Kindergarten Mathematics

Mathematics

Grade(s) K, Duration 1 Year
Required Course

Course Description

Kindergarten students will learn to use mathematical thinking to provide a learning pathway of success. This spiraling program will include mathematical concepts and skills such as: number sense, shapes, measurement, addition, and subtraction. These concepts and skills will be ongoing to encourage and create life-long mathematical problem solvers.

Scope And Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	Numbers 0-10	1. Count to 25 2. Read and write the numerals 0-10 and the corresponding number words 3. Compare numbers within 10 4. Understand the terms more, less, and equal to (sets and numerals) 5. Sequence numbers 0-10 6. Count on from a number within 10 and count back from 10 to 0
2 Week(s)	Shapes	1. Identify 2D shapes 2. Identify 3D Shapes 3. Correctly name shapes (2D and 3D) 4. Describe objects in the environment using the names of shapes 5. Build shapes from components and other shapes
8 Week(s)	Numbers to 20	1. Count to 50 2. Relate numbers 11 - 20 using tens and ones 3. Read and write numerals 11 - 20 4. Compare and order numbers within 20 5. Understand the terms more, less, and equal to
2 Week(s)	Length and Weight	1. Compare the length of two or more objects 2. Estimate and measure length using non-standard units 3. Compare the weights of 2 or more objects 4. Estimate and measure weight using non-standard units 5. Graphing up to 10
3 Week(s)	Number Bonds	1. Count to 75 2. Identify parts in a whole 3. Make number stories to correspond to number bonds within ten 4. Divide a set of objects into two parts 5. Create number bonds for a given number within ten 6. Find number-pairs that make 2, 3, 4, 5, 6, 7, 8, 9 and 10 7. Find the missing parts of a number bond
2 Week(s)	Ten Frames	1. Find the number that makes 10 for any number from 1 to 9
2 Week(s)	Place Value	1. Compose and decompose numbers 11-19 into tens and ones
4 Week(s)	Addition	1. Understand the meaning of addition 2. Connect addition with the part-whole concept 3. Relate number bonds to addition sentences to number stories 4. Write two addition sentences for a given number bond. 5. Use "+" and "=" to write addition sentences 6. Use the "count on" strategy to add two numbers within ten 7. Count to 100
4 Week(s)	Subtraction	1. Understand the meaning of subtraction 2. Compare addition to subtraction 3. Use "-" and "=" to write subtraction sentences 4. Solve number stories for subtraction 5. Find the missing part of a set using subtraction 6. Use the taking-away method of subtraction 7. Relate subtraction facts to number bonds 8. Use the "count-back" strategy to subtract 1, 2 or 3 9. Recognize numbers that differ by 1 or 2 10. Review number pairs that make ten

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174 Day(s)	Lisa Carter 2015	1. K.CC.1 Count to 100 by ones and by tens. 2. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. K.CC.3 Write numbers from 0 to 20. 4. K.CC.4.a Understand the relationship between numbers and quantities when counting objects. 5. K.CC.4.b Understand the relationship between numbers and quantities and understand the last number name tells the number of objects counted. 6. K.CC.4.c Understand the relationship between numbers and quantities and understand that successive number name refers to a quantity that is one larger. 7. K.CC.5 Count to answer "how many?" questions about as many as 20 things. 8. K.CC.6 Identify whether the number of objects in group is greater than, less than, or equal to the number of objects in another group. 9. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. 10. K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting, verbal explanations, expressions, or equations. 11. K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. 12. K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. 13. K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number. 14. K.OA.5 Fluently add and subtract within 5. 15. K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones. 16. K.MD.1 Describe measurable attributes of objects, such as length or weight. 17. K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" attribute, and describe the difference. 18. K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. 19. K.G.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. 20. K.G.2 Correctly name shapes regardless of their orientations or overall size. 21. K.G.3 Identify shapes as two-dimensional or three-dimensional. 22. K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts. 23. K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 24. K.G.6 Compose simple shapes to form larger shapes.

Course Rationale/Goals

In alignment with Common Core State Standards and the ever-changing 21st century, it is imperative for students to have a proficient understanding of Mathematics to succeed in everyday life. Kindergarten- fifth grades will continue to build a strong foundation for future mathematical learning. This will enable the student to grow as a life-long mathematical problem-solver.

Course Details

Unit: Numbers 0-10

Duration: 6 Week(s)

Unit Description/Transfer Goal

This unit will focus on student's understanding number names and the count sequence from 0-10. Students will count to and tell the number of objects 0-10.

Topic: Count to 25

Duration: 6 Week(s)

Student Learning Plan

Counting and Cardinality K.CC.1
Know number names and the count sequence.

Learning Targets
Students will rote count to 25 by ones.

Topic: Read and write the numerals 0-10 and the corresponding number words **Duration:** 6 Week(s)

Student Learning Plan
This topic is ongoing over the duration of the unit.

Learning Targets
Students will read and write the numerals 0-10 and the corresponding number words.

Topic: Compare numbers within 10 **Duration:** 1 Week(s)

Student Learning Plan
Compare numbers within 10

Learning Targets
Students will compare numbers within 10.

Topic: Understand the terms more, less, and equal to (sets and numerals) **Duration:** 1 Week(s)

Student Learning Plan
Understand the terms more, less, and equal to (sets and numerals).

Learning Targets
Students will understand the terms more, less, and equal to (sets and numerals).

Topic: Sequence numbers 0-10 **Duration:** 1 Week(s)

Student Learning Plan
Sequence numbers 0-10

Learning Targets
Students will sequence numbers 0-10.

Topic: Count on from a number within 10 and count back from 10 to 0 **Duration:** 1 Week(s)

Student Learning Plan
Count on from a number within 10 and count back from 10 to 0

Learning Targets
Students will count on from a number within 10 and count back from 10 to 0.

Unit: Shapes
Duration: 2 Week(s)

Unit Description/Transfer Goal
The Kindergarten shapes unit will enable students to identify and describe 2D and 3D shapes. Students will analyze, compare, create and compose shapes.

Topic: Identify 2D shapes **Duration:** 1 Day(s)

Student Learning Plan
Identify 2D shapes (squares, circles, triangles, rectangles, hexagons)

Learning Targets
Students will identify 2D shapes.

Topic: Identify 3D Shapes **Duration:** 2 Day(s)

Student Learning Plan
Identify 3D shapes (cubes, cones, cylinders, and spheres)

Learning Targets
Students will identify 3D shapes

Topic: Correctly name shapes (2D and 3D) **Duration:** 3 Day(s)

Student Learning Plan
Correctly name shapes (2D and 3D)

Learning Targets
Students will correctly name shapes (2D and 3D).

Topic: Describe objects in the environment using the names of shapes **Duration:** 2 Day(s)

Student Learning Plan
Describe objects in the environment using the names of shapes

Learning Targets
Students will describe objects in the environment using the names of shapes

Topic: Build shapes from components and other shapes **Duration:** 2 Day(s)

Student Learning Plan
Build shapes from components and other shapes

Learning Targets
Students will build shapes from components and other shapes

Unit: Numbers to 20 **Duration:** 8 Week(s)

Unit Description/Transfer Goal
Students will know number names, count in sequence, count to tell the number of objects, and compare numbers.

Topic: Count to 50 **Duration:** 8 Week(s)

Student Learning Plan
The students will count up to 50.

Learning Targets
Count to 50

Topic: Relate numbers 11 - 20 using tens and ones **Duration:** 2 Week(s)

Student Learning Plan
Relate numbers 11 - 20 using tens and ones.

Learning Targets
Students will relate numbers 11 - 20 using tens and ones.

Topic: Read and write numerals 11 - 20 **Duration:** 8 Week(s)

Student Learning Plan
Read and write the numbers 11 - 20.

Learning Targets
Students will read and write numerals 11 - 20.

Topic: Compare and order numbers within 20 **Duration:** 1 Week(s)

Student Learning Plan
Compare and order numbers within 20.

Learning Targets
Students will compare and order numbers within 20.

Topic: Understand the terms more, less, and equal to **Duration:** 1 Week(s)

Student Learning Plan
Understand the terms more, less, and equal to (sets and numerals).

Learning Targets
Students will understand the terms more, less, and equal to (sets and numerals).

Unit: Length and Weight **Duration:** 2 Week(s)

Unit Description/Transfer Goal
Students will describe and compare measurable attributes. Students will classify objects and count the number of objects in each category.

Topic: Compare the length of two or more objects **Duration:** 2 Day(s)

Student Learning Plan

Compare the length of two or more objects

Learning Targets
Students will compare the length of two or more objects

Topic: Estimate and measure length using non-standard units **Duration:** 2 Day(s)

Student Learning Plan
Estimate and measure length using non-standard units

Learning Targets
Students will estimate and measure length using non-standard units

Topic: Compare the weights of 2 or more objects **Duration:** 2 Day(s)

Student Learning Plan
Compare the weights of 2 or more objects

Learning Targets
Students will compare the weights of 2 or more objects.

Topic: Estimate and measure weight using non-standard units **Duration:** 2 Day(s)

Student Learning Plan
Estimate and measure weight using non-standard units

Learning Targets
Students will estimate and measure weight using non-standard units.

Topic: Graphing up to 10 **Duration:** 2 Day(s)

Student Learning Plan
Graphing up to 10

Learning Targets
Students will graph up to 10.

Unit: Number Bonds **Duration:** 3 Week(s)

Unit Description/Transfer Goal
Students will identify size and total in a set and build number bonds up to the sum of 10.

Topic: Count to 75 **Duration:** 2 Week(s)

Student Learning Plan
Count to 75.

Learning Targets
Students will count to 75 by ones.

Topic: Identify parts in a whole **Duration:** 3 Day(s)

Student Learning Plan
Identify parts in a whole.

Learning Targets
Students will identify parts in a whole.

Topic: Make number stories to correspond to number bonds within ten **Duration:** 5 Day(s)

Student Learning Plan
Make number stories to correspond to number bonds within ten.

Learning Targets
Students will make number stories to correspond to number bonds within ten.

Topic: Divide a set of objects into two parts **Duration:** 2 Day(s)

Student Learning Plan
Divide a set of objects into two parts.

Learning Targets
Students will divide a set of objects into two parts.

Topic: Create number bonds for a given number within ten **Duration:** 1 Week(s)

Student Learning Plan
Create number bonds for a given number within ten.

Learning Targets
Students will create number bonds for a given number within ten.

Topic: Find number-pairs that make 2, 3, 4, 5, 6, 7, 8, 9 and 10 **Duration:** 2 Week(s)

Student Learning Plan
Find number-pairs that make 2, 3, 4, 5, 6, 7, 8, 9 and 10.

Learning Targets
Students will find number-pairs that make 2, 3, 4, 5, 6, 7, 8, 9 and 10.

Topic: Find the missing parts of a number bond **Duration:** 2 Week(s)

Student Learning Plan
Find the missing parts of a number bond.

Learning Targets
Students will find the missing parts of a number bond.

Unit: Ten Frames **Duration:** 2 Week(s)

Unit Description/Transfer Goal
Students will understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

Topic: Find the number that makes 10 for any number from 1 to 9 **Duration:** 2 Week(s)

Student Learning Plan
Find the number that makes 10 for any number from 1 to 9

Learning Targets
Students will find the number that makes 10 for any number from 1 to 9.

Unit: Place Value **Duration:** 2 Week(s)

Unit Description/Transfer Goal
Students will numbers 11-19 to gain foundations for place value.

Topic: Compose and decompose numbers 11-19 into tens and ones **Duration:** 2 Week(s)

Student Learning Plan
Compose and decompose numbers 11-19 into tens and ones.

Learning Targets
Students will compose and decompose numbers 11-19 into tens and ones.

Unit: Addition **Duration:** 4 Week(s)

Unit Description/Transfer Goal
Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Enduring Understandings
Students will understand that...

Joining parts together will display more parts to the whole.

Essential Skills
1.Why would you want to know how many objects are in a group?

2. What are ways to solve an addition problem?

Teaching Points
Singapore teachers manual
Kindergarten Math Binder
Manipulatives

Essential Vocabulary
join, in all, altogether, addition sentence, add, plus sign, equal sign, sum, word problem, number sentence, more, less, fewer, number bond (Fact Family)

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Topic: Understand the meaning of addition **Duration:** 2 Day(s)

Student Learning Plan
Understand the meaning of addition

Learning Targets
Students will understand the meaning of addition.

Topic: Connect addition with the part-whole concept **Duration:** 3 Day(s)

Student Learning Plan
Connect addition with the part-whole concept

Learning Targets
Students will connect addition with the part-whole concept.

Topic: Relate number bonds to addition sentences to number stories **Duration:** 3 Day(s)

Student Learning Plan
Relate number bonds to addition sentences to number stories

Learning Targets
Students will relate number bonds to addition sentences to number stories.

Topic: Write two addition sentences for a given number bond. **Duration:** 2 Day(s)

Student Learning Plan
Write two addition sentences for a given number bond

Learning Targets
Students will write two addition sentences for a given number bond.

Topic: Use "+" and "=" to write addition sentences **Duration:** 1 Week(s)

Student Learning Plan
Use “+” and “=” to write addition sentences

Learning Targets
Students will use “+” and “=” to write addition sentences.

Topic: Use the "count on" strategy to add two numbers within ten **Duration:** 1 Week(s)

Student Learning Plan
Use the “count on” strategy to add two numbers within ten

Learning Targets
Students will use the “count on” strategy to add two numbers within ten.

Topic: Count to 100 **Duration:** 4 Week(s)

Student Learning Plan
Count to 100. This topic is ongoing throughout the unit.

Learning Targets
Students will count to 100.

Unit: Subtraction

Duration: 4 Week(s)

Unit Description/Transfer Goal
Students will be able to independently use their learning to explain subtraction is taking away and model subtraction using manipulatives.

Topic: Understand the meaning of subtraction **Duration:** 4 Week(s)

Student Learning Plan
Understand the meaning of subtraction

Learning Targets
Students will understand the meaning of subtraction.

Topic: Compare addition to subtraction **Duration:** 1 Week(s)

Student Learning Plan

Compare addition to subtraction.

Learning Targets
Students will compare addition to subtraction.

Topic: Use "-" and "=" to write subtraction sentences **Duration:** 3 Day(s)

Student Learning Plan
Use “-“ and “=” to write subtraction sentences.

Learning Targets
Students will use “-“ and “=” to write subtraction sentences.

Topic: Solve number stories for subtraction **Duration:** 1 Week(s)

Student Learning Plan
Solve number stories for subtraction

Learning Targets
Students will solve number stories for subtraction.

Topic: Find the missing part of a set using subtraction **Duration:** 1 Week(s)

Student Learning Plan
Find the missing part of a set using .subtraction

Learning Targets
Students will find the missing part of a set using subtraction.

Topic: Use the taking-away method of subtraction **Duration:** 1 Week(s)

Student Learning Plan
Use the taking-away method of subtraction

Learning Targets
Students will use the taking-away method of subtraction.

Topic: Relate subtraction facts to number bonds **Duration:** 3 Day(s)

Student Learning Plan
Relate subtraction facts to number bonds

Learning Targets
Students will relate subtraction facts to number bonds.

Topic: Use the "count-back" strategy to subtract 1, 2 or 3 **Duration:** 2 Day(s)

Student Learning Plan
Use the “count-back” strategy to subtract 1, 2 or 3.

Learning Targets
Students will use the “count-back” strategy to subtract 1, 2 or 3.

Topic: Recognize numbers that differ by 1 or 2 **Duration:** 2 Day(s)

Student Learning Plan
Recognize numbers that differ by 1 or 2.

Learning Targets
Students will recognize numbers that differ by 1 or 2.

Topic: Review number pairs that make ten **Duration:** 4 Day(s)

Student Learning Plan
Review number pairs that make ten.

Learning Targets
Students will review number pairs that make ten.

Unit: Lisa Carter 2015 **Duration:** 174 Day(s)

Topic: K.CC.1 Count to 100 by ones and by tens. **Duration:** Ongoing

Student Learning Plan
Counting and Cardinality: Know number names and the count sequence.

Learning Targets
- Students will say numbers orally in sequence (DOK 1)
  - 1, 2, 3, ... 100
  - 10, 20, 30, ... 100
- Count to 100 by ones and by tens

Topic: K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **Duration:** 30 Day(s)

Learning Targets
- Student will rote count forward by ones (DOK 1)
- Students will begin a rote counting forward sequence from a number other than one. (ex., 35, 36, 37, ... 100) (DOK 1)
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1)

Topic: K.CC.3 Write numbers from 0 to 20. **Duration:** Ongoing

Student Learning Plan
Counting and Cardinality: Know number names and the count sequence.

Learning Targets
- Students will understand what a set/group of numbers is (one-to-one correspondence) (DOK 1)
- Students will write numbers from 0-20 (DOK 1)
- Students will write numbers from 0 - 20. Represent a number of objects with a written numberal 0 - 20 (with 0 representing a count of no objects).

Topic: K.CC.4.a Understand the relationship between numbers and quantities when counting objects. **Duration:** Ongoing

Student Learning Plan
Counting and Cardinality: Count to tell the number of objects

Learning Targets
- Students will have a strategy for keeping track of the objects (ex., by pointing or moving them) (DOK 1)
- Students will determine how many there would be if one more were added to a given group (DOK 2)
- Students will use the ordinal word name to identify the position (DOK 2)
- Students will, while counting numbers, 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

Topic: K.CC.4.b Understand the relationship between numbers and quantities and understand the last number name tells the number of objects counted. **Duration:** 30 Day(s)

Student Learning Plan
Counting and Cardinality: Count to tell the number of objects

Learning Targets
- Students will have a strategy for keeping track of the objects (ex., by pointing or moving them) (DOK 1)
- Students will determine how many there would be if one more were added to a given group (DOK 2)
- Students will use the ordinal word name to identify the position (DOK 2)
- Students will 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

Topic: K.CC.4.c Understand the relationship between numbers and quantities and understand that successive number name refers to a quantity that is one larger. **Duration:** 45 Day(s)

Student Learning Plan
Counting and Cardinality: Count and tell the number of objects

Learning Targets
- Students will have a strategy for keeping track of the objects (ex., by pointing or moving them) (DOK 1)
- Students will determine how many there would be if one more were added to a given group (DOK 2)
- Students will use the ordinal word name to identify the position (DOK 2)
- Students will understand that each successive number name refers to a quantity that is one larger

Topic: K.CC.5 Count to answer "how many?" questions about as many as 20 things. **Duration:** 70 Day(s)

Student Learning Plan
Counting and Cardinality: Count to tell the number of objects

Learning Targets
- To count a group of objects, students pair each word said with one object. This is usually facilitated by an indicating act (such as pointing to objects or moving them) (DOK 1)
- 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

Topic: K.CC.6 Identify whether the number of objects in group is greater than, less than, or equal to the number of objects in another group. **Duration:** 30 Day(s)

Student Learning Plan
Counting and Cardinality: Compare numbers

Learning Targets
- Students may use various strategies to compare groups of different objects, including:
  - Lining up objects to match one-to-one, to determine which group has more. (DOK 1)
  - Counting each group, then comparing the numbers. (DOK 3)
  - Taking one from each pile until all are gone from one group, and the group with remaining objects has more. (DOK 3)
- Students will 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.

Topic: K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. **Duration:** 30 Day(s)

Student Learning Plan
Counting and Cardinality: Compare numbers.

Learning Targets
- Students will look at two written numerals (without pictures) and determine which is greater, less, or if they are equal (DOK 2)
- Students will compare two numbers between 1 and 10 presented as written numerals

Topic: K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting, verbal explanations, expressions, or equations. **Duration:** 80 Day(s)

Student Learning Plan
Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Topic: K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10. **Duration:** 30 Day(s)

Student Learning Plan
Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Topic: K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. **Duration:** 30 Day(s)

Student Learning Plan
Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Topic: K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number. **Duration:** 30 Day(s)

Student Learning Plan
Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Topic: K.OA.5 Fluently add and subtract within 5. **Duration:** 30 Day(s)

Student Learning Plan
Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Topic: K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones. **Duration:** 45 Day(s)

Student Learning Plan
Number and Operations in Base Ten: Work with numbers 11 - 19 to gain foundations for place value.

Topic: K.MD.1 Describe measurable attributes of objects, such as length or weight. **Duration:** 30 Day(s)

Student Learning Plan
Measurement and Data: Describe and compare measurable attributes.

Topic: K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" attribute, and describe the difference. **Duration:** 30 Day(s)

Student Learning Plan
Measurement and Data: Describe and compare measurable attributes.

Topic: K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. **Duration:** 30 Day(s)

Student Learning Plan
Measurement and Data: Classify objects and count the number of objects in each category.

Topic: K.G.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. **Duration:** 30 Day(s)

Student Learning Plan
Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Topic: K.G.2 Correctly name shapes regardless of their orientations or overall size. **Duration:** 10 Day(s)

Student Learning Plan
Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

Topic: K.G.3 Identify shapes as two-dimensional or three-dimensional. **Duration:** 10 Day(s)

Student Learning Plan
Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

Topic: K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts. **Duration:** 30 Day(s)

Student Learning Plan
Geometry: Analyze, compare, create, and compose shapes.

Topic: K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **Duration:** 10 Day(s)

Student Learning Plan
Geometry: Analyze, compare, create, and compose shapes.

Topic: K.G.6 Compose simple shapes to form larger shapes. **Duration:** 10 Day(s)

Student Learning Plan
Geometry: Analyze, compare, create, and compose shapes.