attributes   |
| CC.2.3.3.A.2 | Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
|              | Recommended: Fraction Concepts  |

# 3.CC.2 - Measurement, Data, and Probability

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.4.3.A.1 | Solve problems involving measurement and estimation of temperature, liquid volume mass or length. |
|              | Recommended: Mass and Volume  |
| CC.2.4.3.A.2 | Tell and write time to the nearest minute and solve problems by calculating time intervals.       |
|              | Recommended: Time to the Minute; Intervals of Time  |
| CC.2.4.3.A.4 | Represent and interpret data using tally charts, tables, pictographs, line plots, and ba graphs.  |
|              | Recommended: Scale and Measurement in Graphing; Line Plots  |
| CC.2.4.3.A.5 | Determine the area of a rectangle and apply the concept to multiplication and to add tion.        |
|              | Recommended: Multiplication and Area  |
|              | Related: Area and Perimeter   |
| CC.2.4.3.A.6 | Solve problems involving perimeters of polygons and distinguish between linear an area measures.  |
|              | Recommended: Area and Perimeter   |

### **JOURNEY AND BONUS JOURNEY OBJECTIVES**

#### **Place Value**

### **Standards Coverage:**

Recommended: CC.2.1.4.B.1

| Game Name              | Game Description   |
|------------------------|--|
| Number Line<br>Journey | Move left and right on the number line to locate the given number.   |
| Expanded Form          | Provide a number when given its representation in expanded notation. This game also covers place value concepts to the millions place while enforcing the skills of reading and writing whole numbers. |
| Commas                 | Correctly place commas on large whole numbers and identify the place values of the points where the commas are placed.   |
| Place Value<br>Clouds  | Identify the place value of a given digit of a whole number up to the millions place. The place values are expressed with the words or symbols for the powers of ten.                                  |

### **Rounding Whole Numbers**

### **Standards Coverage:**

Recommended: CC.2.1.4.B.1

| Game Name      | Game Description  |
|----------------|---|
| Number Funnels | Round whole numbers to the nearest given place value. The game also teaches place value concepts up to the hundred thousands place. |

### **Comparing Whole Numbers**

### **Standards Coverage:**

Recommended: CC.2.1.4.B.1

| Game Name    | Game Description  |
|--------------|---|
| Large Number |   |
| Comparison   | Order whole numbers up to seven digits using the symbols for less than, greater than, and equal to.   |
| Least Most   | Identify the least or greatest element in a set of whole numbers (up to six digits) and learn the     |
| Symbolic     | meaning of the words "least" and "greatest".  |
| Large Number | Order whole numbers up to seven digits using the phrases "less than", "greater than", and "equal to". |
| Comparison   |   |
| Symbolic     |   |
| Order Fill   | Choose the numbers in order from least to greatest in order to fill the pit so JiJi can cross.        |

### **Addition and Subtraction Algorithm**

### **Standards Coverage:**

Recommended: CC.2.1.4.B.2

| Game Name      | Game Description   |
|----------------|--|
| Arithmetic     | Add and subtract whole numbers (up to five digits) and estimate sums and differences on a number |
| Number Line    | line.  |
| Addition and   |  |
| Subtraction    | Add and subtract whole numbers (up to five digits) using the standard algorithm.                 |
| Algorithm      |  |
| Missing Digits | Fill in the missing digit(s) in a multi-digit addition or subtraction computation.               |

### **Multi-Step Addition and Subtraction Problems**

### **Standards Coverage:**

Recommended: CC.2.2.4.A.1

| Game Name        | Game Description   |
|------------------|--|
| Multi-Step       |  |
| Adding and       | Solve multi-step addition and subtraction problems involving lengths of objects with unknowns in a |
| Subtracting      | varying positions.   |
| Lengths          |  |
| Multi-Step       |  |
| Addition and     | Solve multi-step addition and subtraction problems involving liquid volumes using beakers with a   |
| Subtraction with | measurement scale.   |
| Volume           |  |

### **Multiplicative Comparison**

### **Standards Coverage:**

Related: CC.2.2.4.A.1

| Game Name       | Game Description   |
|-----------------|--|
| Comparison      | Use estimation to solve multiplicative or additive comparison problems. Differentiate between multiplicative and additive comparisons. |
| Bridge          |  |
| Estimation      |  |
| Comparison      | Solve multiplicative or additive comparison problems.  |
| Bridge          |  |
| Comparison      | Use language to solve multiplicative or additive comparison problems.  |
| Bridge Symbolic |  |

### **Factors and Multiples**

### **Standards Coverage:**

Recommended: CC.2.2.4.A.2

| Game Name       | Game Description  |
|-----------------|---|
| Multiples       | Identify multiples of a given whole number.   |
| Factors         | Identify factors of a given whole number.   |
| Multiples and   | Identify factors or multiples of a given whole number.  |
| Factors         |   |
| Find the Primes | Identify which of the numbers in a given set are primes.  |
| Prime           |   |
| Factorization   | Find prime factorizations for given whole numbers using tree diagrams.  |
| Prime           |   |
| Factorization   | Find prime factorizations for given whole numbers and fill in the bubbles to create the prime factorization expression. |
| Bubble          | lactorization expression.   |
| Prime           | Find prime factorizations for given whole numbers and fill in the bubbles to create the prime factorization expression. |
| Factorization   |   |
| Bubble Symbolic |   |

#### **Patterns**

### **Standards Coverage:**

Recommended: CC.2.2.4.A.4

Related: CC.2.2.4.A.2

| Game Name       | Game Description   |
|-----------------|--|
| Pattern Wheel   | Identify and extend patterns of different geometric shapes.                  |
| Pattern Machine | Generate numerical patterns on the number line by finding consecutive terms. |
| Robot Patterns  | Identify and extend geometric patterns of colored squares on a grid.         |
| Pattern Machine | Find consecutive and non-consecutive terms for a numerical pattern.          |
| Advanced        |  |

### **Multi-Step Problems Using 4 Operations**

### **Standards Coverage:**

Recommended: CC.2.2.4.A.1

| Game Name        | Game Description   |
|------------------|--|
| Linear Transform | Select the number that will allow JiJi to cross to the other side. This game teaches the concept of equality through problems involving multiple operations. |
| Leg Drape Boots  | Multiply whole numbers using repeated addition.  |
| Leg Drape        | Madrials and also according to the desired and district  |
| Creatures        | Multiply whole numbers using repeated addition.  |
| Multi-Step Mixed | Solve multi-step mixed operation problems involving liquid volumes using beakers with a measurement scale.   |
| Operations with  |  |
| Volume           |  |
| Which            | Identify where the parentheses should be placed to make the expression represent the given model.  |
| Parentheses      |  |

### **Applying Area and Perimeter**

### **Standards Coverage:**

Recommended: CC.2.2.4.A.1

| Game Name                 | Game Description  |
|---------------------------|---|
| Perimeter Select          | Calculate the perimeter of a variety of shapes including triangles, squares, trapezoids, parallelograms, rectangles, and rhombuses. |
| Area Select               | Calculate the area of rectangles using a formula.   |
| Area or<br>Perimeter      | Calculate the area of rectangles using a formula.   |
| Area Perimeter with Units | Learn the units for measuring area and perimeter and explore pairs of different rectangles with equivalent perimeters or areas.     |

#### **Mixed Numbers**

### **Standards Coverage:**

Related: CC.2.1.4.C.2

| Game Name                             | Game Description   |
|---------------------------------------|--|
| Match Fraction                        | Represent a given fraction using a visual model by first dividing a whole into equal parts and then shading the correct number of parts. |
| Alien Bridge                          | Use pies divided into fourths to create a fraction diagram to match the given one.   |
| JiJi Cycle Select<br>Wheel            | Relate a collection of fractions represented with circular diagrams to a single point on the number line.                                |
| Scale Fraction                        | Plot the combined length of a collection of rectangles on the number line.   |
| Estimate Fractions on the Number Line | Estimate the location fractions on the number line.  |
| Fraction Trap                         | Estimate on a number line the location of Fractions  |

### **Fraction Equivalence**

### **Standards Coverage:**

Recommended: CC.2.1.4.C.1

| Game Name        | Game Description  |
|------------------|---|
| Equivalent       | Conservator and invalent functions union visual function models                 |
| Fractions        | Generate equivalent fractions using visual fraction models.                     |
| Common           |   |
| Denominator      | Partion a fraction to create an equivalent fraction using models.               |
| Monster          |   |
| Common           |   |
| Denominator      | Doution frontings to greate common denominators using models                    |
| Monster          | Partion fractions to create common denominators using models.                   |
| Advanced         |   |
| Fraction More or | Compare fractions with the same numerator or the same denominator using models. |
| Less             |   |

#### **Addition and Subtraction with Fractions**

### **Standards Coverage:**

Recommended: CC.2.1.4.C.2

| Game Name  | Game Description  |
|--|---|
| Alien Bridge                                     | Learn the meaning of fraction addition using visual models.   |
| JiJi Cycle Select<br>Basket                      | Relate a collection of fractions represented with circular diagrams to a single point on the number line.                             |
| Scale Fraction Addition and Subtraction          | Add and subtract fractions and mixed numbers on the number line. The fractions and mixed numbers are presented using visual models.   |
| Alien Bridge<br>Symbolic                         | Add fractions with the same denominator. In some levels, students fill in the missing addend when given one addend and the sum.       |
| JiJi Cycle Select<br>Basket Symbolic             | Relate a collection of fractions to a single point on the number line.  |
| Crank Pies Addition and Subtraction Symbolic     | Add proper and improper fractions with like denominators. This game extends the visual model of fractions to numeric representations. |
| Scale Fraction Addition and Subtraction Symbolic | Add and subtract fractions and mixed numbers with like and unlike denominators on the number line.                                    |
| Pie Monster<br>Symbolic                          | Represent the given fraction or whole number with circles divided into equal parts.   |

### **Fraction Multiplication**

### **Standards Coverage:**

Recommended: CC.2.1.4.C.2

| Game Name         | Game Description   |
|-------------------|--|
| Alien Bridge      | Learn to multiply fractions by a whole number using a visual model.                          |
| Alien Bridge      | Learn to multiply fractions by a whole number using a visual model. This game integrates the |
| Symbolic          | symbolic notation for recording the multiplication equation displayed in the visual model.   |
| Crank Pies        |  |
| Fraction          | Multiply fractions by whole numbers using visual models.                                     |
| Multiplication    |  |
| Fraction          |  |
| Multiplication on | Multiply fractions and estimate the locations of the products on a number line.              |
| the Number Line   |  |

#### **Decimal Fractions**

### **Standards Coverage:**

Recommended: CC.2.1.4.C.3

| Game Name      | Game Description  |
|----------------|---|
| Fraction Grid  | Identify the fraction, equivalents of numbers using the given model.                          |
| Decimal Grid   | Identify the decimal equivalents of numbers using the given model.                            |
| Fractions and  | Identify the decimal and fraction equivalents of numbers using the given model.               |
| Decimals Grid  |   |
| Number Line    | Estimate on a number line the location of tenths and hundredths in fraction and decimal form. |
| Trap           |   |
| Addition on NL | Estimate on a number line the location of fourths and halves in fraction and decimal form.    |

### **Comparing Decimals**

### **Standards Coverage:**

Recommended: CC.2.1.4.B.1

| Game Name     | Game Description  |
|---------------|---|
| What's the    | Estimate on a number line the location of decimals and whole numbers.                           |
| Number        |   |
| Decimal Order | Help JiJi cross the pit by putting one- and two-place decimals in order from least to greatest. |
| Fill          |   |
| Decimal       | Order decimals using place value-based methods and the symbols for less than, greater than, and |
| Comparison    | equal to.   |

### **Lines and Angles**

### **Standards Coverage:**

Related: CC.2.3.4.A.1, CC.2.3.4.A.2

| Game Name                              | Game Description  |
|--|---|
| Parallel and<br>Perpendicular<br>Lines | Use visual icons to identify parallel and perpendicular lines, then apply those concepts to the terms perpendicular and parallel.                           |
| Acute Obtuse<br>and Right<br>Angles    | Use visual cues to identify acute, obtuse and right angles, then apply those concepts to the terms acute, obtuse and right.                                 |
| Identify Lines and Angles              | Apply visual cues to identify a variety of lines and angles, then apply those concepts to their vocabulary terms.   |
| Draw Lines and Angles                  | Draw lines or angles given prompt of vocabulary terms.  |
| Do the Lines<br>Intersect              | Identify parallel, perpendicular, and intersecting lines within a given set of lines.   |
| Line Capture                           | Fit a line to a set of points in the coordinate plane. In later levels, place a point in the plane so that it will be on the line through the given points. |
| Measuring<br>Angles                    | Measure angles using a protractor and sketch angles of specified measure.   |

### **Lines of Symmetry**

### **Standards Coverage:**

Recommended: CC.2.3.4.A.1, CC.2.3.4.A.3

| Game Name     | Game Description  |
|---------------|---|
| Where is the  |   |
| Line of       | Identify lines of symmetry in a variety of shapes.  |
| Symmetry      |   |
| Symmetry Grid | Create figures that have bilateral symmetry using a grid to reflect shapes across the symmetry line.  |
| Ice Caves     | Shoot lasers through blocks of ice along lines of symmetry. Students identify line-symmetric and asymmetric figures.                                      |
| Big Seed      | Fill all the holes using colored tiles. A group of tiles of the same color can be unfolded along 8 symmetry axes. The color of tiles can also be changed. |

### **Classifying Shapes**

### **Standards Coverage:**

Recommended: CC.2.3.4.A.1, CC.2.3.4.A.2

| Game Name   | Game Description  |
|-------------|---|
| Shape Names | Identify the given polygon.   |
| Shape Types | Name shapes with 3 through 8 sides and identifying subcategories of triangles and quadrilaterals. |

#### **Measurement and Conversions**

### **Standards Coverage:**

Recommended: CC.2.4.4.A.1

| Game Name                    | Game Description   |
|------------------------------|--|
| Measure It                   | Measure the length of a gap in US customary units using a ruler.   |
| Capacity                     | Learn how to convert between cups, pints, quarts and gallons. Practice converting liquid quantities between different units. |
| Weight<br>Conversions        | Convert between pounds and ounces using visual scales. Enter converted values into a table.                                  |
| Problem Solving<br>With Mass | Solve multi-step situations involving weight conversions.  |

### **Multi-Digit Multiplication**

### **Standards Coverage:**

Recommended: CC.2.1.4.B.2

| Game Name        | Game Description                                      |
|------------------|---|
| Grid             | Multiply whole numbers using an area model.           |
| Expressions      |   |
| Area             | Multiply two-digit whole numbers using visual models. |
| Multiplication   |   |
| Area             | Multiply two-digit whole numbers using visual models. |
| Multiplication 2 |   |

### **Multi-Digit Division**

### **Standards Coverage:**

Recommended: CC.2.1.4.B.2

| Game Name                    | Game Description   |
|------------------------------|--|
| Area Divide                  | Explore the concept of division using an array model to practice division facts.   |
| Long Division                | Divide multi-digit numbers by one-digit divisors using a visual model incorporating place value blocks. This game builds conceptual understanding of the division algorithm. |
| Long Division with Remainder | Divide multi-digit numbers by one-digit divisors with remainders using a visual model incorporating place value blocks.  |

### **Line Plots and Range**

### **Standards Coverage:**

Recommended: CC.2.4.4.A.4

| Game Name        | Game Description   |
|------------------|--|
| Soccer Dot Plots | Record fraction measurements on a number line to create a dot plot.                                  |
| Eighths          |  |
| Dot Plot         | Identify which dimension of the given collection of rectangles is represented by the dot plot shown. |
| Dimension        |  |
| What's the       | Find the range of a list of whole numbers and bubble select to record the answer.                    |
| Range            |  |

### Math Challenge 4

| Game Name       | Game Description   |
|-----------------|--|
| Fraction Bricks | Represent the same length using different partitionings.   |
| Fraction Trap   | Estimate on a number line the location of fractions.   |
| Pie Monster     | Calve multi-stan addition and subtraction problems with freetings and mixed numbers  |
| Fractions       | Solve multi-step addition and subtraction problems with fractions and mixed numbers.   |
| Pie Monster     | Fraction and mixed number problems.  |
| Symbolic        | Traction and mixed number problems.  |
| Pie Monster     | Multi-step fraction problems.  |
| Multi-Step      | Multi-Step fraction problems.  |
| Bricks          | Arrange the shapes to create the composite shape shown.  |
| Shape Types     | Identify the given polygon.  |
| Missing Angle   | Find the magnitude of the missing angle on a triangle or quadrilateral using facts about the sums of   |
| with Triangles  | their interior angles. This game also introduces the use of a protractor as a tool used to measure an angle.   |
| Ice Caves       | Shoot lasers through blocks of ice along lines of symmetry. Students identify line-symmetric and asymmetric figures.   |
| Buy Items       | Choose the monetary amount needed to purchase a given item.  |
| Fruit Monster   | Determine how many pieces of fruit are needed to feed the monsters. Students explore the relationship between inputs and outputs using ratios within a visual model. |
| Rate Objects    | Find an equivalent rate to the one given.  |

# Challenge 4

| Game Name     | Game Description  |
|---------------|---|
| Bird Brain    | Find birds in a grid after a sequence of transformations.   |
| Venn Space    | Place the object in the correct section of the Venn diagram according to its attributes.  |
| Big Seed      | Fill all the holes using colored tiles. A group of tiles of the same color can be unfolded along 8 symmetry axes. The color of tiles can also be changed. |
| Venn Space    |   |
| Pick Shape    | Identify the object that has the attributes corresponding to a particular section of a Venn diagram.  |
| Dot Shapes    | Connect dots to form shapes which will fill holes in the ground.  |
| Concentration | Describes and the Position foots  |
| Nums          | Practice multiplication facts.  |
| Ice Caves     | Identify lines of symmetry in two-dimensional shapes.   |
| Kick Box      | Use lasers and mirrors to move the spheres out of the way so JiJi can pass.   |

# **Cognitive Training**

| Game Name     | Game Description   |
|---------------|--|
| Sorting Fruit | Working memory tasks - help animals collect hidden fruit sequences moving along a conveyor belt. |
| Shape Match   | Working memory tasks - track moving shapes on a grid to match outlines.                          |

### **OPTIONAL OBJECTIVES**

### **Multiplication and Division Facts**

| Game Name      | Game Description   |
|----------------|--|
| Leg Drape      | Practice multiplication facts with a visual scaffold.  |
| Leg Drape      | Duration multiplication facts uning a walkalia language  |
| Symbolic       | Practice multiplication facts using symbolic language.   |
| Multiplication | Practice Facts with an alternate representation  |
| Facts          | Practice Facts with an alternate representation.   |
| Fair Sharing   | Practice division via fair charing   |
| Visual         | Practice division via fair sharing.  |
| Fair Sharing   | Disasting aumhalia division facts via fair sharing   |
| Symbolic       | Practice symbolic division facts via fair sharing.   |
| Area Divide    | Practice division facts using an area represenation.   |
| Multiplication | Describes and Market for the formation of the state of th |
| Table          | Practice multiplication facts in reverse by placing products on the multiplication table.  |
| Multiplication |  |
| Table Grouped  | Practice multiplication facts in reverse by placing groups of products on the multiplication table.  |
| Concentration  | Practice multiplication facts quickly in sequence.   |
| Numbers        |  |

### **Addition and Subtraction Facts**

| Game Name      | Game Description  |
|----------------|---|
| Push Box       | Practice addition facts using visual block representations for sums under 10.           |
| Addition Facts | Practice addition facts using visual block representations for sums under 10.           |
| Select Box     | Practice addition facts using alternate visual block representations for sums under 10. |
| Addition Facts | Practice addition facts using alternate visual block representations for sums under 10. |
| Basic          |   |
| Subtraction    | Practice subtraction facts under 10 using visual block representations.                 |
| Facts          |   |
| Select Box     |   |
| Subtraction    | Practice subtraction facts under 10 using alternate block representations.              |
| Facts          |   |
| Ten Frame      | Practice addition facts to 20 using ten frames.   |
| Addition Facts | r factice addition facts to 20 using territariles.                                      |
| Ten Frame      |   |
| Subtraction    | Practice subtraction facts using ten frames.  |
| Facts          |   |
| Mixed Facts    | Practice addition and subtraction facts using visual block representations.             |
| Addition and   |   |
| Subtraction    | Practice addition and subtraction facts using a number line representation.             |
| Facts on the   | Practice addition and subtraction facts using a number line representation.             |
| Number Line    |   |
| Add Facts      | Practice addition facts using a triply inverted format                                  |
| Bridge         | Practice addition facts using a tricky inverted format.                                 |
| Concentration  | Practice multiple addition and subtraction facts quickly in sequence.                   |
| Numbers        | 1 Tactice multiple addition and subtraction facts quickly in sequence.                  |

### **STANDARDS INDEX**

# 4.CC.2 - Numbers and Operations

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.1.4.B.1 | Apply place value concepts to show an understanding of multi-digit whole numbers.                                     |
|              | Recommended: Place Value; Rounding Whole Numbers; Comparing Whole Numbers; Comparing Decimals                         |
| CC.2.1.4.B.2 | Use place value understanding and properties of operations to perform multi-digitarithmetic.                          |
|              | Recommended: Addition and Subtraction Algorithm; Multi-Digit Multiplication Multi-Digit Division                      |
| CC.2.1.4.C.1 | Extend the understanding of fractions to show equivalence and ordering.   |
|              | Recommended: Fraction Equivalence   |
| CC.2.1.4.C.2 | Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. |
|              | Recommended: Addition and Subtraction with Fractions; Fraction Multiplication   |
|              | Related: Mixed Numbers  |
| CC.2.1.4.C.3 | Connect decimal notation to fractions, and compare decimal fractions.   |
|              | Recommended: Decimal Fractions  |

### 4.CC.2 - Algebraic Concepts

Standard Objective(s)

**CC.2.2.4.A.1** Represent and solve problems involving the four operations.

Recommended: Multi-Step Addition and Subtraction Problems; Multi-Step Problems Using 4 Operations; Applying Area and Perimeter

Related: Multiplicative Comparison

**CC.2.2.4.A.2** Develop and/or apply number theory concepts to find factors and multiples.

**Recommended: Factors and Multiples** 

Related: Patterns

**CC.2.2.4.A.4** Generate and analyze patterns using one rule.

**Recommended: Patterns** 

# 4.CC.2 - Geometry

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.3.4.A.1 | Draw lines and angles and identify these in two-dimensional figures.      |
|              | Recommended: Lines of Symmetry; Classifying Shapes                        |
|              | Related: Lines and Angles   |
| CC.2.3.4.A.2 | Classify two-dimensional figures by properties of their lines and angles. |
|              | Recommended: Classifying Shapes   |
|              | Related: Lines and Angles   |

**Recommended: Lines of Symmetry** 

# 4.CC.2 - Measurement, Data, and Probability

Recognize symmetric shapes and draw lines of symmetry.

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.4.4.A.1 | Solve problems involving measurement and conversions from a larger unit to a smaller unit.  |
|              | Recommended: Measurement and Conversions  |
| CC.2.4.4.A.4 | Represent and interpret data involving fractions using information provided in a line plot. |
|              | Recommended: Line Plots and Range   |

CC.2.3.4.A.3

### **JOURNEY AND BONUS JOURNEY OBJECTIVES**

#### **Decimal Place Value**

### **Standards Coverage:**

Related: CC.2.1.5.B.1

| Game Name                      | Game Description  |
|--------------------------------|---|
| Decimal<br>Greenies            | Identify and interpret the digit values of given decimals using place value-based models. This game covers expanded notation and place value concepts to the hundredths place while enforcing the skills of reading and writing decimals. |
| Decimal Greenies Bubble Select | Identify and interpret the digit values of given decimals using place value-based models. This game covers expanded notation and place value concepts to the hundredths place while enforcing the skills of reading and writing decimals. |
| Number Line<br>Journey         | Represent up to three-place decimals on a number line. Some levels require students to decide which direction to move in at each step to find the given number.   |
| Decimal Place<br>Value         | Identify the digit values of given whole numbers and decimals using place value-based models. This game covers expanded notation and place value concepts while enforcing the skills of reading and writing whole numbers and decimals.   |
| Decimal Place<br>Value Pushers | Identify the place of a given digit within a decimal up to the thousandths place. The places are expressed with the words or symbols for the powers of ten.   |
| Expanded Form                  | Provide a number when given its representation in expanded notation. This game also covers place value concepts to the thousands place while enforcing the skills of reading and writing whole numbers.                                   |

### **Comparing with Decimals**

### **Standards Coverage:**

Related: CC.2.1.5.B.1

| Game Name     | Game Description   |
|---------------|--|
| Decimal       | Order decimals using place value-based methods and the symbols for less than, greater than, and          |
| Comparison    | equal to.  |
| Least Most    | Identify the least or greatest element in a set of whole numbers (up to four digits).                    |
| Decimal Order | Help JiJi cross the pit by putting one-, two-, and three-place decimals in order from least to greatest. |
| Fill          |  |

### **Rounding Decimals**

### **Standards Coverage:**

Recommended: CC.2.1.5.B.1

| Game Name                 | Game Description   |
|---------------------------|--|
| Number Funnels            | Round decimals to the nearest whole number. The game also teaches place value concepts up to the hundredths place. |
| Decimal Number<br>Funnels | Round decimals to the nearest given place value.   |

### **Interpret Expressions**

### **Standards Coverage:**

Recommended: CC.2.2.5.A.1

| Game Name        | Game Description   |
|------------------|--|
| Complete Box     | Write an expression to describe the area. Includes adding or deducting from the area and nonstandard shapes. |
| Multiplying with | Learn the meaning of and how to simplify expressions involving variables and parentheses.                    |
| Parentheses      |  |
| Which            | Identify where the parentheses should be placed to make the expression equal to the given value.             |
| Parentheses      |  |

### **Patterns and Relationships**

### **Standards Coverage:**

Related: CC.2.2.5.A.4

| Game Name               | Game Description  |
|-------------------------|---|
| Robot Patterns          | Identify and extend geometric patterns of colored squares on a grid.  |
| Pattern Machine         | Generate numerical patterns on the number line.   |
| Pattern Machine<br>Rule | Build a rule that describes the relationship between terms in a sequence.   |
| Linear Transform        | Select the number that will allow JiJi to cross to the other side. This game teaches the concept of equality through problems involving multiple operations.                            |
| Linear Transform Table  | Fill in the table with the missing inputs or outputs for a given linear function, or, in other levels, identify the function that corresponds to the given table of inputs and outputs. |

### **Multiplication Algorithm**

### **Standards Coverage:**

Recommended: CC.2.1.5.B.1

| Game Name        | Game Description  |
|------------------|---|
| Grid             | Multiply whole numbers using an area model  |
| Expressions      | Multiply whole numbers using an area model.   |
| Area             | Multiply two-digit whole numbers using visual models.                                       |
| Multiplication   |   |
| Multiplication   | Multiply multi-digit whole numbers by one-digit whole numbers using the standard algorithm. |
| Algorithm        |   |
| Area             | Multiply two-digit whole numbers using visual models.                                       |
| Multiplication 2 |   |

### **Division Algorithm Strategies**

### **Standards Coverage:**

Recommended: CC.2.1.5.B.1

| Game Name                                   | Game Description   |
|---|--|
| Area Divide                                 | Explore the concept of division using an array model to practice division facts.   |
| Long Division                               | Divide multi-digit numbers by one-digit divisors using a visual model incorporating place value blocks. This game builds conceptual understanding of the division algorithm. |
| Long Division with Remainder                | Divide multi-digit numbers by one-digit divisors with remainders using a visual model incorporating place value blocks.  |
| Long Division<br>Symbolic                   | Use the long division algorithm to perform division of multi-digit numbers by one-digit divisors.  |
| Long Division<br>with Remainder<br>Symbolic | Use the long division algorithm to perform division of multi-digit numbers by one-digit divisors with a remainder.   |

### **Addition and Subtraction with Decimals**

### **Standards Coverage:**

Recommended: CC.2.1.5.B.1, CC.2.1.5.B.2

| Game Name    | Game Description   |
|--------------|--|
| Place Value  |  |
| Align        | Learn to align decimals before adding or subtracting.  |
| Estimate     |  |
| Addition and | Estimate sums and differences of whole numbers and decimals on a number line.                      |
| Subtraction  |  |
| Number Line  |  |
| Place Value  | Identify which place to increase or decrease in order to obtain the second decimal from the first. |
| River        |  |
| Arithmetic   | Add one- and two-place decimals using the standard algorithm.                                      |
| Algorithm    |  |

### **Multiplying Decimals**

### **Standards Coverage:**

Recommended: CC.2.1.5.B.1, CC.2.1.5.B.2

| Game Name      | Game Description                         |
|----------------|--|
| Money          | Multiply money amounts by whole numbers. |
| Multiplication |  |
| Multiplying    | Multiply decimals by whole numbers.      |
| Decimals       |  |

### **Dividing Decimals**

### **Standards Coverage:**

Recommended: CC.2.1.5.B.1, CC.2.1.5.B.2

| Game Name        | Game Description   |
|------------------|--|
| Money Division   | Divide whole dollar money amounts by whole numbers resulting in decimal money amounts. |
| Decimal          | Divide whole numbers by whole numbers resulting in decimal quotients.                  |
| Quotients        |  |
| Dividing Dollars | Divide money amounts by whole numbers.   |
| and Cents        |  |
| Dividing         | Divide decimals by whole numbers.  |
| Decimals         |  |

### **Common Denominators and Equivalent Fractions**

### **Standards Coverage:**

Recommended: CC.2.1.5.C.1

| Game Name     | Game Description  |
|---------------|---|
| Number Line   | Identify aguivalent fractions using a number line model                               |
| Equivalence   | Identify equivalent fractions using a number line model.                              |
| Fraction Grid | Write one- and two-place decimals as fractions with denominators of 2, 4, 10, or 100. |
| Common        | Partion fractions to create common denominators using models.                         |
| Denominator   |   |
| Intro         |   |
| Pie Monster   | Implicitly add two fractions together.  |

### **Adding and Subtracting Fractions with Unlike Denominators**

### **Standards Coverage:**

Recommended: CC.2.1.5.C.1

| Game Name                                     | Game Description  |
|---|---|
| JiJi Cycle Select<br>Basket                   | Estimate the location of a fraction represented with a diagram on the number line.  |
| Fraction Robot Addition                       | Add proper and improper fractions with like and unlike denominators using rectangular diagrams displaying equal parts of a whole.   |
| Scale Fraction Visual                         | Add and subtract fractions and mixed numbers on the number line. The fractions and mixed numbers are presented using visual models. |
| Alien Bridge                                  | Learn the meaning of fraction addition using visual models.   |
| Add and Subtract Unlike Denominators          | Add and subtract fractions with unlike denominators by creating fractions with common denominators using a visual model.            |
| Fraction Grid                                 | Select a number of partitions on a given grid to represent the the sum or difference of two fractions.                              |
| Alien Bridge<br>Symbolic                      | Learn the meaning of fraction addition using visual models.   |
| Add and Subtract Unlike Denominators Symbolic | Add and subtract fractions with unlike denominators symbolically by creating fractions with common denominators.                    |

### **Multiplying Fractions**

### **Standards Coverage:**

Recommended: CC.2.1.5.C.2

Related: CC.2.4.5.A.4

| Game Name         | Game Description  |
|-------------------|---|
| Alien Bridge      | Learn to multiply fractions by a whole number using a visual model.                                     |
| Alien Bridge      | Learn to multiply fractions by a whole number using a visual model. This game integrates the            |
| Symbolic          | symbolic notation for recording the multiplication equation displayed in the visual model.              |
| Unit Multiples    | Multiply fractions and whole numbers using an area model.   |
| Unit              |   |
| Multiplication on | Multiply fractions and estimate the locations of the products on a number line.                         |
| the Number Line   |   |
| Fraction Area     | Multiply fractions and whole numbers using an area model.   |
| Scalar            | Interpret multiplication as scaling (resizing) through estimation and reasoning about the relative size |
| Multiplication    | of factors and products.  |

### **Dividing Fractions**

### **Standards Coverage:**

Recommended: CC.2.1.5.C.2

Related: CC.2.4.5.A.4

| Game Name         | Game Description   |
|-------------------|--|
| Area Divide       | Divide whole numbers by unit fractions. The answers are demonstrated using an area model.  |
| Linear Transform  | Multiply and divide whole numbers by unit fractions. In the last level, identify the operation that will transform the first number into the second. |
| Select Blocks     | Fair share blocks amongst critters for questions with fractional answers or dividends.   |
| Per Critter       |  |
| Fraction Divisors | Divide a whole number by a unit fraction modeled by fair sharing of blocks.  |

#### **Volume**

### **Standards Coverage:**

Recommended: CC.2.4.5.A.5

| Game Name                         | Game Description  |
|-----------------------------------|---|
| Intro to Volume                   | Calculate the volume of a right rectangular prism and express it using metric or U.S. customary cubic units.            |
| Helicopter                        | Identify the number of stocks the belicenter abould drop in order to fill the bale in the ground                        |
| Volume                            | Identify the number of stacks the helicopter should drop in order to fill the hole in the ground.                       |
| Helicopter                        | Identify the number of stacks the helicopter should drop in order to fill the hole in the ground.                       |
| Volume                            |   |
| Symbolic                          |   |
| Volume Fill                       | Calculate the volume of a right rectangular prism and express it using metric or U.S. customary cubic units.            |
| Area, Perimeter,<br>Volume Select | Calculate the volumes of rectangular and triangular prisms and express them using metric or U.S. customary cubic units. |

### **Converting Measurements**

### **Standards Coverage:**

Recommended: CC.2.4.5.A.1

| Game Name       | Game Description   |
|-----------------|--|
| Rate Objects    | Find an equivalent rate to the one given.  |
| Capacity        | Learn how to convert between cups, pints, quarts and gallons. Practice converting liquid quantities between different units. |
| Weight          | Convert between neurals and suppose using visual scales. Fater converted values into a table                                 |
| Conversions     | Convert between pounds and ounces using visual scales. Enter converted values into a table.                                  |
| Problem Solving |  |
| Mass            | Solve multi-step situations involving weight conversions.  |
| Conversions     |  |
| Unit Conversion | Convert between different units of time using a number line.   |

#### **The Coordinate Plane**

### **Standards Coverage:**

Recommended: CC.2.3.5.A.1

| Game Name               | Game Description  |
|-------------------------|---|
| Coordinate Trap         | Select the location of a coordinate pair on a coordinate grid.  |
| Ordered Pairs           | Name the coordinate pair for a given point located on a coordinate grid.  |
| Line Capture            | Fit a line to a set of points in the coordinate plane. In later levels, place a point in the plane so that it will be on the line through the given points. |
| Line Capture from Table | Represent the table of input and output values with a straight line in the coordinate plane.  |

#### **Line Plots Decimals and Mode**

### **Standards Coverage:**

Recommended: CC.2.4.5.A.4

| Game Name        | Game Description  |
|------------------|---|
| Soccer Dot Plots | Decord fraction managements on a number line to erects a det plot                                 |
| Eighths          | Record fraction measurements on a number line to create a dot plot.                               |
| Mode Magnet      | Identify the minimum, maximum, or mode value of a distribution of whole numbers and/or decimals   |
| Decimals         | shown in a dot plot.  |
| Mode Is Most     | Identify the mode of a given collection of decimal numbers.                                       |
| Decimals         |   |
| Mean Height      | Find the mean height of a collection of stacks of blocks, or the mean of a collection of numbers. |
| Mean Dot Plots   | Find the mean of the values displayed in a dot plot.  |

### **Shapes and Properties**

### **Standards Coverage:**

Recommended: CC.2.3.5.A.2

| Game Name   | Game Description  |
|-------------|---|
| Shape Names | Identify the given polygon.   |
| Shape Types | Identify different types of triangles (equilateral, acute, etc.) and different types of polygons (rectangle, rhombus, etc). |

### Math Challenge 5

| Game Name       | Game Description  |
|-----------------|---|
| Build a Monster | Identify the ratio of the monster arms to monster mouths.   |
| Wall Factory    | Choose values for the variables to make the given expression represent the configuration of blocks in the ground.                 |
| Which           | Identify where the parentheses should be pleased to make the expression equal to the given value                                  |
| Parentheses     | Identify where the parentheses should be placed to make the expression equal to the given value.                                  |
| Hungry          | Anni, marikini nativo von nation to nation mariki nton marikini nation nad divini na markini na                                   |
| Monsters        | Apply multiplicative reasoning to solve multi-step multiplication and division problems.  |
| Variable Stacks | Solve linear equations using a model in which the two sides of the equation are modeled as stacks that need to have equal height. |
| Scalar          | Interpret multiplication as scaling (resizing) through estimation and reasoning about the relative size                           |
| Multiplication  | of factors and products.  |
| Frac Wall       | Solve linear equations using a visual model.  |
| Graph Path      | Move the point along a straight line in a coordinate plane.   |

# Challenge 5

| Game Name     | Game Description  |
|---------------|---|
| Concentration | Practice multiplication facts.  |
| Nums          |   |
| Big Seed      | Find a sequence of actions that will unfold the given image into the desired shape. Teaches the concept of symmetry and the idea of a function or transformation. |
| Bird Brain    | Find birds in a grid after a sequence of transformations.   |
| Dot Shapes    | Connect dots to form shapes which will fill holes in the ground.  |
| Ice Caves     | Identify lines of symmetry in two-dimensional shapes.   |
| Upright JiJi  | Find a sequence of rotations to move JiJi into an upright position.   |
| Kick Box      | Use lasers and mirrors to move the spheres out of the way so JiJi can pass.   |

## **Cognitive Training**

| Game Name     | Game Description   |
|---------------|--|
| Sorting Fruit | Working memory tasks - help animals collect hidden fruit sequences moving along a conveyor belt. |
| Shape Match   | Working memory tasks - track moving shapes on a grid to match outlines.                          |

### **OPTIONAL OBJECTIVES**

### **Multiplication and Division Facts**

| Game Name      | Game Description  |
|----------------|---|
| Leg Drape      | Practice multiplication facts with a visual scaffold.   |
| Leg Drape      | Duration would block on factor union a wall alia language   |
| Symbolic       | Practice multiplication facts using symbolic language.  |
| Multiplication | Practice Facts with an alternate representation   |
| Facts          | Practice Facts with an alternate representation.  |
| Fair Sharing   | Practice division via fair sharing.   |
| Visual         |   |
| Fair Sharing   | Describes associable distriction for the size field about   |
| Symbolic       | Practice symbolic division facts via fair sharing.  |
| Area Divide    | Practice division facts using an area represenation.  |
| Multiplication | Practice multiplication facts in reverse by placing products on the multiplication table.           |
| Table          |   |
| Multiplication | Practice multiplication facts in reverse by placing groups of products on the multiplication table. |
| Table Grouped  |   |
| Concentration  | Practice multiplication facts quickly in sequence.  |
| Numbers        |   |

### **Addition and Subtraction Facts**

| Game Name      | Game Description  |
|----------------|---|
| Push Box       | Practice addition facts using visual block representations for sums under 10.           |
| Addition Facts |   |
| Select Box     | Practice addition facts using alternate visual block representations for sums under 10. |
| Addition Facts | Fractice addition facts using afternate visual block representations for sums under 10. |
| Basic          |   |
| Subtraction    | Practice subtraction facts under 10 using visual block representations.                 |
| Facts          |   |
| Select Box     |   |
| Subtraction    | Practice subtraction facts under 10 using alternate block representations.              |
| Facts          |   |
| Ten Frame      | Practice addition facts to 20 using ten frames.   |
| Addition Facts | Tradice addition lacts to 20 daing territariles.  |
| Ten Frame      |   |
| Subtraction    | Practice subtraction facts using ten frames.  |
| Facts          |   |
| Mixed Facts    | Practice addition and subtraction facts using visual block representations.             |
| Addition and   |   |
| Subtraction    | Practice addition and subtraction facts using a number line representation.             |
| Facts on the   | Tractice addition and subtraction facts using a number line representation.             |
| Number Line    |   |
| Add Facts      | Practice addition facts using a tricky inverted format.                                 |
| Bridge         | Fractice addition facts using a tricky inverted format.                                 |
| Concentration  | Practice multiple addition and subtraction facts quickly in sequence.                   |
| Numbers        |   |

### **STANDARDS INDEX**

# **5.CC.2 - Numbers and Operations**

| Standard     | Objective(s)   |
|--------------|--|
| CC.2.1.5.B.1 | Apply place value to show an understanding of operations and rounding as they pertain to whole numbers and decimals.   |
|              | Recommended: Rounding Decimals; Multiplication Algorithm; Division Algorithm Strategies; Addition and Subtraction with Decimals; Multiplying Decimals; Dividing Decimals |
|              | Related: Decimal Place Value; Comparing with Decimals  |
| CC.2.1.5.B.2 | Extend an understanding of operations with whole numbers to perform operations including decimals.   |
|              | Recommended: Addition and Subtraction with Decimals; Multiplying Decimals; Dividing Decimals   |
| CC.2.1.5.C.1 | Use the understanding of equivalency to add and subtract fractions.  |
|              | Recommended: Common Denominators and Equivalent Fractions; Adding and Subtracting Fractions with Unlike Denominators   |
| CC.2.1.5.C.2 | Apply and extend previous understandings of multiplication and division to multiply and divide fractions.  |
|              | Recommended: Multiplying Fractions; Dividing Fractions   |

### 5.CC.2 - Algebraic Concepts

#### Standard Objective(s)

**CC.2.2.5.A.1** Interpret and evaluate numerical expressions using order of operations.

**Recommended: Interpret Expressions** 

**CC.2.2.5.A.4** Analyze patterns and relationships using two rules.

Related: Patterns and Relationships

### 5.CC.2 - Geometry

#### Standard Objective(s)

**CC.2.3.5.A.1** Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.

**Recommended: The Coordinate Plane** 

**CC.2.3.5.A.2** Classify two-dimensional figures into categories based on an understanding of their properties.

**Recommended: Shapes and Properties** 

# **5.CC.2 - Measurement, Data, and Probability**

| Standard     | Objective(s)  |
|--------------|---|
| CC.2.4.5.A.1 | Solve problems using conversions within a given measurement system.                             |
|              | Recommended: Converting Measurements  |
| CC.2.4.5.A.4 | Solve problems involving computation of fractions using information provided in a line plot.    |
|              | Recommended: Line Plots Decimals and Mode   |
|              | Related: Multiplying Fractions; Dividing Fractions  |
| CC.2.4.5.A.5 | Apply concepts of volume to solve problems and relate volume to multiplication and to addition. |
|              | Recommended: Volume   |