

KINDERGARTEN STANDARDS ALIGNMENT

WHOLE GROUP

English Language Arts Standards	Day 1	Day 2	Day 3	Day 4	Day 5
English Language Arts Standards » Reading: Literature » Kindergarten					
Key Ideas and Details:					
CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.			✓	✓	
CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.		✓	✓	✓	
Craft and Structure:					
CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓	✓	✓		
Integration of Knowledge and Ideas:					
CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓		✓	
CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature)					
CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	✓	✓	✓	✓	
Range of Reading and Level of Text Complexity:					
CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	
English Language Arts Standards » Reading: Informational Text » Kindergarten					
Key Ideas and Details:					
CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.		✓	✓	✓	
CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		✓	✓	✓	
CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓	✓	✓	
Craft and Structure:					
CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.	✓	✓		✓	
CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	✓	✓		✓	
Integration of Knowledge and Ideas:					
CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	✓	✓			
CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.					
CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		✓		✓	
Range of Reading and Level of Text Complexity:					
CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	
English Language Arts Standards » Reading: Foundational Skills » Kindergarten					
Print Concepts:					
CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	✓	✓	✓	✓	
Phonological Awareness:					
CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	✓				

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English Language Arts Standards	Day 1	Day 2	Day 3	Day 4	Day 5
CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.		✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	✓	✓	✓	✓	
Phonics and Word Recognition:					
CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	✓	✓	✓	✓	
Fluency:					
CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.					
*Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.					
English Language Arts Standards » Reading: Writing » Kindergarten					
Text Types and Purposes:					
CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).					
CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	✓	✓	✓	✓	
Production and Distribution of Writing:					
CCSS.ELA-LITERACY.W.K.4 (W.K.4 begins in grade 3)					
CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.					
CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					
Research to Build and Present Knowledge:					
CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.W.K.9 (W.K.9 begins in grade 4)					
Range of Writing:					
CCSS.ELA-LITERACY.W.K.10 (W.K.10 begins in grade 3)					
English Language Arts Standards » Reading: Speaking and Listening » Kindergarten					
Comprehension and Collaboration:					
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	
Presentation of Knowledge and Ideas:					
CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓	✓	✓	
CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	

KINDERGARTEN STANDARDS ALIGNMENT

WHOLE GROUP

English Language Arts Standards	Day 1	Day 2	Day 3	Day 4	Day 5
English Language Arts Standards » Language » Kindergarten					
Conventions of Standard English:					
CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	✓				
CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun I	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	✓	✓	✓	✓	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
CCSS.ELA-LITERACY.L.K.3 (L.K.3 begins in grade 2)					
Vocabulary Acquisition and Use:					
CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	✓	✓	✓	✓	
CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		✓		✓	
CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		✓	✓		
CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).	✓	✓	✓		
CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.				✓	
CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	✓	✓	✓	✓	

KINDERGARTEN STANDARDS ALIGNMENT

LITERACY CENTERS / SMALL GROUP

English Language Arts Standards	Alphabet	Phonemic Awareness	Writing Work	Read to Self/Friends	Word Work
English Language Arts Standards » Reading: Literature » Kindergarten					
Key Ideas and Details:					
CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.				✓	
CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.				✓	
CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.				✓	
Craft and Structure:					
CCSS.ELA-LITERACY.RL.K.4 Ask and answer questions about unknown words in a text.				✓	
CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).				✓	
CCSS.ELA-LITERACY.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				✓	
Integration of Knowledge and Ideas:					
CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				✓	
CCSS.ELA-LITERACY.RL.K.8 (RL.K.8 not applicable to literature)					
CCSS.ELA-LITERACY.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				✓	
Range of Reading and Level of Text Complexity:					
CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.				✓	
English Language Arts Standards » Reading: Informational Text » Kindergarten					
Key Ideas and Details:					
CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.					
CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.					
CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.					
Craft and Structure:					
CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.					
CCSS.ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.					
CCSS.ELA-LITERACY.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.					
Integration of Knowledge and Ideas:					
CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).					
CCSS.ELA-LITERACY.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.					
CCSS.ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					
Range of Reading and Level of Text Complexity:					
CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.					
English Language Arts Standards » Reading: Foundational Skills » Kindergarten					
Print Concepts:					
CCSS.ELA-LITERACY.RF.K.1 Demonstrate understanding of the organization and basic features of print.		✓	✓	✓	✓
CCSS.ELA-LITERACY.RF.K.1.A Follow words from left to right, top to bottom, and page by page.				✓	
CCSS.ELA-LITERACY.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.		✓	✓	✓	✓
CCSS.ELA-LITERACY.RF.K.1.C Understand that words are separated by spaces in print.			✓	✓	
CCSS.ELA-LITERACY.RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.	✓				
Phonological Awareness:					
CCSS.ELA-LITERACY.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		✓		✓	✓
CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words.					✓
CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.				✓	✓

KINDERGARTEN STANDARDS ALIGNMENT

LITERACY CENTERS / SMALL GROUP

English Language Arts Standards	Alphabet	Phonemic Awareness	Writing Work	Read to Self/Friends	Word Work
CCSS.ELA-LITERACY.RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.					✓
CCSS.ELA-LITERACY.RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)					✓
CCSS.ELA-LITERACY.RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					✓
Phonics and Word Recognition:					
CCSS.ELA-LITERACY.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		✓			✓
CCSS.ELA-LITERACY.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.		✓			✓
CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).				✓	✓
CCSS.ELA-LITERACY.RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.				✓	✓
Fluency:					
CCSS.ELA-LITERACY.RF.K.4 Read emergent-reader texts with purpose and understanding.					
*Words, syllables, or phonemes written in /slashes/refer to their pronunciations or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.					
English Language Arts Standards » Reading: Writing » Kindergarten					
Text Types and Purposes:					
CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).					
CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			✓		
CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			✓		
Production and Distribution of Writing:					
CCSS.ELA-LITERACY.W.K.4 (W.K.4 begins in grade 3)					
CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			✓	✓	
CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			✓		✓
Research to Build and Present Knowledge:					
CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			✓		
CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			✓		
CCSS.ELA-LITERACY.W.K.9 (W.K.9 begins in grade 4)					
Range of Writing:					
CCSS.ELA-LITERACY.W.K.10 (W.K.10 begins in grade 3)					
English Language Arts Standards » Reading: Speaking and Listening » Kindergarten					
Comprehension and Collaboration:					
CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.				✓	
CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓
Presentation of Knowledge and Ideas:					
CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			✓	✓	
CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.			✓		
CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	✓

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LITERACY CENTERS / SMALL GROUP

English Language Arts Standards	Alphabet	Phonemic Awareness	Writing Work	Read to Self/Friends	Word Work
English Language Arts Standards » Language » Kindergarten					
Conventions of Standard English:					
CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		✓	✓		✓
CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.L.K.1.B Use frequently occurring nouns and verbs.		✓	✓	✓	✓
CCSS.ELA-LITERACY.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).					
CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			✓		✓
CCSS.ELA-LITERACY.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			✓		✓
CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities.			✓		✓
CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓		✓
CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun I.			✓		✓
CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.			✓		✓
CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).		✓	✓		✓
CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			✓		✓
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.					
CCSS.ELA-LITERACY.L.K.3 (L.K.3 begins in grade 2)					
Vocabulary Acquisition and Use:					
CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.				✓	
CCSS.ELA-LITERACY.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).				✓	
CCSS.ELA-LITERACY.L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.				✓	
CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.				✓	
CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.					
CCSS.ELA-LITERACY.L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).				✓	
CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).					
CCSS.ELA-LITERACY.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.				✓	
CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			✓	✓	

Next Gen Science Standards	Day 1	Day 2	Day 3	Day 4	Day 5
K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment					
Students who demonstrate understanding can:					
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not, the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water.]		✓		✓	
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digging in the ground to hide its food and that tree roots can break concrete.]		✓		✓	
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves and therefore usually live in forested areas and that grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]		✓		✓	
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [Clarification Statement: Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]		✓		✓	

Mathematics Curriculum Map

Aligned to National Common Core Standards

Counting and Cardinality

Know number names and the count sequence

		Corresponding Page Numbers:
K.CC.1	Count to 100 by ones and by tens	2,3,6,7,8,9,10,11,12,13,21,23,48,49,50,51,52,66,80,82,83,102,103,104,105,106,154
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	2,3,8,14,15,16,17,19,20,21,22,23,52,53,80,82,204,275,281
K.CC.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)	5,7,10,12,13,14,19,20,21,23,24, 25-46,49 50,52,81,103,104,105,106,110,111,112, 113,114,115,116,117,118,119,120,218,275

Count to tell the number of objects

K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality	2,3,5,6,7,8,9,10,48,49,52,53,82,83,103,104,105,106,154,155
K.CC.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, 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	2,3,6,7,8,9,10,16,48,49,50,51,52,53,180,82,83,102,103,104,105,106,122,123,124,156

Compare numbers

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	9,54,55,56,57,58,59,60,61,62,63,83
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals	9,24,54,58,59,60,61,62,63,83

Operations and Algebraic Thinking

Understand simple patterns

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

		Corresponding Page Numbers:
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	86,87,88,89,90,91,92,94,95,96,97,102,103,10,105,106,107,120,122,123,124,125,126,127,128,135,136,137,138,139,140,141,142,144,145
K.OA.2	Solve addition and subtraction problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem	7,86,87,88,89,90,91,92,94,95,96,97,102,103,104,105,106,107,120,122,123,124,125,126,127,135,136,137,138,139,140,141,142,144,145
K.OA.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., $5 = 2 + 3$)	86,143
K.OA.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	92
K.OA.5	Fluently add and subtract within 5	87,88,89,90,91,94,95,96,97,102,103,104,105,106,107,109,110,111,112,113,114,115,116,117,122,130
Represent and solve problems involving addition and subtraction		
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	71,86,88,89,90,91,92,94,95,96,97,109,110,111,112,113,114,115,116,117,118,119,120,128,134,135,136,137,138,139,140,141,142,146,236

Corresponding Page Numbers:	
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Understand and apply properties of operations and the relationship between addition and subtraction	
1.OA.3	Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>
1.OA.4	Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>
Add and subtract within 20	
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 + 13 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationships between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)

86,100,121,134,135,136,137,138,139,140,141,142,146

Understand and apply properties of operations and the relationship between addition and subtraction

86,88,89,90,91,92,94,95,102,103,104,105,106,107,108,109,110,111, 112,113,114,115,116,117,118,119,120,130,131,132,133,135,136,137, 138, 139,144, 145,16

120

Add and subtract within 20

86,96,120,122,123,124,125,126,127,128,129,135,136,137,138,139,140, 141,142

86,87,88,89,90,91,92,94,95,102,103,104,105,106,107,108,109,110,111, 112,113,114,115,116,117,118,119,120,124,125,126,127,128,129,130,131, 132,133,135,136,137,138,139,140,141,142,143,144,145,146

Work with addition and subtraction equations

Corresponding Page Numbers:

86,87,88,89,90,91,92,94,95,103,104,105,106,107,109,110,111,112,113,114,115,116,117,118,119,120,122,123,125,126,127,128,129,130,131,132,133,144,145

1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.*

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.*

86,87,88,89,90,91,92,94,95,111,112,113,114,115,116,117,118,119,120

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value

48,49,50,51,52,53

K.NBT.1 Compose and decompose numbers from 11 to 19 into tens and 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

Extend the counting sequence

4,52,53

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

Understand place value

		Corresponding Page Numbers:
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten” b. the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones c. the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones)	

1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the $<$, $>$, and $=$.	62,63,64,65,66,67,152,357
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Use place value understanding and properties of operations to add and subtract

1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten	109,110
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used	21,22,23

Corresponding Page Numbers:	
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used
Measurement and Data	
Sort objects and count the number of objects in each category	
Describe and compare measurable attributes	
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object
	184,296,297,298,300,301,302,303,304,305,306,312,313,315,316,317,319,326,327,329
K.MD.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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
	255,296,297,300,301,308,309,310,311,315,316,317,318,320,321,322,325,333
Classify objects and count the number of objects in categories	
K.MD.3	Classify objects into given categories: count the numbers of objects in each category and sort the categories by count
	183,184,190,191,192,193,194,195,196
Measure lengths indirectly and by iterating length units	
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object
	255,296,297

		Corresponding Page Numbers:
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps</i>	255,274,296,297,300,301,304,305,306,312,313,319
Tell and write time		
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks	255,256,257,258,259,261,273,276,277,278,279,280,282,283,284,285,286,331
Represent and interpret data		
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another	148,149,150,152,154,155,156,157,158,159,160,161,162,163,164,165,166,167,168,169,170,171,172,173,174,175,176,177,178,179,180,181,183,206
Geometry		
Analyze, compare, and sort objects		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)		
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>	209,210,211,249

		Corresponding Page Numbers:
K.G.2	Correctly name shapes regardless of their orientations or overall size	209,212,215,216,218,222,250,251
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")	209,222
Analyze, compare, create, and compose shapes		
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)	209,212,216,217,219,220,221,252
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes	209,212,214,221
K.G.6:	Compose simple shapes to form larger shapes.	209,212,213,221
Reason with shapes and their attributes		
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes	209,212,214,216,217,218,219,220,221,224,225,226,227,228,229,230,252
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape	209,212,213,221,223,224,225,226,227,228,229,230

		Corresponding Page Numbers:
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares	209,231,232,233,234,236,238,239,240,241,242,243,244,245,246,247,248,253
Money		
2.MD.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and symbols appropriately.	335,336,337,338,339,340,341,342,343,344,345,346,347,348,349,351,352,353,354,355,356,357,358,359,360,361,362,363,364,365,366,367
C.8	Example: If you have 2 dimes and 3 pennies, how many cents do you have?	
Extra Curriculum		
Algebra Standards		
		197,198,199,200,201,202,203,204,205,207
Calendar Standards		
	Days, Weeks, Months	287,288,289,291,292,293,294,295,330,332
Seasons/Heat		
		297,298,324,325,326,327,328,332

Kindergarten Math CC Assessment Tasks

All of the Kindergarten pre and post assessment tasks are designed to be completed one-on-one as individual interviews with each student. Diagnostic observational notes and individual records should be kept before, during, and after implantations of the project. Digital online assessments are also available via ESGI. Call us at 678-404-7473 and we will be glad to get you set up!

CC Task 1	
Standard (s)	<p>K.C.C.1 Count by 100 by ones and tens.</p> <p>K.C.C.2 Count forward beginning from a given number within the known sequence (instead of beginning at 1).</p>
Materials	none
Task	<p>1. Say: Start at 1 and count as far as you can (stop student after 100).</p> <p>2. Say: Count by 10's as far as you can (stop student after 100).</p> <p>3. Say: Begin counting with the number 6. I'll tell you when to stop. (Stop student at 10.)</p> <p>Repeat:</p> <ul style="list-style-type: none"> • Begin at 16. Stop student at 21. • Begin at 43. Stop student at 49. • Begin at 62. Stop student at 72.
CC Task 2	
Standard (s)	<p>K.C.C.4 Understand the relationship between numbers and quantities; connect counting cardinality.</p> <p>1. 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.</p> <p>2. 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.</p> <p>K.C.C.5 Count to answer "how many?" questions about as many as 20 things.</p>
Materials	9 objects (e.g., cubes, bears)
Task	<p>1. Say: Start at 1 and count as far as you can (stop student after 100).</p> <p>2. Say: Count by 10's as far as you can (stop student after 100).</p> <p>3. Say: Begin counting with the number 6. I'll tell you when to stop. (Stop student at 10.)</p> <p>Repeat:</p> <ul style="list-style-type: none"> • Begin at 16. Stop student at 21. • Begin at 43. Stop student at 49. • Begin at 62. Stop student at 72.

CC Task 3	
Standard (s)	<p>K.C.C.4 Understand the relationship between numbers and quantities; connect counting cardinality.</p> <ol style="list-style-type: none"> 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. 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. <p>K.C.C.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 1-20, count out that many objects.</p>
Materials	18 objects (e.g., cubes, bears)
Task	<ol style="list-style-type: none"> Show the student a collection of 9 objects arranged in a 3-by-3 array. Say: <p style="text-align: center;"><i>How many do you think there are?</i></p> <p style="text-align: center;"><i>Now count to see how many there are. How many are there?</i></p> Repeat with 12 objects arranged in a 4-by-3 array. Repeat with 18 objects arranged in a 6-by-3 array. Show the student a collection of 9 objects arranged in a circle. Say: <p style="text-align: center;"><i>How many do you think there are?</i></p> <p style="text-align: center;"><i>Now count to see how many there are. How many are there?</i></p> Repeat with (11, 17) objects.
CC Task 4	
Standard (s)	<p>K.C.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.</p>
Materials	7 green cubes, 9 red cubes, 4 green cubes, 4 yellow cubes
Task	<ol style="list-style-type: none"> Give the student a set of 4 green cubes and a set of 4 yellow cubes. Ask: <i>There are some green cubes in this set and some yellow cubes in this set. How many cubes are there? How many yellow cubes are there?</i> <i>Which set has less or is there an equal amount of cubes in each set?</i> Give the student a set of 7 green cubes and a set of 9 red cubes. Say: <i>There are some green cubes in this set and some red cubes in this set. How many green cubes are there? How many red cubes are there?</i> <i>Which set has less or is there an equal amount of cubes in each set?</i>

CC Task 5	
Standard (s)	<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, expressions, or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Add to - Result Unknown</p>
Materials	SF, Manipulatives such as chips/cubes, pencil
Task	Provide materials to student. Read the problem to the student: <i>Caleb found 4 seashells and put them in a bucket. Caleb found 2 more seashells and put them in the bucket. How many seashells are now in the bucket? Show your thinking with objects, words, pictures or numbers.</i>
CC Task 6	
Standard (s)	<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, expressions, or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Add to - Result Unknown</p>
Materials	SF, Manipulatives such as chips/cubes, pencil
Task	Provide materials to student. Read the problem to the student: <i>Tameka has 5 silly bands. She bought 4 more silly bands. How many silly bands does Tameka have now? Show your thinking with objects, words, pictures or numbers.</i>

CC Task 7	
Standard (s)	<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into tens, ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing equation (e.g., $18 = 10 + 8$)*; understand that these numbers are composed of tens, ones and one, two, three, four, five, six, seven, eight, or nine ones. *Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.</p>
Materials	Ten Frame, 16 counters, paper, pencil
Task	<p>Present student with 14 counters and the ten frame. Say: <i>I have some counters. How many do you think there might be? Do you think they will fit on the ten frame? Use the ten frame to find out how many counters there are.</i></p> <p>After the student has finished, ask: <i>What did you find out? How do you know? Prompt, if needed: Did you have enough to fill the ten frame? How many did not fit on the ten frame? How many counters are there in all?</i> Then, ask the student to write the total amount.</p> <p>Repeat with 16 counters.</p>
CC Task 8	
Standard (s)	<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into tens, ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing equation (e.g., $18 = 10 + 8$)*; understand that these numbers are composed of tens, ones and one, two, three, four, five, six, seven, eight, or nine ones. *Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.</p>
Materials	Use Ten Frame from BLM KNBT 1a, 17 counters, paper, pencil
Task	<p>Present student with 15 counters and the ten frame. Say: <i>I have some counters. How many do you think there might be? Do you think they will fit on the ten frame? Use the ten frame to find out how many counters there are.</i></p> <p>After the student has finished, ask: <i>What did you find out? How do you know? Prompt, if needed: Did you have enough to fill the ten frame? How many did not fit on the ten frame? How many counters are there in all?</i> Then, ask the student to write the total amount.</p> <p>Repeat with 17 counters.</p>

CC Task 9	
Standard (s)	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Materials	Teddy Bear (or other stuffed animal)
Task	Show the students a Teddy Bear (or any other toy to which you have access). Invite the students to hold it and carefully examine it. Then say: <i>Describe this Teddy Bear as many different ways that you can. Prompt if needed: How would you describe the Teddy Bear's weight? The Teddy Bear's length? The distance around the Teddy Bear's belly? The Teddy Bear's foot length?</i>
CC Task 10	
Standard (s)	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Materials	Connecting cubes: 6 blue, 8 red, 6 green, 4 yellow
Task	Show the student a collection of cubes. Say: <i>I have a set of cubes. Sort these cubes by color.</i> After the student has sorted the cubes by color, say: <i>Count the number of cubes in each group. How many cubes do you have in each group? Do you have any groups that have the same amount? Prompt if needed: Which groups have the same amount?</i>
CC Task 11	
Standard (s)	K.G.1 Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.2 Correctly name shapes regardless of their orientations or overall size.
Materials	BLM, cone, sphere, bag
Task	<ol style="list-style-type: none"> Use the shape cards. Show each shape or shape card one at a time to the student. Ask the student to name the shape (circle, square, rectangle, hexagon, cone, sphere) Spread the shape cards and shapes out on a table. Place an empty bag or box on the table. Say, <i>I have a bag and some shapes. I am going to give you some directions about where to place the different shapes around the bag.</i> <ul style="list-style-type: none"> • Put the cone above the bag. • Put the square beside the bag. • Put the circle inside the bag. • Put the rectangle behind the bag. • Put the hexagon in front of the bag. • Put the sphere below the bag.