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Progress in Mathematics

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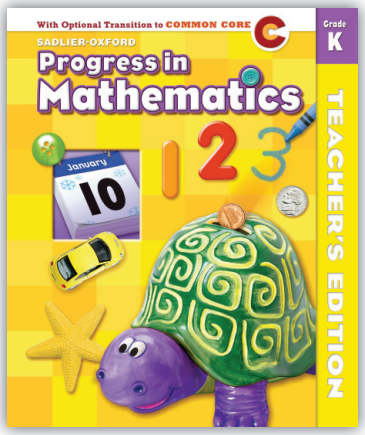
Common Core State Standards

for Mathematics

KINDERGARTEN



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Counting and Cardinality K.CC

Know number names and the count sequence.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
1. Count to 100 by ones and by tens.	**Instruction** 5-8 Identify and Write 21–25—pp. 175–176 5-9 Identify and Write 26–31—pp. 177–178 12-1 Count to 100—pp. 405–406 *12-1A Count Forward to 100—Online *12-1B Recognize Counting Patterns—Online 12-2 Explore Tens—pp. 407–408 12-6 Count by 10s—pp. 417–418 **Application** 10-2 Calendar—pp. 339–340 10-3 Calendar: Yesterday, Today, Tomorrow—pp. 341–342 **Teacher's Edition** Differentiated Instruction: At Risk: Count to 100; Inclusion: Count to 100; Visually Impaired: Tens—TE p. 403F Math Centers: Writing Activity: Tens Table (skip count by 10s)—TE p. 403H Intervention Suggestions: 2-3. Identify groups of tens and ones in groups of objects (from 20 to 31); 4-5. Compare and order numbers to 31, using place-value models and number lines—TE p. 403K
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**Instruction** 4-8 Identify and Write 4 and 5—pp. 127–128 4-14 Number Line—pp. 141–142 *5-7B Count Numbers to 20—Online 9-2 Count On from Pennies and Nickels—pp. 301–302 9-4 Count On from Dimes and Quarters—pp. 305–306 12-1 Count to 100—pp. 405–406 **Application** 10-2 Calendar—pp. 339–340 10-3 Calendar: Yesterday, Today, Tomorrow—pp. 341–342
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).	**Instruction** 4-6 Identify and Write 0 and 1—pp. 123–124 4-7 Identify and Write 2 and 3—pp. 125–126 4-8 Identify and Write 4 and 5—pp. 127–128 4-10 Identify and Write 6 and 7—pp. 133–134 4-11 Identify and Write 8 and 9—pp. 135–136 4-12 Identify and Write 10—pp. 137–138 4-13 Numbers 1–10—pp. 139–140 5-1 Identify and Write 11 and 12—pp. 159–160 5-3 Order Numbers to 12—pp. 163–164 5-4 Identify and Write 13 and 14—pp. 165–166

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Know number names and the count sequence.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
	5- 5 Identify and Write 15 and 16—pp. 167–168 5-6 Identify and Write 17 and 18—pp. 169–170 5-7 Identify and Write 19 and 20—pp. 171–172 5-11 Order Numbers to 31—pp. 181–182 10-2 Calendar—pp. 339–340 10-3 Calendar: Yesterday, Today, Tomorrow—pp. 341–342 **Teacher's Edition** Differentiated Instruction: Inclusion: Writing Numbers—TE p. 109F Differentiated Instruction: Inclusion: Read and Write Numbers to 20—TE p. 157F

Count to tell the number of objects.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	**Instruction** 4-6 Identify and Write 0 and 1—pp. 123–124 4-7 Identify and Write 2 and 3—pp. 125–126 4-8 Identify and Write 4 and 5—pp. 127–128 4-10 Identify and Write 6 and 7—pp. 133–134 4-11 Identify and Write 8 and 9—pp. 135–136 4-12 Identify and Write 10—pp. 137–138 *4-12C Count to Compare Numbers—Online 4-13 Numbers 1–10—pp. 139–140 5-1 Identify and Write 11 and 12—pp. 159–160 5-4 Identify and Write 13 and 14—pp. 165–166 5- 5Identify and Write 15 and 16—pp. 167–168 5-6 Identify and Write 17 and 18—pp. 169–170 5-7 Identify and Write 19 and 20—pp. 171–172 **Teacher's Edition** Differentiated Instruction: At Risk: More, Counting Objects—TE p. 109F Math Centers: Art Activity: Counting Book—TE p. 109H Intervention Suggestions: 1-2. Demonstrate an understanding of counting 3 objects from a given assortment of 5—TE p. 109K
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	**Instruction** 4-10 Identify and Write 6 and 7 (different arrangements)—TE pp. 133–134 4-11 Identify and Write 8 and 9 (different arrangements)—TE pp. 135–136

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Count to tell the number of objects.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
	Teacher's Edition Intervention Suggestions: 1-2. Identify the number (to 10) of objects in a group (the last number tells how many are in the group); 3-4. Identify the same quantity of objects (to 10) in two or more sets in different configurations and write the number—TE p. 157K
c. Understand that each successive number name refers to a quantity that is one larger.	**Instruction** 4-7 Identify and Write 2 and 3—TE p. 125 4-8 Identify and Write 4 and 5—TE p. 127 4-10 Identify and Write 6 and 7: Talk It Over (one larger)—TE pp. 133–134 4-11 Identify and Write 8 and 9—TE pp. 135–136 4-12 Identify and Write 10—TE pp. 137–138 4-13 Numbers 1–10—pp. 139–140
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	**Instruction** 4-6 Identify and Write 0 and 1—pp. 123–124 4-7 Identify and Write 2 and 3—pp. 125–126 4-8 Identify and Write 4 and 5—pp. 127–128 *4-8 A Count to Tell How Many—Online 4-10 Identify and Write 6 and 7—pp. 133–134 4-11 Identify and Write 8 and 9—pp. 135–136 4-12 Identify and Write 10—pp. 137–138 4-13 Numbers 1–10—pp. 139–140 5-1 Identify and Write 11 and 12—pp. 159–160 5-4 Identify and Write 13 and 14—pp. 165–166 5- 5Identify and Write 15 and 16—pp. 167–168 5-6 Identify and Write 17 and 18—pp. 169–170 5-7 Identify and Write 19 and 20—pp. 171–172 *5-7A Count Out That Many—Online **Application** 6-1 Tally Marks—pp. 201–202 6-2 Tally Charts—pp. 203–204 6-4 Pictographs—pp. 207–208 6-5 Surveys and Real Graphs—pp. 209–210 9-1 Pennies and Nickels—pp. 299–300 9-2 Count On from Pennies and Nickels—pp. 301–302 9-3 Dimes and Quarters—pp. 303–304

Compare numbers.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]	**Readiness** 4-1 As Many As—pp. 111–112 4-2 More—pp. 113–114 4-3 Fewer—pp. 115–116 4-4 Fewest, Most—pp. 117–118

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Compare numbers.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
[1] Include groups with up to ten objects.	**Instruction** *4-12C Count to Compare Numbers—Online 5-2 Compare Numbers to 12—pp. 161–162 5-3 Order Numbers to 12—pp. 163–164 **Teacher's Edition** English Language Learners: Words That Compare—TE p. 109E English Language Learners: Compare Numbers—TE p. 157E
7. Compare two numbers between 1 and 10 presented as written numerals.	**Instruction** *4-14A Compare Numbers—Online 5-3 Order Numbers to 12—pp. 163–164

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
1. Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. {See below.}	
Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**Instruction** 7-1 Joining—pp. 237–238 *7-1A Model Joining Stories—Online 7-2 Add 1—pp. 239–240 7-3 Add 2—pp. 241–242 7-4 Add 3—pp. 243–244 7-5 Add 4—pp. 245–246 *7-5 A Use a Bar Model to Add—Online 7-6 Vertical Addition—pp. 249–250 7-7 Use Ten-Frames to Add—pp. 251–252 7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253–254 **Application** 9-9 Adding Money—pp. 317–318 **Teacher's Edition** English Language Learners: Joining; Add 1, 2, 3, or 4; Joining Parts, Reading Addition; Addition Stories—TE p. 235E Differentiated Instruction: At Risk: Add 1; Add 2, 3, or 4; Gifted and Talented: Add 4; Inclusion: Joining; Physically Impaired:

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
	Use Ten-Frames to Add—TE p. 235F Intervention Suggestions: 1-2. Draw more to show numbers to 10; 3-4. Draw to make 10 in a ten-frame. Write the number drawn; 5. Draw to show other names for a number—TE p. 235K
Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [2] Drawings need not show details, but should show the mathematics in the problem.	**Instruction** 8-1 Take Away—pp. 269–270 *8-1A Model Subtraction Stories—Online 8-2 Subtract 1—pp. 271–272 8-3 Subtract 2—pp. 273–274 8-4 Subtract 3—pp. 275–276 8-5 Subtract 4—pp. 277–278 *8-5A Use a Bar Model to Subtract—Online 8-6 Vertical Subtraction—pp. 281–282 8-7 Addition and Subtraction Patterns—pp. 283–284 8-8 Use Ten–Frames to Subtract—pp. 285–286 8-9 Problem Solving Strategy: Choose the Operation—pp. 287–288 **Application** 9-10 Subtracting Money—pp. 319–320 **Teacher's Edition** English Language Learners: Take Away; Subtract 1, 2, 3, or 4; Reading Subtraction; Show Subtraction; Subtraction Stories—TE p. 267E Differentiated Instruction: At Risk: How Many In All?, Zero Left; Gifted and Talented: Problem Solving; Inclusion: Subtract 1, 2, 3, or 4—TE p. 267F
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. {See below.}	
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**Instruction** 7-1 Joining—pp. 237–238 *7-1A Model Joining Stories—Online 7-2 Add 1—pp. 239–240 7-3 Add 2—pp. 241–242 7-4 Add 3—pp. 243–244 7-5 Add 4—pp. 245–246 *7-5 A Use a Bar Model to Add—Online 7-6 Vertical Addition—pp. 249–250 7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253–254 **Application** 9-9 Adding Money—pp. 317–318

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**Instruction** 8-1 Take Away—pp. 269–270 *8-1A Model Subtraction Stories—Online 8-2 Subtract 1—pp. 271–272 8-3 Subtract 2—pp. 273–274 8-4 Subtract 3—pp. 275–276 8-5 Subtract 4—pp. 277–278 *8-5A Use a Bar Model to Subtract—Online 8-6 Vertical Subtraction—pp. 281–282 **Application** 9-10 Subtracting Money—pp. 319–320
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).	**Instruction** *4-8C Ways to Make 2, 3, 4, and 5—Online *4-10A Ways to Make 6 and 7—Online *4-11A Ways to Make 8 and 9—Online *4-12A Ways to Make 10—Online 7-5 Add 4—pp. 245–246
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.	**Instruction** *4-12A Ways to Make 10—Online
5. Fluently add and subtract within 5. {See below.}	
Fluently add and subtract within 5.	**Instruction** 7-1 Joining—pp. 237–238 7-2 Add 1—pp. 239–240 7-3 Add 2—pp. 241–242 7-4 Add 3—pp. 243–244 7-5 Add 4—pp. 245–246 7-6 Vertical Addition—pp. 249–250 **Application** 7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253–254
Fluently add and subtract within 5.	**Instruction** 8-1 Take Away—pp. 269–270 8-2 Subtract 1—pp. 271–272 8-3 Subtract 2—pp. 273–274 8-4 Subtract 3—pp. 275–276 8-5 Subtract 4—pp. 277–278 8-6 Vertical Subtraction—pp. 281–282 8-7 Addition and Subtraction Patterns—pp. 283–284 **Application**

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
	8-9 Problem Solving Strategy: Choose the Operation—pp. 287–288

Number and Operations in Base Ten K.NBT

Work with numbers 11–19 to gain foundations for place value.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Readiness** *5-7B Count Numbers to 20—Online **Instruction** *7-7A Use a Ten-Frame to Make 11 and 12—Online *7-7B Use a Ten-Frame to Make 13 and 14—Online *7-7C Use a Ten-Frame to Make 15 and 16—Online *7-7D Use a Ten-Frame to Make 17 and 18—Online *7-7E Use a Ten-Frame to Make 19 and 20—Online **Application** 12-3 Explore Tens and Ones—pp. 409–410 **Teacher's Edition** English Language Learners: Tens; Tens—TE p. 403E Differentiated Instruction: At Risk: Tens; Visually Impaired: Tens—TE p. 403F Intervention Suggestions: 2-3. Identify groups of tens and ones in groups of objects (from 20 to 31)—TE p. 403K

Measurement and Data K.MD

Describe and compare measurable attributes.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
1. Describe measurable attributes of objects, such as length or weight.	**Instruction** 11-1 Compare by Size—pp. 365–366 11-2 Compare by Length—pp. 367–368 11-3 Order by Length—pp. 369–370 11-4 Compare by Height—pp. 371–372 11-5 Measure Length—pp. 373–374 11-6 Measure Distance Around—pp. 375–376 11-7 Weight: Heavier or Lighter—pp. 379–380 11-8 Order by Weight—pp. 381–382 11-9 Holds More or Holds Less—pp. 383–384 11-10 Order by Capacity—pp. 385–386

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Describe and compare measurable attributes.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
	*11-10A Multiple Measureable Attributes—Online

Describe several measurable attributes of a single object.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**Instruction** 1-5 Sort by Size—pp. 13–14 1-7 Sort by Shape and Size—pp. 17–18 2-11 Size and Growing Patterns—pp. 59–60 11-1 Compare by Size—pp. 365–366 11-2 Compare by Length—pp. 367–368 11-3 Order by Length—pp. 369–370 11-4 Compare by Height—pp. 371–372 11-7 Weight: Heavier or Lighter—pp. 379–380 11-8 Order by Weight—pp. 381–382 11-9 Holds More or Holds Less—pp. 383–384 11-10 Order by Capacity—pp. 385–386 **Teacher's Edition** English Language Learners: Compare by Size, Compare by Height; Heavier or Lighter, Capacity; Compare by Size, Temperature; Compare—TE p. 363E Differentiated Instruction: At Risk: Compare by Size, Compare by Length, Temperature; Inclusion: Heavier or Lighter; Physically Impaired: Compare by Length, Holds More or Holds Less—TE p. 363F Math Centers: Manipulative Activity: Tutti-Frutti (heavier, lighter)—TE p. 363H Intervention Suggestions: 1-2. Sort objects according to size; 3. Compare objects according to size (smaller, larger); 4-5. Compare objects according to length (shorter, longer)—TE p. 363K

Classify objects and count the number of objects in each category.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3	**Instruction** 1-1 Alike/Same—pp. 3–4 1-2 Different—pp. 5–6 1-3 Sort by Color—pp. 7–8 1-4 Same Shape—pp. 9–10 1-5 Sort by Size—pp. 13–14 1-6 Sort by Color and Shape—pp. 15–16 1-7 Sort by Shape and Size—pp. 17–18 1-8 Sort Two Ways—pp. 19–20 1-9 Problem Solving Strategy: Logical Reasoning—pp. 21–22 *2-2A Recognize Solid Shapes—Online

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Classify objects and count the number of objects in each category.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
	*6-2A Sorting Categories—Online 9-1 Pennies and Nickels—pp. 299–300 9-3 Dimes and Quarters—pp. 303–304 **Teacher's Edition** English Language Learners: Alike/Same, Alike/Different; Attributes; Colors, Sort by Size—TE p. 1E Differentiated Instruction: At Risk: Colors, Same Shape, Sort by Size; Inclusion: Sort Two Ways; Visually Impaired: Same Color—TE p. 1F Intervention Suggestions: 1. Sort real-life objects that match; 2-3. Sort a group of plane figures by shape; 4. Identify in a given group the one that does not belong—TE p. 1K

Geometry K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
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. [See below.]	
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.	**Instruction** 2-1 Cylinder, Cone, and Sphere—pp. 37–38 2-2 Cube and Rectangular Prism—pp. 39–40 *2-2A Recognize Solid Shapes—Online 2-5 Triangle—pp. 45–46 2-6 Square and Rectangle—pp. 47–48 **Teacher's Edition** English Language Learners: Geometric Figures; Plane Figures on Solids—TE p. 35E Differentiated Instruction: At Risk: Triangle, Rectangle; Gifted and Talented: Plane Figures on Solids; Inclusion: Plane Figures on Solids—TE p. 35F Math Centers: Art Activity: Shapes All Around (circle, square, rectangle, triangle)—TE p. 35H Intervention Suggestions: 1-2. Distinguish between sphere, cylinder, and cube. Identify which solid figure is like a ball, a can, or a box—TE p. 35K

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Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Kindergarten
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.	**Instruction** 3-1 Above, Below—pp. 77–78 3-2 Top, Middle, Bottom—pp. 79–80 3-3 Over, On, Under—pp. 81–82 3-4 Inside, Outside—pp. 83–84 *3-4A Inside, Outside, Beside—Online 3-5 In Front, Behind—pp. 87–88 *3-5A In Front, Behind, Next To—Online 3-6 Left, Right—pp. 89–90 3-7 Left, Between, Right—pp. 91–92 3-8 Before, Between, After—pp. 93–94 **Teacher's Edition** English Language Learners: Locating Objects; Inside, Outside; Top, Middle, Bottom; Left, Between, Right—TE p. 75E Differentiated Instruction: At Risk: In Front, Behind; Left, Right; Before, Between, After; Gifted and Talented: Left, Between, Right; Inclusion: Almost the Same Meaning; Over, Under, On; Visually Impaired: Objects in Different Positions—TE p. 75F Intervention Suggestions: 1-2. Identify in a picture whether an object is under or on a table; 3-5. Identify which object is on top and which is on bottom—TE p. 75K
2. Correctly name shapes regardless of their orientations or overall size.	**Instruction** 2-1 Cylinder, Cone, and Sphere—pp. 37–38 2-2 Cube and Rectangular Prism—pp. 39–40 *2-2A Recognize Solid Shapes—Online 2-4 Plane Figures on Solids—pp. 43–44 2-5 Triangle—pp. 45–46 2-6 Square and Rectangle—pp. 47–48 2-7 Circle—pp. 49–50
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**Instruction** 2-1 Cylinder, Cone, and Sphere—pp. 37–38 2-2 Cube and Rectangular Prism—pp. 39–40 2-4 Plane Figures on Solids—pp. 43–44 *2-7A Compare Plane and Solid Figures—Online **Teacher's Edition** English Language Learners: Geometric Figures; Plane Figures on Solids—TE p. 35E Differentiated Instruction: At Risk: Triangle, Rectangle; Gifted and Talented: Plane Figures on Solids; Inclusion: Plane Figures on Solids—TE p. 35F Math Centers: Art Activity: Shapes All Around (circle, square, rectangle, triangle)—TE p. 35H Intervention Suggestions: 1-2. Distinguish between sphere, cylinder, and cube. Identify which solid figure is like a ball, a can, or a box—TE p. 35K

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Analyze, compare, create, and compose shapes.

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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).	**Instruction** 1-4 Same Shape—pp. 9–10 1-6 Sort by Color and Shape—pp. 15–16 1-7 Sort by Shape and Size—pp. 17–18 1-8 Sort Two Ways—pp. 19–20 2-1 Cylinder, Cone, and Sphere—pp. 37–38 2-2 Cube and Rectangular Prism—pp. 39–40 2-3 Moving Shapes—pp. 41–42 2-4 Plane Figures on Solids—pp. 43–44 *2-4A Plane Figures—Online 2-5 Triangle—pp. 45–46 2-6 Square and Rectangle—pp. 47–48 2-7 Circle—pp. 49–50 *2-7A Compare Plane and Solid Figures—Online **Teacher's Edition** English Language Learners: Geometric Figures; Plane Figures on Solids—TE p. 35E Differentiated Instruction: At Risk: Triangle, Rectangle; Gifted and Talented: Plane Figures on Solids; Inclusion: Plane Figures on Solids—TE p. 35F Math Centers: Art Activity: Shapes All Around (circle, square, rectangle, triangle)—TE p. 35H Intervention Suggestions: 1-2. Distinguish between sphere, cylinder, and cube. Identify which solid figure is like a ball, a can, or a box—TE p. 35K
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**Instruction** *2-2A Recognize Solid Shapes—Online 2-3 Moving Shapes—pp. 41–42 2-4 Plane Figures on Solids—pp. 43–44 *2-4A Plane Figures—Online 2-5 Triangle—pp. 45–46 2-6 Square and Rectangle—pp. 47–48 2-7 Circle—pp. 49–50 *2-7A Compare Plane and Solid Figures—Online
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**Instruction** *2-2A Recognize Solid Shapes—Online 2-8 Combine and Separate Figures—pp. 51–52 **Teacher's Edition** Differentiated Instruction: Inclusion: Combine and Separate Figures—TE p. 35F

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