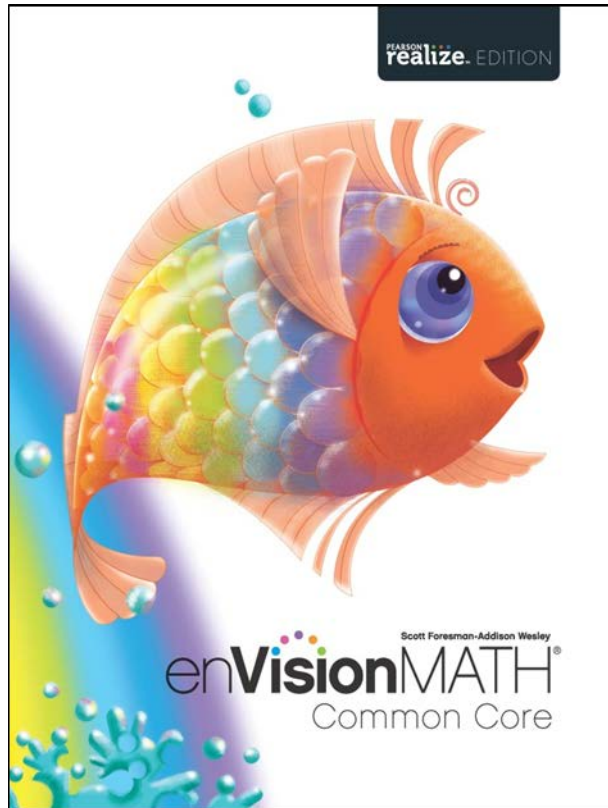


A Correlation of

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to the

# Manchester Public Schools Mathematics Curriculum

## Kindergarten

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MPS Mathematics Units Kindergarten Overview	enVisionMATH Common Core, ©2015 Lessons
<b>Unit 5</b> Measuring and Analyzing Data	<b>Lesson 12-1:</b> Describing Objects by More Than One Attribute <b>Lesson 12-2:</b> Comparing by Length <b>Lesson 12-3:</b> More Comparing Objects by Length <b>Lesson 12-4:</b> Problem Solving: Try, Check, and Revise <b>Lesson 12-5:</b> Comparing by Height <b>Lesson 12-6:</b> More Comparing Objects by Height <b>Lesson 12-7:</b> Comparing Capacities <b>Lesson 12-8:</b> Comparing by Weight



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<b>Unit 1 Counting and Matching within 20</b>	
[K.CC.A.1] Count to 100 by ones and by tens.	<b>SE/TE: Topic 6:</b> 111-112, 113-114, 115-116, 117-118, 119-120, 121-122 <b>TE: Topic 6:</b> 111A-112C, 113A-114C, 115A-116C, 117A-118C, 119A-120C
[K.CC.A.2] Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>SE/TE: Topic 2:</b> 37-38, 41-42; <b>Topic 4:</b> 81-82, 83-84, 87-88; <b>Topic 5:</b> 103-104, 105-106; <b>Topic 6:</b> 111-112, 113-114, 119-120 <b>TE: Topic 2:</b> 37A-38C; <b>Topic 4:</b> 81A-82C, 83A-84C; <b>Topic 5:</b> 103A-104C; <b>Topic 6:</b> 111A-112C, 113A-114C, 119A-120C
[K.CC.A.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).	<b>SE/TE: Topic 1:</b> 7-8, 13-14, 17-18; <b>Topic 2:</b> 35-36; <b>Topic 3:</b> 49-50, 53-54, 57-58, 61-62; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100, 105-106 <b>TE: Topic 1:</b> 7A-8C, 13A-14C; <b>Topic 2:</b> 35A-36C; <b>Topic 3:</b> 49A-50C, 53A-54C, 57A-58C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C
[K.CC.B.4] Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 9-10, 11-12; <b>Topic 2:</b> 33-34; <b>Topic 3:</b> 47-48, 49-50, 51-52, 57-58, 59-60; <b>Topic 5:</b> 95-96, 97-98 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 9A-10C, 11A-12C; <b>Topic 2:</b> 33A-34C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 57A-58C, 59A-60C; <b>Topic 5:</b> 95A-96C, 97A-98C
[K.CC.B.4.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.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18; <b>Topic 2:</b> 33-34, 35-36, 41-42; <b>Topic 3:</b> 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C; <b>Topic 2:</b> 33A-34C, 35A-36C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C, 59A-60C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C

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[K.CC.B.4.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.	<b>SE/TE: Topic 1:</b> 5-6, 11-12, 15-16, 17-18; <b>Topic 2:</b> 39-40; <b>Topic 3:</b> 47-48, 51-52, 55-56, 59-60; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100, 105-106; <b>Topic 6:</b> 111-112 <b>TE: Topic 1:</b> 5A-6C, 11A-12C, 15A-16C; <b>Topic 2:</b> 39A-40C; <b>Topic 3:</b> 47A-48C, 51A-52C, 55A-56C, 59A-60C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C; <b>Topic 6:</b> 111A-112C
[K.CC.B.4.c] Understand that each successive number name refers to a quantity that is one larger.	<b>SE/TE: Topic 2:</b> 37-38, 39-40, 41-42; <b>Topic 3:</b> 59-60, 61-62; <b>Topic 4:</b> 81-82, 83-84, 87-88; <b>Topic 5:</b> 103-104, 105-106; <b>Topic 6:</b> 113-114 <b>TE: Topic 2:</b> 37A-38C, 39A-40C; <b>Topic 3:</b> 59A-60C; <b>Topic 4:</b> 81A-82C, 83A-84C; <b>Topic 5:</b> 103A-104C; <b>Topic 6:</b> 113A-114C
[K.CC.B.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.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18; <b>Topic 2:</b> 33-34, 35-36; <b>Topic 3:</b> 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 61-62; <b>Topic 5:</b> 99-100, 101-102 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; <b>Topic 2:</b> 33A-34C, 35A-36C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C; <b>Topic 5:</b> 99A-100C, 101A-102C
[K.CC.C.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.)	<b>SE/TE: Topic 2:</b> 23-24, 25-26, 27-28, 29-30, 31-32, 39-40, 41-42; <b>Topic 4:</b> 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86, 87-88; <b>Topic 9:</b> 185-186 <b>TE: Topic 2:</b> 23A-24C, 25A-26C, 27A-28C, 29A-30C, 31A-32C, 39A-40C; <b>Topic 4:</b> 67A-68C, 69A-70C, 71A-72, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C; <b>Topic 9:</b> 185A-186C
[K.CC.C.7] Compare two numbers between 1 and 10 presented as written numerals.	<b>SE/TE: Topic 2:</b> 31-32; <b>Topic 4:</b> 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 85-86, 87-88 <b>TE: Topic 2:</b> 31A-32C; <b>Topic 4:</b> 67A-68C, 69A-70C, 71A-72C, 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C
[K.MD.B.3] Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	<b>SE/TE: Topic 9:</b> 185-186; <b>Topic 13:</b> 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260 <b>TE: Topic 9:</b> 185A-186C; <b>Topic 13:</b> 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C

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<b>Unit 2 Addition and Subtraction within 10</b>	
[K.CC.A.1] Count to 100 by ones and by tens.	<b>SE/TE: Topic 6:</b> 111-112, 113-114, 115-116, 117-118, 119-120, 121-122 <b>TE: Topic 6:</b> 111A-112C, 113A-114C, 115A-116C, 117A-118C, 119A-120C
[K.CC.A.2] Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>SE/TE: Topic 2:</b> 37-38, 41-42; <b>Topic 4:</b> 81-82, 83-84, 87-88; <b>Topic 5:</b> 103-104, 105-106; <b>Topic 6:</b> 111-112, 113-114, 119-120 <b>TE: Topic 2:</b> 37A-38C; <b>Topic 4:</b> 81A-82C, 83A-84C; <b>Topic 5:</b> 103A-104C; <b>Topic 6:</b> 111A-112C, 113A-114C, 119A-120C
[K.CC.A.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).	<b>SE/TE: Topic 1:</b> 7-8, 13-14, 17-18; <b>Topic 2:</b> 35-36; <b>Topic 3:</b> 49-50, 53-54, 57-58, 61-62; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100, 105-106 <b>TE: Topic 1:</b> 7A-8C, 13A-14C; <b>Topic 2:</b> 35A-36C; <b>Topic 3:</b> 49A-50C, 53A-54C, 57A-58C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C
[K.CC.B.4] Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 9-10, 11-12; <b>Topic 2:</b> 33-34; <b>Topic 3:</b> 47-48, 49-50, 51-52, 57-58, 59-60; <b>Topic 5:</b> 95-96, 97-98 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 9A-10C, 11A-12C; <b>Topic 2:</b> 33A-34C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 57A-58C, 59A-60C; <b>Topic 5:</b> 95A-96C, 97A-98C
[K.CC.B.4.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.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18; <b>Topic 2:</b> 33-34, 35-36, 41-42; <b>Topic 3:</b> 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C; <b>Topic 2:</b> 33A-34C, 35A-36C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C, 59A-60C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C
[K.CC.B.4.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.	<b>SE/TE: Topic 1:</b> 5-6, 11-12, 15-16, 17-18; <b>Topic 2:</b> 39-40; <b>Topic 3:</b> 47-48, 51-52, 55-56, 59-60; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100, 105-106; <b>Topic 6:</b> 111-112 <b>TE: Topic 1:</b> 5A-6C, 11A-12C, 15A-16C; <b>Topic 2:</b> 39A-40C; <b>Topic 3:</b> 47A-48C, 51A-52C, 55A-56C, 59A-60C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C; <b>Topic 6:</b> 111A-112C

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<p align="center"><b>Manchester Public Schools Mathematics Curriculum Kindergarten Correlation</b></p>	<p align="center"><b>enVisionMATH Common Core ©2015</b></p>
<p>[K.CC.B.4.c] Understand that each successive number name refers to a quantity that is one larger.</p>	<p><b>SE/TE: Topic 2:</b> 37-38, 39-40, 41-42; <b>Topic 3:</b> 59-60, 61-62; <b>Topic 4:</b> 81-82, 83-84, 87-88; <b>Topic 5:</b> 103-104, 105-106; <b>Topic 6:</b> 113-114 <b>TE: Topic 2:</b> 37A-38C, 39A-40C; <b>Topic 3:</b> 59A-60C; <b>Topic 4:</b> 81A-82C, 83A-84C; <b>Topic 5:</b> 103A-104C; <b>Topic 6:</b> 113A-114C</p>
<p>[K.CC.B.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.</p>	<p><b>SE/TE: Topic 1:</b> 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18; <b>Topic 2:</b> 33-34, 35-36; <b>Topic 3:</b> 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 61-62; <b>Topic 5:</b> 99-100, 101-102 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; <b>Topic 2:</b> 33A-34C, 35A-36C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C; <b>Topic 5:</b> 99A-100C, 101A-102C</p>
<p>[K.OA.A.1] Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<p><b>SE/TE: Topic 4:</b> 73-74, 75-76, 77-78, 79-80, 85-86; <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142; <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164 <b>TE: Topic 4:</b> 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C; <b>Topic 7:</b> 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; <b>Topic 8:</b> 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C</p>
<p>[K.OA.A.2] Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><b>SE/TE: Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142; <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162 <b>TE: Topic 7:</b> 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; <b>Topic 8:</b> 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C</p>
<p>[K.OA.A.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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><b>SE/TE: Topic 9:</b> 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184, 187-188 <b>TE: Topic 9:</b> 169A-170C, 171A-172C, 173A-174C, 175A-176C, 177A-178C, 179A-180C, 181A-182C, 183A-184C</p>

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[K.OA.A.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.	<b>SE/TE: Topic 9:</b> 183-184, 187-188 <b>TE: Topic 9:</b> 183A-184C
[K.OA.A.5] Fluently add and subtract within 5.	<b>SE/TE: Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142; <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 163-164 <b>TE: Topic 7:</b> 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; <b>Topic 8:</b> 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C
<b>Unit 3 Teen Numbers and Counting to 100</b>	
[K.CC.A.1] Count to 100 by ones and by tens.	<b>SE/TE: Topic 6:</b> 111-112, 113-114, 115-116, 117-118, 119-120, 121-122 <b>TE: Topic 6:</b> 111A-112C, 113A-114C, 115A-116C, 117A-118C, 119A-120C
[K.CC.A.2] Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<b>SE/TE: Topic 2:</b> 37-38, 41-42; <b>Topic 4:</b> 81-82, 83-84, 87-88; <b>Topic 5:</b> 103-104, 105-106; <b>Topic 6:</b> 111-112, 113-114, 119-120 <b>TE: Topic 2:</b> 37A-38C; <b>Topic 4:</b> 81A-82C, 83A-84C; <b>Topic 5:</b> 103A-104C; <b>Topic 6:</b> 111A-112C, 113A-114C, 119A-120C
K.CC.B.4] Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 9-10, 11-12; <b>Topic 2:</b> 33-34; <b>Topic 3:</b> 47-48, 49-50, 51-52, 57-58, 59-60; <b>Topic 5:</b> 95-96, 97-98 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 9A-10C, 11A-12C; <b>Topic 2:</b> 33A-34C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 57A-58C, 59A-60C; <b>Topic 5:</b> 95A-96C, 97A-98C
[K.CC.B.4.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.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 17-18; <b>Topic 2:</b> 33-34, 35-36, 41-42; <b>Topic 3:</b> 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C; <b>Topic 2:</b> 33A-34C, 35A-36C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C, 59A-60C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C

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[K.CC.B.4.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.	<b>SE/TE: Topic 1:</b> 5-6, 11-12, 15-16, 17-18; <b>Topic 2:</b> 39-40; <b>Topic 3:</b> 47-48, 51-52, 55-56, 59-60; <b>Topic 5:</b> 93-94, 95-96, 97-98, 99-100, 105-106; <b>Topic 6:</b> 111-112 <b>TE: Topic 1:</b> 5A-6C, 11A-12C, 15A-16C; <b>Topic 2:</b> 39A-40C; <b>Topic 3:</b> 47A-48C, 51A-52C, 55A-56C, 59A-60C; <b>Topic 5:</b> 93A-94C, 95A-96C, 97A-98C, 99A-100C; <b>Topic 6:</b> 111A-112C
[K.CC.B.4.c] Understand that each successive number name refers to a quantity that is one larger.	<b>SE/TE: Topic 2:</b> 37-38, 39-40, 41-42; <b>Topic 3:</b> 59-60, 61-62; <b>Topic 4:</b> 81-82, 83-84, 87-88; <b>Topic 5:</b> 103-104, 105-106; <b>Topic 6:</b> 113-114 <b>TE: Topic 2:</b> 37A-38C, 39A-40C; <b>Topic 3:</b> 59A-60C; <b>Topic 4:</b> 81A-82C, 83A-84C; <b>Topic 5:</b> 103A-104C; <b>Topic 6:</b> 113A-114C
[K.CC.B.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.	<b>SE/TE: Topic 1:</b> 3-4, 5-6, 7-8, 9-10, 11-12, 13-14, 15-16, 17-18; <b>Topic 2:</b> 33-34, 35-36; <b>Topic 3:</b> 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 61-62; <b>Topic 5:</b> 99-100, 101-102 <b>TE: Topic 1:</b> 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C, 13A-14C, 15A-16C; <b>Topic 2:</b> 33A-34C, 35A-36C; <b>Topic 3:</b> 47A-48C, 49A-50C, 51A-52C, 53A-54C, 55A-56C, 57A-58C; <b>Topic 5:</b> 99A-100C, 101A-102C
[K.OA.A.1] Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<b>SE/TE: Topic 4:</b> 73-74, 75-76, 77-78, 79-80, 85-86; <b>Topic 7:</b> 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142; <b>Topic 8:</b> 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164 <b>TE: Topic 4:</b> 73A-74C, 75A-76C, 77A-78C, 79A-80C, 85A-86C; <b>Topic 7:</b> 127A-128C, 129A-130C, 131A-132C, 133A-134C, 135A-136C, 137A-138C, 139A-140C; <b>Topic 8:</b> 147A-148C, 149A-150C, 151A-152C, 153A-154C, 155A-156C, 157A-158C, 159A-160C, 161A-162C
[K.NBT.A.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.	<b>SE/TE: Topic 10:</b> 193-194, 195-196, 197-198, 199-200, 201-202; <b>Topic 11:</b> 207-208, 209-210, 211-212, 213-214, 215-216, 217-218 <b>TE: Topic 10:</b> 193A-194C, 195A-196C, 197A-198C, 199A-200C; <b>Topic 11:</b> 207A-208C, 209A-210C, 211A-212C, 213A-214C, 215A-216C

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<b>Unit 4 2-D and 3-D Shapes</b>	
[K.MD.A.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.	<b>SE/TE: Topic 12:</b> 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240 <b>TE: Topic 12:</b> 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C
[K.MD.B.3] Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<b>SE/TE: Topic 9:</b> 185-186; <b>Topic 13:</b> 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260 <b>TE: Topic 9:</b> 185A-186C; <b>Topic 13:</b> 245A-246C, 247A-248C, 249A-250C, 251A-252C, 253A-254C, 255A-256C, 257A-258C
[K.G.A.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.	<b>SE/TE: Topic 13:</b> 253-254; <b>Topic 14:</b> 265-266, 267-268, 269-270, 271-272, 273-274, 275-276; <b>Topic 15:</b> 287-288, 289-290, 291-292, 293-294, 295-296, 297-298 <b>TE: Topic 13:</b> 253A-254C; <b>Topic 14:</b> 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C; <b>Topic 15:</b> 287A-288C, 289A-290C, 291A-292C, 293A-294C, 295A-296C
[K.G.A.2] Correctly name shapes regardless of their orientations or overall size.	<b>SE/TE: Topic 14:</b> 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-282; <b>Topic 16:</b> 307-308, 309-310 <b>TE: Topic 14:</b> 265A-266C, 267A-268C, 269A-270C, 271A-272C, 273A-274C, 275A-276C, 277A-278C, 279A-280C; <b>Topic 16:</b> 307A-308C, 309A-310C
[K.G.A.3] Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<b>SE/TE: Topic 14:</b> 275-276, 277-278, 281-282; <b>Topic 16:</b> 311-312 <b>TE: Topic 14:</b> 275A-276C, 277A-278C; <b>Topic 16:</b> 311A-312C
[K.G.B.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).	<b>SE/TE: Topic 16:</b> 303-304, 305-306, 307-308, 311-312, 313-314 <b>TE: Topic 16:</b> 303A-304C, 305A-306C, 307A-308C, 311A-312C
[K.G.B.5] Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<b>SE/TE: Topic 14:</b> 279-280; <b>Topic 16:</b> 303-304, 309-310, 313-314 <b>TE: Topic 14:</b> 279A-280C; <b>Topic 16:</b> 303A-304C, 309A-310C

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[K.G.B.6] Compose simple shapes to form larger shapes.	<b>SE/TE: Topic 16:</b> 305-306 <b>TE: Topic 16:</b> 305A-305C
<b>Unit 5 Measuring and Analyzing Data</b>	
[K.MD.A.1] Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<b>SE/TE: Topic 12:</b> 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240 <b>TE: Topic 12:</b> 223A-224C, 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C
[K.MD.A.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.	<b>SE/TE: Topic 12:</b> 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240 <b>TE: Topic 12:</b> 225A-226C, 227A-228C, 229A-230C, 231A-232C, 233A-234C, 235A-236C, 237A-238C