RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade K
Unit: Counting and Cardinality

Common Core State Standards Domain: Counting and Cardinality

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Know number names and the count sequence	**Know number names and the count sequence**	(Counting assessment form may be found in Zeroing in on Numbers and Operations PK to K)
1.Count to 100 by ones and tens.	1a.Count to 100 by ones and tens.	1a. Zeroing in on Numbers and Operations PK to K *Counting Routines* 1a. Zeroing in on Numbers and Operations PK to K *One Hundred* 1a.Scott Foresman Lesson 12-2 & 12-3 1a.Navigations Numbers and Operations PK-2 *How Many Ways,* pp. 26-28
	1b.Identify the value of a penny as one-cent and use pennies to count within 20.	1b.Scott Foresman Lesson 7-10, 10-7 & 11-7
	1c.Count groups of ten within 100 and write how many.	1c. Zeroing in on Numbers and Operations PK to K *Climb the Towers* 1c. Scott Foresman Lesson 12-1
2.Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	2a.Count forward from a given number other than one.	2a. Zeroing in on Numbers and Operations PK to K *Climb the Towers* 2a. Scott Foresman Lesson 12-3 2a.Navigations Numbers and Operations PK-2 *Counting in Different Ways,* pp. 19 & 20
3.Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	3a.Use objects to represent quantities to 20 and recognize (read) and write the numbers that describe quantities from 0 to 20.	3a.Scott Foresman Chapters 3, 4& 5 3a. Navigations Numbers and Operations PK-2 *Choose a Number,* pp. 16-18

Count to tell the number of objects. 4.Understand the relationship between the number names and quantities; connect counting to cardinality.	**Count to tell the number of objects.**	
4a.When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	
4b. Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	4b1.Understand that the last number name said tells the number of objects counted. 4b2.Understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.	4b1. Zeroing in on Numbers and Operations PK to K *All About Five* 4b1. Zeroing in on Numbers and Operations PK to K *Match It* 4b1.Scott Foresman Chapters 3, 4 & 5 4b2. Zeroing in on Numbers and Operations PK to K *I Spy* 4b2. Scott Foresman Chapters 3, 4 & 5 4b2. Zeroing in on Numbers and Operations PK to K *Which One?*
4c. Understand that each successive number name refers to a quantity that is one larger.	4c. Understand that each successive number name refers to a quantity that is one larger.	4c. Zeroing in on Numbers and Operations PK to K *Time to Sing* 4c. Scott Foresman Chapters 3, 4 & 5
5.Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a	5a. Count to find out "how many" items are in a group of up to 20; produce a collection of items that matches a given number.	5a. Zeroing in on Numbers and Operations PK to K *Picture Cards* 5a.Zeroing in on Numbers and Operations PK to K *Focus on Numerals* 5a. Scott Foresman Chapters 3, 4 & 5 5a.Navigations Numbers and Operations PK-2 *Choose a Number,* pp. 16-18

scattered configuration; given a number from 1-20, count out that many objects.	5b.Find, identify, and place numbers through 20 on a calendar (may extend to 31).	5b. Scott Foresman Lesson 7-4
Compare Numbers 6.Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.* *(include groups with up to ten objects)	**Compare Numbers** 6a.Express the relationship between groups of up to 10 as more, fewer, or equal.	6a. Zeroing in on Numbers and Operations PK to K *Playing with Math* 6a. Zeroing in on Numbers and Operations PK to K *Comparing with Egg Cartons* 6a. Scott Foresman Chapters 3, 4 & 5 6a. Navigations Algebra PK-2 *Follow the Number Roads* pp. 19-21
7.Compare two numbers between 1 and 10 presented as written numerals.	7a. Identify which number is more or less when shown two written numbers 0-10. 7b. Place numbers 1-10 sequentially.	7a-b. Zeroing in on Numbers and Operations PK to K *All About Five* 7a-b. Zeroing in on Numbers and Operations PK to K *From Five to Ten* 7a-b. Scott Foresman Chapters 3 & 4 **Literature Connections** *Ten, Nine, Eight* by Molly Bang *Ten Black Dots* by Donald Crews *Fish Eyes* by Lois Ehlert *Ten Little Rabbits* by Virginia Grossman & Sylvia Long *One Duck Stuck* by Phyllis Root *Two Ways to Count to Ten* by Ruby Dee *Anno's Counting Book* by Mitsumasa Anno *100 Days of School* by Trudy Harris *Ten Flashing Fireflies* by Philemon Sturges *More, Fewer, Less* by Tana Hoban **Games** First Off the Bridge-handout Racing Bears-handout High Roller-handout Compare Dots Compare (Investigations, Mathematical Thinking at Grade 1, p. 157)

		Everyday Counts Partner Games Grade K Collect Ten pp. 14-15 Domino Lotto pp. 16-17 Ten Grid Comparing pp. 18-19 Collect 20 pp. 20-21 Quick As You Can pp. 22-23 All in a Row pp. 26-27 Race to 31 pp. 28-29 Break the Bank pp. 30-31 The Collector pp. 36-37 Teen Match Ups pp. 44-45 **RTI Interventions** OCM (Oral Counting) 1. **OCM** Count aloud with others (say the forward number word sequence). 2. **OCM** Count objects with monitoring. 3. **OCM** Touch one-say one with peer or adult (one-to-one tagging). Assist as necessary, including holding the student's hand while touching one/saying one. 4. **OCM, NIM** Student grabs a handful of small objects and then counts to find how many. Given a hundred chart, student places the objects one-by-one on the numbers. 5. **OCM, NIM, QDM** Using a die with numbers (numbers can vary depending on the skill of the student) and a group of objects, the student rolls the die, says the number, and takes out of the group that many objects. The teacher or another student does the same. Each person should say whether he or she has more or less than the other person. Without putting the objects back, the first student takes another turn (roll, say, count out) and adds the new amount to the first amount. After the second person goes, each determines and then states whether he or she has more or less than the other person. As an extension, the amounts can be lined up side-by-side so that the student can determine how many more/less. 6. **OCM** Count backwards with others (say the backward number word sequence). 7. **OCM** Count backwards while using a group of objects, removing one each time (perhaps the objects could be arranged onto ten-frames to support the conceptual understanding of teens

		numbers). 8. **OCM** Ask student to count on or count back from any number. 9. **OCM, M-CBM** With a small group of students, the first student begins counting, the next continues from where the first stops, etc. 10. **OCM** Count by 10's past 100, using base-10 blocks for support. 11. **OCM** Write the numbers said when counting by 10's to assist students in naming the next decade. Student can refer to the list of numbers that are written for support in naming numbers that come after 29, 39, 49, etc. 12. **OCM** Count objects grouped in tens (and extras), first counting by tens, then counting on the extras by ones. 13. **OCM** Have student group objects into tens (use cups or ten frames) and then count the objects by first counting by tens, then the extras by ones. 14. **OCM, M-CAP** Use number lines and the hundred chart to count on, count back, and see the organization of numbers and their relationships (Games like Chutes and Ladders with its 0-100 linear number line may help). 15. **OCM, M-CBM, M-CAP** Count on for addition. Have the student count a set of objects, hide the set with a screen, add some more objects that can be viewed, and ask, "How many in all?" Model counting on from the screened set, counting one-by-one while touching each object in the visible group. Identify or write the appropriate addition equation for the given situation. NIM (Number Identification) 16. **NIM** Ask students to trace numbers, or have them make numbers with their fingers in sand. 17. **NIM, QDM** Use 10-frames to model numbers (connect number names, numerals, and quantity representation). 18. **NIM, QDM** Match sets of objects in the teens with the written numeral, and say the word form (connect number names, numerals, and quantity representation). 19. **NIM, QDM** Connect numerals, quantity, and word-form by making posters and booklets. 20. **OCM, NIM** Student grabs a handful of small

		objects and then counts to find how many. Given a hundred chart, student places the objects one-by-one on the numbers. 21. **NIM** Use a deck of number cards 0-10 with corresponding quantities shown. Draw a card and ask the student to name it. The student may count the objects if necessary to help name the number. After naming, the student should place the number in a row in order (cards with zero on the left, then ones, etc.). Having the numbers in order may also help the student identify and name the numeral. 22. **OCM, NIM, QDM** Using a die with numbers (numbers can vary depending on the skill of the student) and a group of objects, the student rolls the die, says the number, and takes out of the group that many objects. The teacher or another student does the same. Each person should say whether he or she has more or less than the other person. Without putting the objects back, the first student takes another turn (roll, say, count out) and adds the new amount to the first amount. After the second person goes, each determines and then states whether he or she has more or less than the other person. As an extension, the amounts can be lined up side-by-side so that the student can determine how many more/less. 23. **NIM** Use a number line and a die labeled 1, 1, 2, 2, 3, 3. Student rolls the die and moves that many spaces, starting at zero. After the student finishes moving, he/she says the number. If correct, another turn may be taken. Play as a game. 24. **NIM, QDM** Say word forms while touching numerals or quantities (connect quantity with number word forms). 25. **NIM, QDM** Given cards with representations for numbers in the teens, using ten frame cards, put the cards in order from least to greatest. Say the number name for each card while saying the numbers in order. Do the same later with numeral cards. MNM (Missing Number) 26. **MNM** Fill in missing numbers in sequence, especially using number lines for visual support.

		27. **MNM** Ask student to name the number that comes between two given numbers. This can be done orally, in written form, or by having the student choose the appropriate number card to place between the given number cards. 28. **MNM, M-CBM, M-CAP** Ask student to find ten more or ten less than a number.

RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade K
Unit: Operations and Algebraic

Common Core State Standards Domain: Operations and Algebraic Thinking

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**	
1.Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. *Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards)	1a.Use a variety of representation strategies to match situations involving addition and subtraction of whole numbers within 10.	1a. Zeroing in on Numbers and Operations PK to K *Solve It* 1a. Navigations Numbers and Operations PK-2 *Frumps' Fashions p.41* 1a. Zeroing in on Numbers and Operations PK to K *At the Playground* 1a. Scott Foresman Lesson 10-1, 10-2, 10-3, 11-1, 11-2 & 11-3 1a. Navigations Numbers and Operations PK-2 *Park Your Car* pp. 49-51
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	2a. Use a variety of problem solving strategies and reasoning methods in solving word problems involving addition and subtraction of whole numbers within 10.	2a. Zeroing in on Numbers and Operations PK to K *At the Playground* 2a. Navigations Numbers and Operations PK-2 *Frumps' Fashions p.41* 2a. Scott Foresman Lesson 10-1, 10-2, 10-3, 11-1, 11-2 & 11-3 2a. Navigations Algebra PK-2 *How Many are Under the Cup* pp. 34 & 35 2a. Navigations Algebra PK-2 *Lots of Spots* pp. 36 & 37

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1).	3a. Decompose numbers up to 10 into two or more quantities. 3b. Add and subtract using the plus sign (+), minus sign (-)[1] and the equal sign (=)[2] to write and solve addition and subtraction number sentences within 10.	3a. Zeroing in on Numbers and Operations PK to K *At the Pond* 3a. Zeroing in on Numbers and Operations PK to K *Number Partners* 3a. Scott Foresman Lessons 9-1, 9-2, 9-3 & 9-4 3a. Navigations Numbers and Operations PK-2 *Frames* pp. 46-48 3b. Zeroing in on Numbers and Operations PK to K *Bean Toss* 3b. Scott Foresman Lesson 10-4, 10-5, 10-6, 11-4, 11-5 & 11-6
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	4a. Make (compose) 10 using two numbers.	4a. Zeroing in on Numbers and Operations PK to K *Missing Partners* 4a. Scott Foresman Chapter 9 4a. Navigations Numbers and Operations PK-2 *Frames* pp. 46-48
5. Fluently add and subtract within 5.	5a. Know number combinations within 5.	5a. Zeroing in on Numbers and Operations PK to K *Missing Partners* 5a. Scott Foresman Lesson 9-1 **Literature Connections** *Rooster's Off to See the World* by Eric Carle *Mission Addition* by Loreen Leedy **Games** X-Ray Vision-handout Plus or Minus Game-handout High Roller-handout Everyday Counts Partner Games Grade K Break the Bank pp. 30-31 Memory pp. 32-33 Add 'Em Up pp. 34-35 The Collector pp. 36-37 The Penny Tosser pp. 38-39 Domino Fill Up pp. 40-41 Teen Match Ups pp. 44-45
	Notes: [1] use vocabulary "minus" rather than "take away" [2] may substitute "is the same as" for the word "equals"	

		Match the Sum pp. 46-47 5! 10! 15! 20! pp. 48-49 Domino Sums pp. 50-51 **RTI Interventions** OCM (Oral Counting) 1. **OCM** Count aloud with others (say the forward number word sequence). 2. **OCM** Count objects with monitoring. 3. **OCM** Touch one-say one with peer or adult (one-to-one tagging). Assist as necessary, including holding the student's hand while touching one/saying one. 4. **OCM, NIM** Student grabs a handful of small objects and then counts to find how many. Given a hundred chart, student places the objects one-by-one on the numbers. 5. **OCM, NIM, QDM** Using a die with numbers (numbers can vary depending on the skill of the student) and a group of objects, the student rolls the die, says the number, and takes out of the group that many objects. The teacher or another student does the same. Each person should say whether he or she has more or less than the other person. Without putting the objects back, the first student takes another turn (roll, say, count out) and adds the new amount to the first amount. After the second person goes, each determines and then states whether he or she has more or less than the other person. As an extension, the amounts can be lined up side-by-side so that the student can determine how many more/less. 6. **OCM** Count backwards with others (say the backward number word sequence). 7. **OCM** Count backwards while using a group of objects, removing one each time (perhaps the objects could be arranged onto ten-frames to support the conceptual understanding of teens numbers). 8. **OCM** Ask student to count on or count back from any number. 9. **OCM, M-CBM** With a small group of students, the first student begins counting, the next continues from where the first stops, etc. 10. **OCM** Count by 10's past 100, using base-10 blocks for support.

		11. **OCM** Write the numbers said when counting by 10's to assist students in naming the next decade. Student can refer to the list of numbers that are written for support in naming numbers that come after 29, 39, 49, etc. 12. **OCM** Count objects grouped in tens (and extras), first counting by tens, then counting on the extras by ones. 13. **OCM** Have student group objects into tens (use cups or ten frames) and then count the objects by first counting by tens, then the extras by ones. 14. **OCM, M-CAP** Use number lines and the hundred chart to count on, count back, and see the organization of numbers and their relationships (Games like Chutes and Ladders with its 0-100 linear number line may help). 15. **OCM, M-CBM, M-CAP** Count on for addition. Have the student count a set of objects, hide the set with a screen, add some more objects that can be viewed, and ask, "How many in all?" Model counting on from the screened set, counting one-by-one while touching each object in the visible group. Identify or write the appropriate addition equation for the given situation. NIM (Number Identification) 16. **NIM** Ask students to trace numbers, or have them make numbers with their fingers in sand. 17. **NIM, QDM** Use 10-frames to model numbers (connect number names, numerals, and quantity representation). 18. **NIM, QDM** Match sets of objects in the teens with the written numeral, and say the word form (connect number names, numerals, and quantity representation). 19. **NIM, QDM** Connect numerals, quantity, and word-form by making posters and booklets. 20. **OCM, NIM** Student grabs a handful of small objects and then counts to find how many. Given a hundred chart, student places the objects one-by-one on the numbers. 21. **NIM** Use a deck of number cards 0-10 with corresponding quantities shown. Draw a card and ask the student to name it. The student may count the objects if necessary to help name the number. After naming, the student should place the number in a row in order (cards with zero on

		the left, then ones, etc.). Having the numbers in order may also help the student identify and name the numeral. 22. **OCM, NIM, QDM** Using a die with numbers (numbers can vary depending on the skill of the student) and a group of objects, the student rolls the die, says the number, and takes out of the group that many objects. The teacher or another student does the same. Each person should say whether he or she has more or less than the other person. Without putting the objects back, the first student takes another turn (roll, say, count out) and adds the new amount to the first amount. After the second person goes, each determines and then states whether he or she has more or less than the other person. As an extension, the amounts can be lined up side-by-side so that the student can determine how many more/less. 23. **NIM** Use a number line and a die labeled 1, 1, 2, 2, 3, 3. Student rolls the die and moves that many spaces, starting at zero. After the student finishes moving, he/she says the number. If correct, another turn may be taken. Play as a game. 24. **NIM, QDM** Say word forms while touching numerals or quantities (connect quantity with number word forms). 25. **NIM, QDM** Given cards with representations for numbers in the teens, using ten frame cards, put the cards in order from least to greatest. Say the number name for each card while saying the numbers in order. Do the same later with numeral cards. MNM (Missing Number) 1. **MNM** Fill in missing numbers in sequence, especially using number lines for visual support. 1. **MNM** Ask student to name the number that comes between two given numbers. This can be done orally, in written form, or by having the student choose the appropriate number card to place between the given number cards. 2. **MNM, M-CBM, M-CAP** Ask student to find ten more or ten less than a number.

RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade K
Unit: Number and Operations in Base Ten

Common Core State Standards Domain: Number and Operations in Base Ten

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Work with numbers 11-19 to gain foundations for place value.	**Work with numbers 11-19 to gain foundations for place value.**	
1.Compose and decompose numbers from 11 to 19 into tens and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (e.g., 18=10+8); understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	1a. Given a group or picture of ten objects and additional ones, compose numbers 11-19. 1b. Decompose numbers 11-19 by separating into one group of ten and additional ones. 1c. Record compositions and decompositions using drawings or equations.	1a. Zeroing in on Numbers and Operations PK to K *Teen Numbers* 1a. Scott Foresman Lessons 5-1, 5-2, 5-3, 5-4 & 5-5 1a. Navigations Numbers and Operations PK-2 *Flip Two* pp. 65-67

RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade K
Unit: Measurement and Data

Common Core State Standards Domain: Measurement and Data

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Describe and compare measurable attributes.	**Describe and compare measurable attributes.**	
1.Describe measurable attributes of objects, such as length or weight. Describe several attributes of a single object.	1a. Describe measureable attributes of objects such as length, weight or capacity. 1b. Describe several attributes of an object.	1a. Scott Foresman Chapter 6 1a. Navigations MeasurementPK-2 *Body Balance* pp. 14 & 15 1a. Navigations Measurement PK-2 *Scavenger Hunt* pp. 16 &17 1b. Zeroing in on Numbers and Operations PK to K *More Less or the Same?* 1b. Scott Foresman Chapter 6 1b. Navigations Measurement PK-2 *Scavenger Hunt* pp. 16 &17
2. Directly compare two objects with a measurable attribute in common, to see	2. Compare two objects by length, weight or capacity and describe the difference.	2. Scott Foresman Chapter 6 2. Navigations Measurement PK-2 *Body Balance* pp. 14 & 15 2. Navigations Measurement PK-2 *Scavenger Hunt* pp. 16 &17 2. Zeroing in on Numbers and Operations PK to K *Feel It* 2. Zeroing in on Numbers and Operations PK to K *More Less or the Same?* 2. Scott Foresman Chapter 6 2. Navigations Measurement PK-2 *Body Balance* pp. 14 & 15 2. Navigations Measurement PK-2 *Scavenger Hunt* pp. 16 &17
Classify objects and count the number of objects in each category. 3. Classify objects into given categories; count the number of objects in each category and sort the	**Classify objects and count the number of objects in each category.** 3a. Collect, arrange and interpret data	3a. Zeroing in on Numbers and Operations PK to K *Number Books* 3a. Zeroing in on Numbers and Operations PK to K *Graph It* 3a. Scott Foresman Lessons 2-1, 2-2, 2-3 & 2-4 3a. Navigations Measurement PK-2 *Giant Steps, Baby Steps* pp. 32 & 33

categories by count.* *Limit category counts to be less than or equal to 10.	3b. Collect data and organize into a charts, real graph, picture graph, bar graph, line plot or table	3b. Zeroing in on Numbers and Operations PK to K *Number Books* 3b. Zeroing in on Numbers and Operations PK to K *Graph It* 3b. Scott Foresman Lessons 2-1, 2-2, 2-3 & 2-4 **Literature Connections** *Rooster's Off to See the World* by Eric Carle *Much Bigger then Martin* by Steven Kellogg *Chrysanthemum* by Kevin Henkes

RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade K
Unit: Geometry

Common Core State Standards Domain: Geometry

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Identify and describe shapes (squares, circles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	**Identify and describe shapes (squares, circles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*	1a. Identify solid shapes in their environment (cubes, cones, cylinders, and spheres)	1a. Scott Foresman Lesson 8-1, 8-2, 8-3 1a. Navigations Geometry PK-2 *Projector Math* pp. 71 & 72
	1b. Identify plane shapes in their environment (squares, circles, rectangles and hexagons)	1b. Scott Foresman Lesson 8-4, 8-5 1b. Navigations Geometry PK-2 *Projector Math* pp. 71 & 72
	1c. Describe the relative position of a plane and solid shape using the terms *above, below, beside, in front of, behind,* and *next to.*	1c. Scott Foresman Lesson 1-1, 1-2, 1-3, 1-4 1c. Navigations Geometry PK-2 *Ins and Outs* pp. 33-35 1c. Navigations Geometry PK-2 *Match My Grid* pp. 36-38
	1d. Identify sides and vertices of plane shapes and faces and vertices of solid shapes.	1d. Scott Foresman Lesson 8-4 (need to extend concept to all shapes)
2. Correctly name shapes regardless of their orientations or overall size.	2a. Identify shapes after flips, slides and turns (squares, circles, rectangles and hexagons)	2a. Scott Foresman Lesson 8-6
3. Identify shapes as		3a. Investigations Making Shapes and Building Blocks Investigation 1&3

two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	3a. Identify an object as two-dimensional ("flat") or three-dimensional	
Analyze, compare, create, and compose shapes. 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length). 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. For example, *"Can you join these two triangles with full sides touching to make a rectangle?"*	**Analyze, compare, create, and compose shapes.** 4a. Analyze and compare the number of sides and vertices/ "corners" and other attributes of two- and three-dimensional shapes 5a. Build two and three-dimensional shapes using various materials including drawing. 6a. Make larger shapes out of simple shapes.	4a. Investigations Making Shapes and Building Blocks Investigation 4 4a. Navigations Geometry PK-2 *Alike and Different* pp. 17 & 18 4a. Navigations Geometry PK-2 *Name that Block* pp. 19-21 5a. Scott Foresman Lesson 8-1 6a. Zeroing in on Numbers and Operations PK to K *Organize It* 6a. Scott Foresman Lesson 8-7 6a. Navigations Geometry PK-2 *Shapes from Shapes* p. 14-16 **Literature Connections** *Captain Invincible and the Space Shapes* by Stuart J. Murphy *The Greedy Triangle* by Marilyn Burns **Games** Everyday Counts Partner Games Grade K Shape Race pp. 24-25
