

Unit	<h2 style="text-align: center;">K: Unit 5- Make a Shape, Build a Block</h2> <p style="text-align: center;">Standards for Kindergarten</p> <p style="text-align: center;"><u>UNIT 1</u>=Who is in School Today? <u>UNIT 2</u>=Counting and Comparing <u>UNIT 3</u>=What Comes Next? <u>UNIT 4</u>=Measuring and Counting <u>UNIT 5</u>=Make a Shape, Build a Block <u>UNIT 6</u>=How Many Do You Have? <u>UNIT 7</u>=Sorting and Surveys <u>FC</u>=Student Math Handbook Flip Chart</p>
5,6,7,1,2,3,4	K.CC.1 Count to 100 by ones and by tens.
5,6,7	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
5,6,7,1,2,3,4	K.CC.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.
5,6,7,1,2,3,4	K.CC.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.
5,6,7,1,2,3,4	K.CC.4.c Understand that each successive number name refers to a quantity that is one larger.
5,7,1,2,3,4	K.CC.4.d Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
5,6,7,1,2,3,4	K.CC.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.
5,6,7,2,3,4	K.CC.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. (<i>Include groups with up to ten objects.</i>)
5,6,7,1,2,3,4	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
5,3	K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
5,1,3	K.G.2 Correctly name shapes regardless of their orientations or overall size.
5	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
5	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 (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
5	K.G.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>