

**Kindergarten Grade Pacing Guide**  
**2021-2022**

**Green:** Major Clusters

**Blue:** Supporting Clusters

**Yellow:** Additional Clusters

[Instructional Content Nav - Mathematics: Focus by Grade Level](#)

[Math Documents K-2 Folder](#)

**Trimester 1**

(Ends December 15th)

**Chapter 1**

**Represent, Count, and Write Numbers 0 to 5**

- **Lesson 1.1: As Is (spend more time counting objects)**
- **Lesson 1.2: As Is**
- **Lesson 1.3: As Is (spend more time counting objects)**
  - **IXL Skills:**
    - **A.2: Learn to count to 3**
    - **A.5: Count using stickers - up to 3**
    - **A.7: Count using stickers - up to 3**
- **Lesson 1.4: As Is**
  - **IXL Skills:**
    - **A.3: Count pictures - up to 3**
    - **A.6: Count on ten frames - up to 3**
    - **A.8: Represent numbers with pictures - up to 3**
- **Lesson 1.5: As Is (spend more time counting objects)**
  - **IXL Skills:**
    - **B.2: Learn to count to 5**
    - **B.6: Count using stickers - up to 5**
    - **B.10: Show numbers on ten frames - up to 5**
- **Lesson 1.6: As Is**
  - **IXL Skills:**
    - **B.3: Count pictures - up to 5**
    - **B.9: Count on ten frames - up to 5**
    - **B.11: Represent numbers with pictures - up to 5**
- **Lesson 1.7: As Is**
- **Lesson 1.8: As Is**

- **IXL Skills:**
  - **B.13: One more with pictures - up to 5**
  - **B.14: One more on frames - up to 5**
- **Lesson 1.9: As Is**
  - **Add the following lesson from EngageNY in addition to Go Math:**
    - **Understand The Meaning Of Zero. Write The Numeral 0**
  - **IXL Skills:**
    - **B: Count dots - 0 to 5**
- **Lesson 1.10: As Is**

## **Chapter 1 Rules of Thumb**

- Spend more time counting objects in a given set instead of counting out objects from a large pile of objects.

- Add more problems with counting forward from any number 0-5.

- Add more opportunities to count the same number of objects now matter how the objects are laid out.

- Add error analysis and multi-select questions to each lesson. Use the following link to access the error analysis folder:

- [Kindergarten Error Analysis Folder](#)

- Start subitizing practice in the morning meeting for numbers 0-5. Use the following link to access the Subitizing folder:

- [Kindergarten Subitizing Folder](#)

## **Chapter 2**

### **Compare Numbers to 5**

- **Lesson 2.1: As Is**
- **Lesson 2.2: As Is**
- **Lesson 2.3: As Is**
  - **Add the following lesson from Learn Zillion in addition to Go Math:**
    - **Are the groups equal? (Cheese Crakers Activity)**
    - **Comparing and labeling greater than, less than (Bug in a Jar Activity)**
- **Lesson 2.4: As Is**
- **Lesson 2.5: As Is**

## **Chapter 2 Rules of Thumb**

- Include experiences matching and comparing objects before moving on to comparing numerals. Students should orally identify which set of in greater, less, or the same using objects to make comparisons.

- Add more examples comparing numbers 0-5 as written numerals.

- Ensure that students understand that each successive number is one larger than the previous number.

- Continue adding error analysis and multi-select questions to each lesson. Use the following link to access the error analysis folder:

- [Kindergarten Error Analysis Folder](#)

- Continue subitizing practice in the morning meeting for numbers 0-5. Use the following link to access the Subitizing folder:

- [Kindergarten Subitizing Folder](#)

## **Chapter 3**

### **Represent, Count, and Write Numbers 6 to 9**

- **Lesson 3.1: As Is**
- **Lesson 3.2: As Is**
- **Lesson 3.3: As Is**
- **Lesson 3.4: As Is**
- **Lesson 3.5: As Is**
- **Lesson 3.6: As Is**
- **Lesson 3.7: As Is**
- **Lesson 3.8: As Is**
- **Lesson 3.9: As Is**

## **Chapter 3 Rules of Thumb**

- Teacher questions and discussion should focus on subitizing (the ability to recognize "how many" in a small set without counting each object, i.e. rolling a dice and knowing how many dots are shown without counting them).

- Continue adding error analysis and multi-select questions to each lesson. Use the following link to access the error analysis folder:

- [Kindergarten Error Analysis Folder](#)

- Continue subitizing practice in the morning meeting for numbers 0-9. Use the following link to access the Subitizing folder:

- [Kindergarten Subitizing Folder](#)

## **Chapter 4**

### **Represent and Compare Numbers to 10**

- **Lesson 4.1: As Is**

- **IXL Skills:**

- **C.2: Learn to count to 10**
- **C.3: Count pictures - up to 10**
- **C.9: Count using stickers - up to 10**
- **C.12: Count on ten frames - up to 10**
- **C.13: Show numbers on ten frames - up to 10**
- **C.14: Represent numbers - up to 10**

- **Lesson 4.2: As Is**

- **IXL Skills:**

- **C.4: Count dots - up to 10**
- **C.8: Count blocks - up to 10**
- **C.30: Names of numbers - up to 10**

- **Lesson 4.3: As Is**

- **IXL Skills:**

- **C.24: Count to fill a ten frame**

- **Lesson 4.4: As Is**

- **IXL Skills:**

- **C.22: Count up - up to 10**
- **C.28: Count forward - up to 10**
- **C.31: Complete a sequence - up to 10**

- **Lesson 4.5: As Is**

- **Add the following lessons from EngageNY in addition to Go Math:**

- **Compare To Find If There Is Enough**
- **Compare Using More Than And The Same As**
- **Compare Using Fewer Than And The Same As**

- **IXL Skills:**

- **G.1: Fewer and more - compare by matching**
- **G.4: Fewer, more, and same**
- **G.5: Are there enough?**

- **Lesson 4.6: AS IS**
  - **IXL Skills:**
    - **G.2: Fewer and more - compare by counting**
    - **G.3: Fewer and more - compare in a mixed group**
    - **G.4: Fewer, more, and same**
- **Lesson 4.7: AS IS**
  - **IXL Skills:**
    - **G.6: Compare two numbers - up to 10**

### **Chapter 4 Rules of Thumb**

- Students should be able to count to, compare, order, and write numbers to ten using ten frames, counters, greater/less than, etc.

- Add more examples of comparing numbers 0-10 using written numerals.

- Continue adding error analysis and multi-select questions to each lesson. Use the following link to access the error analysis folder:

- [Kindergarten Error Analysis Folder](#)

- Continue subitizing practice in the morning meeting for numbers 0-10. Use the following link to access the Subitizing folder:

- [Kindergarten Subitizing Folder](#)

## **Trimester 2** (Ends March 14th)

### **Chapter 5**

#### **Addition**

- **Prior to start of lessons:**
  - **Add the following lesson from Learn Zillion:**
    - **Understand that one way to add is putting groups together**
- **Lesson 5.1: As Is**
  - **Add the following lesson from EngageNY in addition to Go Math:**
    - **Composition And Decomposition To 5 Using Objects And Drawings**
- **Lesson 5.2: As Is**
  - **IXL Skills:**
    - **I.4: Addition sentences up to 5: which model matches?**
- **Lesson 5.3: As Is**
- **Lesson 5.4: As Is**
  - **IXL Skills:**

- **I.3: Add with pictures - sums up to 5**
- **Lesson 5.6: As Is**
  - **IXL Skills:**
    - **I.6: Add two numbers - sums up to 5**
    - **I.8: Complete the addition sentence - sums up to 5**
- **Lesson 5.8: As Is**
  - **IXL Skills:**
    - **I.7: Make a number using addition - sums up to 5**
- **Lesson 5.9: As Is**
- **Lesson 5.10: As Is**
- **Lesson 5.11: As Is**
- **Lesson 5.5: As Is (Moved)**
  - **IXL Skills:**
    - **J.8: Complete the addition sentence - make 10**
- **Lesson 5.12: As Is**
  - **IXL Skills:**
    - **J.7: Make a number using addition - sums up to 10**
- **Lesson 5.7: As Is (Moved)**
  - **IXL Skills:**
    - **J.3: Add with pictures - sums up to 10**
    - **J.4: Addition sentences up to 10: which model matches?**
    - **J.6: Add two numbers - sums up to 10**
    - **J.8: Complete the addition sentence - make 10**
    - **J.9: Complete the addition sentence - sums up to 10**
- **Add Lesson on Number Bonds with Addition for numbers 0-10**

## **Chapter 5 Rules of Thumb**

- Minimize the emphasis on writing equations.
- Use all Kindergarten representations listed in Standards for addition and subtraction.
- Make sure students understand the concept of addition (combining two or more values to find the total or putting values together).
- Add number bonds and bar models to each lesson.
- To add, use objects, fingers, drawings, sounds (i.e. claps), acting out, verbal expressions, expressions, and equations.

## Chapter 6

### Subtraction

- **Prior to start of lessons:**
  - **Add the following lesson from EngageNY:**
    - Use Objects And Drawings To Find How Many Are Left
    - Use “Five Little Monkeys” to introduce subtraction
- **Lesson 6.1: As is**
  - **Add the following lessons from Learn Zillion in addition to Go Math:**
    - Take apart numbers within 5
    - Take from within 5
- **Lesson 6.2: As is**
- **Lesson 6.3: As is**
- **Lesson 6.4: As is**
  - **IXL Skills:**
    - K.3: Subtract with pictures - numbers up to 5
    - K.5: Subtract - numbers up to 5
- **Lesson 6.5: As Is**
  - **IXL Skills:**
    - K.5: Subtract - numbers up to 5
    - K.7: Complete the subtraction sentence - numbers up to 5
- **Lesson 6.6: As Is**
  - **IXL Skills:**
    - L.3: Subtract with pictures - numbers up to 10
    - L.4: Subtraction sentences up to 10: which model matches?
    - L.5: Subtract - numbers up to 10
    - L.6: Make a number using subtraction - numbers up to 10
    - L.7: Complete the subtraction sentence - numbers up to 10
- **Lesson 6.7: As is**
  - **IXL Skills:**
    - I.10: Addition word problems - sums up to 5
    - J.12: Addition word problems - sums up to 10
    - K.9: Subtraction word problems - numbers up to 5
    - L.10: Subtraction word problems - numbers up to 10

- **Add Lesson on Number Bonds with Subtraction for numbers 0-10**

## **Chapter 6 Rules of Thumb**

- Minimize the emphasis on writing equations.
- Use all Kindergarten representations listed in Standards for addition and subtraction.
- Make sure the students understand the concept of subtraction (taking away or removing one or more numbers from the total to find the value that is left over). Subtraction is also breaking a number apart.
- Make sure the students understand the differences between addition and subtraction.
- Use the vocabulary words “decompose” and “compose” for subtraction.

## **Chapter 7**

### **Represent, Count, and Write 11 to 19**

- **Lesson 7.1: As Is**
- **Lesson 7.2: As Is**
- **Lesson 7.3: As Is**
- **Lesson 7.4: As Is**
- **Lesson 7.5: As Is**
  - **IXL Skills:**
    - **Count pictures - 11 to 15**
    - **Count on ten frames - 11 to 15**
    - **Show numbers on ten frames - 11 to 15**
    - **Represent numbers - 11 to 15**
- **Lesson 7.6: As Is**
- **Lesson 7.7: As Is**
- **Lesson 7.8: As Is**
- **Lesson 7.9: As Is**
  - **IXL Skills:**
    - **Count to 19**
    - **Count on ten frames - 16 to 19**
    - **Show numbers on ten frames - 16 to 19**
    - **Represent numbers - 16 to 19**
    - **Make teen numbers: words**



- Take apart teen numbers: words
- **Lesson 7.10: As Is**
  - **IXL Skills:**
    - Count tens and ones - 11 to 19
    - Write tens and ones - 10 to 19
    - Make teen numbers: addition sentences
    - Take apart teen numbers: addition sentences
    - Make and take apart teen numbers: addition sentences
- **Add Lesson on Number Bonds for numbers 11-19**

### Chapter 7 Rules of Thumb

- Minimize the emphasis on writing equations.
- Use multiple representations that illustrate teen numbers as 10 ones and some more ones.
- Understand that teen numbers are composed of ten ones and more ones.
- Add more examples of counting objects to 20 in a line, rectangle array, or a circular pattern.
- Use the vocabulary words “decompose” and “compose” for numbers 11-19

### Chapter 8

#### **Represent, Count, and Write 20 and Beyond**

- **Prior to start of lessons:**
  - **Add the following lessons from EngageNY:**
    - Show, Count, And Write To Answer How Many Questions In Linear And Array Configurations
    - Show, Count, And Write To Answer How Many Questions In Circular Configurations
- **Lesson 8.1: As Is**
  - **IXL Skills:**
    - D.2: Count to 20
    - D.3: Count dots - 0 to 20
    - D.5: Show numbers on ten frames - up to 20
    - D.6: Represent numbers - up to 20
- **Lesson 8.2: As Is**

- **IXL Skills:**
  - **D.4: Count on ten frames - up to 20**
  - **D.14: Names of numbers - up to 20**
  - **D.16: Count blocks - up to 20**
- **Lesson 8.3: As Is**
  - **IXL Skills:**
    - **D.7: Count up - up to 20**
    - **D.12: Count forward - up to 20**
- **Lesson 8.4: As Is**
- **Add an additional lesson on comparing numbers to 20**
- **Lesson 8.5: As Is**
  - **IXL Skills:**
    - **E.1: Count on ten frames - up to 30**
    - **E.6: Count blocks - up to 30**
- **Lesson 8.6: As Is**
  - **IXL Skills:**
    - **E.3: Count to 100**
    - **E.4: Counting on the hundred chart**
    - **E.9: Count blocks - up to 100**
- **Lesson 8.7: As is**
- **Lesson 8.8: As Is**
  - **IXL Skills:**
    - **E.2: Count groups of ten**
    - **F.6: Learn to skip-count by tens**
    - **F.7: Skip-count by tens**
- **Add additional lessons on skip counting ones to 100 and tens to 100**

### **Chapter 8 Rules of Thumb**

- Add number bonds for numbers 11-20.

**Trimester 3**  
(Ends June 24th)

### **Chapter 9 & Chapter 12**

**Identify and Describe Two-Dimensional Shapes & Classify and Sort Data**

- **Lessons 9.1 & 9.2: Condense these two lessons**

- IXL Skills:
  - V.2: Circles
- Lessons 9.3 & 9.4: Condense these two lessons
- Lessons 9.5 & 9.6: Condense these two lessons
- Lessons 9.7 & 9.8: Condense these two lessons
  - IXL Skills:
    - V.4: Squares
- Lessons 9.9 & 9.10: Condense these two lessons
  - IXL Skills:
    - V.1: Name the two-dimensional shape
    - V.6: Hexagons
- Lesson 9.11: As Is
  - IXL Skills:
    - V.7: Select two-dimensional shapes
    - V.13: Count sides and corners
    - V.14: Compare sides and corners
- Lesson 9.12: As Is
- Lesson 12.1: As Is
  - IXL Skills:
    - Q.4: Classify shapes by color
    - Q.5: Classify and sort by color
- Lesson 12.2: As Is
  - IXL Skills:
    - Q.1: Different
    - Q.2: Same
    - Q.3: Same and different
    - Q.6: Classify and sort by shape
    - Q.10: Sort shapes into a Venn diagram
- Lesson 12.3: As Is
- Add the following Learn Zillion lessons at the end of the Chapter:
  - Sort shapes
  - Understand that shapes can be sorted and counted
  - Fluently sort and count shapes into a category

- Add “Shape of the Week” during your morning meeting.
- Do not focus lessons on reading the shape names, but rather focus on naming the shapes verbally.
- Ensure that students know the difference between 2D shapes (flat) and 3D shapes (solid).
- Discuss shape attributes how they compare to each other.

## **Chapter 10**

### **Identify and Describe Three-Dimensional Shapes**

- **Lesson 10.1: As Is**
- **Lesson 10.2: As Is**
  - **IXL Skills:**
    - **W.3: Spheres**
- **Lesson 10.3: As Is**
  - **IXL Skills:**
    - **W.4: Cubes**
- **Lesson 10.4: As Is**
  - **IXL Skills:**
    - **W.6: Cylinders**
- **Lesson 10.5: As Is**
  - **IXL Skills:**
    - **W.9: Shapes of everyday objects I**
    - **W.10: Shapes of everyday objects II**
- **Lesson 10.6: As Is**
  - **IXL Skills:**
    - **W.1: Flat and solid shapes**
- **Lesson 10.7: As Is**
- **Lesson 10.8, 10.9 &, 10.10: Condense these three lessons and add position words throughout the previous lessons**
  - **IXL Skills:**
    - **N.5: Above and below**
    - **N.6: Above and below - find solid figures**
    - **N.7: Beside and next to**
    - **N.8: Beside and next to - find solid figures**

## **Chapter 10 Rules of Thumb**

- Add “Shape of the Week” during your morning meeting.
- Do not focus lessons on reading the shape names, but rather focus on naming the shapes verbally.
- - Ensure that students know the difference between 2D shapes (flat) and 3D shapes (solid).
- Discuss shape attributes how they compare to each other.

## **Chapter 11**

### **Measurement**

- **Lesson 11.1: As Is**
  - **IXL Skills:**
    - **T.1: Long and short**
- **Lesson 11.2: As Is**
  - **IXL Skills:**
    - **T.2: Tall and short**
- **Lesson 11.3: As Is**
- **Lesson 11.4: As Is**
  - **IXL Skills:**
    - **T.4: Light and heavy**
- **Lesson 11.5: As Is**

## **Chapter 11 Rules of Thumb**

- Start adding measurements to your morning meeting after introducing all of the shapes, if time permits.
- If the end of the year is approaching, move Chapter 11 before Chapters 9 and 10.

## **Chapter 12**

### **Classify and Sort Data**

- **Lesson 12.4: As Is**
  - **IXL Skills:**
    - **R.1: Which picture graph is correct?**
- **Lesson 12.5: As Is**

- **IXL Skills:**

- **R.2: Interpret picture graphs**

### **Chapter 12 Rules of Thumb**

- Graphing is not in the standards in Kindergarten, but it's beneficial to expose the students to the different types of graphs prior to first grade.

## **KINDERGARTEN PRIORITY STANDARDS** **FOR 2020-2021**

### **Considerations for Addressing PRIORITY Grade-Level Content**

The clusters and standards listed in this table name the priority instructional content for kindergarten. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.

Clusters/Standards	Considerations
K.CC.A K.CC.B K.CC.C	No special considerations for curricula well aligned to knowing number names, counting, and comparing numbers, as detailed in these clusters. Time spent on instruction and practice should NOT be reduced.
K.OA.A	No special considerations for curricula well aligned to understanding addition and subtraction, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.

## **KINDERGARTEN NON-PRIORITY STANDARDS** **FOR 2020-2021**

### **Considerations for Addressing REMAINING Grade-Level Content**

The clusters and standards listed in this table represent the remainder of kindergarten grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.

Clusters/Standards	Considerations
K.NBT.A*	<i>Combine</i> lessons on numbers 11–19 to address key concepts in order to reduce the amount of time spent on this cluster. <i>Limit</i> the amount of required student practice.
K.MD.A	<i>Combine</i> lessons on describing and comparing measurable attributes to address key concepts across this cluster in order to reduce the amount of time spent on this cluster. <i>Limit</i> the amount of required student practice. (Note that standards in K.MD.A do not require use of measuring devices or measurement units.)
K.MD.B	<i>Integrate</i> classifying and counting objects (K.MD.B) with other counting and comparison work in the grade (K.CC.A, B, and C) in order to reduce the amount of time spent on this cluster.
K.G.A K.G.B	<i>Combine</i> lessons on identifying, describing, analyzing, comparing, and composing shapes to address key concepts across the clusters in this domain in order to reduce the amount of time spent on this cluster.

*\*While this cluster is Major Work of the Grade, during the 2020–21 school year, it is recommended that it receive lighter treatment in favor of other priority instructional content.*

## KINDERGARTEN STANDARD CLUSTERS

**Green:** Major Clusters

**Blue:** Supporting Clusters

**Yellow:** Additional Clusters

### MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR KINDERGARTEN

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters

▣ Supporting Clusters

● Additional Clusters

- K.CC.A | ■ Know number names and the count sequence.
- K.CC.B | ■ Count to tell the number of objects.
- K.CC.C | ■ Compare numbers.
- K.OA.A | ■ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- K.NBTA | ■ Work with numbers 11–19 to gain foundations for place value.
- K.MD.A | ● Describe and compare measurable attributes.
- K.MD.B | ▣ Classify objects and count the number of objects in categories.
- K.G.A | ● Identify and describe shapes.
- K.G.B | ▣ Analyze, compare, create, and compose shapes.

## **KINDERGARTEN NJ LEARNING STANDARDS**

**Kindergarten Major Clusters:** K.CC.A, K.CC.B, K.CC.C, K.OA.A, K.NBT.A, K.MD.B, K.G.B

### **Counting and Cardinality**

**K.CC**

#### **A. Know number names and the count sequence.**

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
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. Count to tell the number of objects.**

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name that is 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.
  - c. Understand that each successive number name refers to a quantity that is one larger.
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.

#### **C. Compare numbers.**

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.<sup>1</sup>
7. Compare two numbers between 1 and 10 presented as written numerals.

### **Operations and Algebraic Thinking**

**K.OA**

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

1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.



2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
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.
5. Demonstrate fluency for addition and subtraction within 5.

## Number and Operations in Base Ten

K.NBT

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

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.

## Measurement and Data

K.MD

### A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

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

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>3</sup>

## Geometry

K.G

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

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*.
2. Correctly name shapes regardless of their orientations or overall size.

3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

**B. Analyze, compare, create, and compose shapes.**

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. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*