


Elementary - Kindergarten Math

North Boone CUSD 200

UNITS (5/5 SELECTED)

SUGGESTED DURATION

 Unit 1: Count Sequence and Numbers to 5	<i>34 lessons</i>
 Unit 2: Count Sequence and Numbers to 10	<i>33 lessons</i>
 Unit 3: Geometry	<i>15 lessons</i>
 Unit 4: Number & Operations in Base Ten	<i>8 lessons</i>
 Unit 5: Measurement	<i>6 lessons</i>

Unit 1: Count Sequence and Numbers to 5

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STANDARDS

National Common Core State Standards - Kindergarten - Mathematics

CCSS.Math.Content.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).

CCSS.Math.Content.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.K.OA.A.5

Fluently add and subtract within 5.

CCSS.Math.Content.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.

CCSS.Math.Content.K.MD.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

CCSS.Math.Content.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., $5 = 2 + 3$ and $5 = 4 + 1$).

CCSS.Math.Content.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.

CCSS.Math.Content.K.CC.B.4a

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.

CCSS.Math.Content.K.CC.B.4b

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.

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CCSS.Math.Content.K.CC.B.4c
Understand that each successive number name refers to a quantity that is one larger.
CCSS.Math.Content.K.CC.C.7
Compare two numbers between 1 and 10 presented as written numerals.
CCSS.Math.Content.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.
CCSS.Math.Content.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.
CCSS.Math.Content.K.CC.A
Know number names and the count sequence.
CCSS.Math.Content.K.CC.B
Count to tell the number of objects.
CCSS.Math.Content.K.CC.C
Compare numbers.
CCSS.Math.Content.K.OA.A
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
CCSS.Math.Content.K.MD.B
Classify objects and count the number of objects in each category.

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PRIORITY STANDARDS

CCSS.Math.Content.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).

CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.K.OA.A.5: Fluently add and subtract within 5.

CCSS.Math.Content.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.

CCSS.Math.Content.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

CCSS.Math.Content.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., $5 = 2 + 3$ and $5 = 4 + 1$).

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LEARNING PLAN

Learning Targets / Focusing Questions:

- I can draw pictures to represent the numbers 1 and 2.
- I can draw pictures to represent the numbers 3 and 4.
- I can draw pictures to represent numbers up to 5.
- I can show the difference between groups of 0 and other numbers.
- I can make a group of five objects starting with two different groups.
- I can count and write the numbers 0 and 1.
- I can count and write the numbers 2 and 3.
- I can count and write the numbers 4 and 5.
- I can count objects to 5 and write the correct number.
- I can make groups of 1 to 5 in the correct order.
- I can draw to show two groups and compare them to find out which group has a greater number of objects.
- I can draw to show two groups and compare them to find out which group has a lesser number of objects.
- I can count and match to show two equal groups.
- I can compare numbers by counting and describe groups by saying greater than, less than, or equal to.
- I can draw a group that shows a number greater than, less than, or equal to another group, write the numbers, match the groups, and say if a group is greater than, less than, or equal to.
- I can write numbers, compare them by counting, and say comparison sentences with greater than, less than, or equal to.
- I can sort objects by color and write the number of objects in each group.
- I can sort objects by shape and write the number of objects in each group.
- I can classify objects by size to sort them, determine how many are in each category, and write the number for each group.
- I can sort a group of objects, find the total in each category, and sort the objects by count.
- I can add to a group to find how many there are now and represent the problem with numbers.
- I can subtract one group from another group to find how many there are now and represent the problem with numbers.
- I can solve an addition problem and model the problem with an equation.
- I can solve a subtraction problem and model the problem with an equation.
- I can model addition problems by writing equations.
- I can model subtraction problems by writing equations.
- I can determine whether a problem is an addition or a subtraction problem, solve the problem, and model it with an equation.
- I can represent an addition problem with objects or drawings and find the total.
- I can find the answer to a subtraction problem and represent the problem with objects or drawings.
- I can solve an addition problem by putting groups together and model the problem with an equation.
- I can solve a subtraction problem by taking a group apart and model the problem with an equation.

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- I can picture two groups in my mind and use the images to find the total, then model the groups with an equation.
- I can take apart a group using mental images, then model the subtraction with an equation.
- I can solve an addition or subtraction problem and model the problem with an equation.

Unit Resources:

- HMH Into Math 2020 - Grade K

Summary of Learning Activities:

Trimester 1

- Module 1: Represent Numbers to 5
 - 1.1 Represent 1 and 2
 - 1.2 Represent 3 and 4
 - 1.3 Represent 5
 - 1.4 Represent 0
 - 1.5 Ways to Make 5
- Module 2: Read and Write Numbers to 5
 - 2.1 Count and Write 0 and 1
 - 2.2 Count and Write 2 and 3
 - 2.3 Count and Write 4 and 5
 - 2.4 Count and Write Numbers to 5
 - 2.5 Count and Order to 5
- Module 3: Matching and Counting Numbers to 5
 - 3.1 Identify a Greater Number of Objects w/in
 - 3.2 Identify a Lesser Number of Objects w/in 5
 - 3.3 Match Equal Groups of Objects w/in 5
 - 3.4 Compare Groups w/in 5 by Counting
 - 3.5 Compare Groups w/in 5 by Matching
 - 3.6 Compare Numbers w/in 5
- Module 4: Classify, Count, and Sort Objects
 - 4.1 Classify & Count by Color
 - 4.2 Classify & Count by Shape
 - 4.3 Classify & Count by Size
 - 4.4 Classify, Count & Sort by Count
- Module 5: Add to and Take from within 5
 - 5.1 Act Out Addition Problems w/in 5
 - 5.2 Act Out Subtraction Problems w/in 5
 - 5.3 Solve Add To Problems w/in 5

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- 5.4 Solve Take From Problems w/in 5
- 5.5 Write Addition Equations w/in 5
- 5.6 Write Subtraction Equations w/in 5
- 5.7 Solve Result Unknown Word Problems w/in 5
- Module 6: Put Together and Take Apart within 5
 - 6.1 Represent Addition Problems w/in 5 Using Objects & Drawings
 - 6.2 Represent Subtraction Problems w/in 5 Using Objects & Drawings
 - 6.3 Solve Put Together Problems w/in 5
 - 6.4 Solve Take Apart Problems w/in 5
 - 6.5 Represent Addition Using Mental Images

Trimester 2

- 6.6 Represent Subtraction Using Mental Images
- 6.7 Solve Word Problems w/in 5

Unit 2: Count Sequence and Numbers to 10

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STANDARDS

National Common Core State Standards - Kindergarten - Mathematics
CCSS.Math.Content.K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.
CCSS.Math.Content.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).
CCSS.Math.Content.K.CC.A.1
Count to 100 by ones and by tens.
CCSS.Math.Content.K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CCSS.Math.Content.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.
CCSS.Math.Content.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.
CCSS.Math.Content.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.
CCSS.Math.Content.K.CC.B.4a
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.
CCSS.Math.Content.K.CC.B.4b
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.
CCSS.Math.Content.K.CC.B.4c

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Understand that each successive number name refers to a quantity that is one larger.
CCSS.Math.Content.K.CC.C.7
Compare two numbers between 1 and 10 presented as written numerals.
CCSS.Math.Content.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.
CCSS.Math.Content.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., $5 = 2 + 3$ and $5 = 4 + 1$).
CCSS.Math.Content.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.
CCSS.Math.Content.K.CC.A
Know number names and the count sequence.
CCSS.Math.Content.K.CC.B
Count to tell the number of objects.
CCSS.Math.Content.K.CC.C
Compare numbers.
CCSS.Math.Content.K.OA.A
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Unit 2: Count Sequence and Numbers to 10

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PRIORITY STANDARDS

CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.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).

CCSS.Math.Content.K.CC.A.1: Count to 100 by ones and by tens.

CCSS.Math.Content.K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.Math.Content.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.

CCSS.Math.Content.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.

Unit 2: Count Sequence and Numbers to 10

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LEARNING PLAN

Learning Targets / Focusing Questions:

- I can draw pictures to show the numbers 6 and 7.
- I can draw pictures to show the numbers 8 and 9.
- I can draw pictures to show the number 10.
- I can count 6 and 7 objects and write the numerals 6 and 7.
- I can count 8 and 9 objects and write the numerals 8 and 9.
- I can count 10 objects and write the numeral 10.
- I can count in order starting and ending at any number.
- I can count to 100 by ones.
- I can count to 100 by tens.
- I can count forward from a given number other than 1 and stop counting at a specific number.
- I can use matching to compare two groups and use this comparison to tell which group has the greater number of objects.
- I can use one-to-one comparison to compare two groups and use this comparison to tell which group has the greater number of objects.
- I can use one-to-one correspondence to compare two groups and use this comparison to tell if the groups have an equal number of objects.
- I can compare groups of objects and numbers within 10 by counting.
- I can compare groups of objects and identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by matching.
- I can compare two numbers within 10 to determine which is greater, which is less, or if the numbers are equal.
- I can act out a group joining another group and add to find the total.
- I can act out some leaving a group to find how many are left.
- I can find the solution to an Add To addition problem.
- I can cross out objects to show how many are taken away and to find how many are left.
- I can write an addition equation to model a problem.
- I can write an equation to model a subtraction problem and solve it.
- I can draw to represent an addition or subtraction word problem and write the equation.
- I can represent Put Together addition of two groups using drawings, objects, and equations.
- I can represent Take Apart subtraction using drawings, objects, and equations.
- I can add to a group to find how many there are now and represent the problem with numbers.
- I can solve subtraction word problems using objects and drawings and write equations to model the problems.
- I can recognize addition and subtraction word problems and solve problems using objects and drawings and writing equations.
- I can use two different groups of objects or drawings to represent the numbers 6 and 7 in more than one way.
- I can use two different groups of objects or drawings to represent the number 8 in more than one way.
- I can use two different groups of objects or drawings to represent the number 9 in more than one way.

Unit 2: Count Sequence and Numbers to 10

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- I can use two different groups of objects or drawings to represent the number 10 in more than one way.
- I can make 10 from a given number, 1–9.

Unit Resources:

- HMH Into Math 2020 - Grade K

Summary of Learning Activities:

Trimester 2

- Module 7: Represent Numbers 6 to 10
 - 7.1 Represent 6 and 7
 - 7.2 Represent 8 and 9
 - 7.3 Represent 10
- Module 8: Read and Write Numbers 6 to 10
 - 8.1 Count and Write 6 and 7
 - 8.2 Count and Write 8 and 9
 - 8.3 Count and Write 10
 - 8.4 Count and Order to 10
- Module 9: Use the Count Sequence to Count to 100
 - 9.1 Count to 100 by Ones
 - 9.2 Count to 100 by Tens
 - 9.3 Count Forward From a Given Number
- Module 10: Compare Numbers to 10
 - 10.1 Identify a Greater Number of Object w/in 10
 - 10.2 Identify a Lesser Number of Objects w/in 10
 - 10.3 Match Equal Groups of Objects w/in 10
 - 10.4 Compare Groups w/in 10 by Counting
 - 10.5 Compare Groups w/in 10 by Matching
 - 10.6 Compare Numbers w/in 10
- Module 11: Add To and Take Away From within 10
 - 11.1 Act Out Addition Problems w/in 10
 - 11.2 Act Out Subtraction Problems w/in 10
 - 11.3 Solve Add To Problems w/in 10
 - 11.4 Solve Take From Problems w/in 10
 - 11.5 Write Addition Equations w/in 10
 - 11.6 Write Subtraction Equations w/in 10
 - 11.7 Solve Result Unknown Word Problems w/in 10
- Module 12: Put Together and Take Apart within 10
 - 12.1 Represent Addition Problems w/in 10 Using Objects & Drawings

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- 12.2 Represent Subtraction Problems w/in 10 Using Objects & Drawings
- 12.3 Solve Put Together Problems w/in 10
- 12.4 Solve Take Apart Problems w/in 10
- 12.5 Solve Word Problems w/in 10

Trimester 3

- Module 13: Both Addends Unknown
 - 13.1 Ways to Make 6 and 7
 - 13.2 Ways to Make 8
 - 13.3 Ways to Make 9
 - 13.4 Ways to Make 10
 - 13.5 Make 10 From a Given Number

Unit 3: Geometry

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STANDARDS

National Common Core State Standards - Kindergarten - Mathematics

CCSS.Math.Content.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.

CCSS.Math.Content.K.G.A.2

Correctly name shapes regardless of their orientations or overall size.

CCSS.Math.Content.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).

CCSS.Math.Content.K.G.A.3

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

CCSS.Math.Content.K.G.B.5

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

CCSS.Math.Content.K.G.B.6

Compose simple shapes to form larger shapes.

CCSS.Math.Content.K.G.A

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

CCSS.Math.Content.K.G.B

Analyze, compare, create, and compose shapes.

Unit 3: Geometry

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PRIORITY STANDARDS

CCSS.Math.Content.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.

CCSS.Math.Content.K.G.A.2: Correctly name shapes regardless of their orientations or overall size.

CCSS.Math.Content.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).

Unit 3: Geometry

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LEARNING PLAN

Learning Targets / Focusing Questions:

- I can describe the characteristics of a sphere.
- I can describe the characteristics of a cube.
- I can describe the characteristics of a cylinder.
- I can describe the characteristics of a cone.
- I can build a three-dimensional shape when given its description.
- I can represent and describe the position of objects by naming the shape of the objects and using the terms above and below to describe their relative positions.
- I can represent and describe the position of objects by naming the shape of the objects and using the terms next to and beside to describe their relative positions.
- I can represent and describe the position of objects by naming the shape of the objects and using the terms in front of and behind to describe their relative positions.
- I can identify and describe circles.
- I can identify and describe squares.
- I can identify and describe triangles.
- I can identify and describe rectangles.
- I can identify and describe hexagons.
- I can compose a variety of shapes.
- I can compare two- and three-dimensional shapes.

Unit Resources:

- HMH Into Math 2020 - Grade K

Summary of Learning Activities:

Trimester 3

- Module 14: Analyze and Compare 3-Dimensional Shapes
 - 14.1 Identify and Describe Spheres
 - 14.2 Identify and Describe Cubes
 - 14.3 Identify and Describe Cylinders
 - 14.4 Identify and Describe Cones
 - 14.5 Build Shapes
- Module 15: Describe Positions of Objects
 - 15.1 Use Above and Below to Describe Position
 - 15.2 Use Next To and Beside to Describe Position
 - 15.3 Use In Front of and Behind to Describe Position
- Module 16: Analyze and Compare 2-Dimensional Shapes
 - 16.1 Identify and Describe Circles

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- 16.2 Identify and Describe Squares
- 16.3 Identify and Describe Triangles
- 16.4 Identify and Describe Rectangles
- 16.5 Identify and Describe Hexagons
- 16.6 Compose Simple Shapes
- 16.7 Compare 2-Dimensional & 3-Dimensional Shapes

Unit 4: Number & Operations in Base Ten

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STANDARDS

National Common Core State Standards - Kindergarten - Mathematics

CCSS.Math.Content.K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.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).

CCSS.Math.Content.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.

CCSS.Math.Content.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.

CCSS.Math.Content.K.CC.B.4b

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.

CCSS.Math.Content.K.CC.A

Know number names and the count sequence.

CCSS.Math.Content.K.CC.B

Count to tell the number of objects.

CCSS.Math.Content.K.NBT.A

Work with numbers 11—19 to gain foundations for place value.

Unit 4: Number & Operations in Base Ten

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PRIORITY STANDARDS

CCSS.Math.Content.K.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.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).

CCSS.Math.Content.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.

LEARNING PLAN

Learning Targets / Focusing Questions:

- I can compose 10 ones and some more ones to represent numbers 11 to 14.
- I can compose 10 ones and some more ones to represent the number 15.
- I can compose 10 ones and some more ones to represent numbers 16 to 19.
- I can count and represent numbers to 20.
- I can count and write numbers up to 14 and make a group of that many objects.
- I can count and write numbers up to 15 and make a group of that many objects.
- I can count and write numbers up to 19 and make a group of that many objects.
- I can count and write numbers up to 20 and make a group of that many objects.

Unit Resources:

- HMH Into Math 2020 - Grade K

Summary of Learning Activities:

Trimester 3

- Module 17: Place Value Foundations - Represent Numbers to 20
 - 17.1 Compose Ten Ones and Some More Ones to 14
 - 17.2 Compose Ten Ones and Some More Ones to 15
 - 17.3 Compose Ten Ones and Some More Ones to 19
 - 17.4 Represent Numbers to 20
- Module 18: Place Value Foundations - Read and Write Numbers to 20
 - 18.1 Read and Write 11 to 14
 - 18.2 Read and Write 15
 - 18.3 Read and Write 16 to 19
 - 18.4 Read and Write 20

Unit 5: Measurement

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STANDARDS

National Common Core State Standards - Kindergarten - Mathematics
CCSS.Math.Content.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.
CCSS.Math.Content.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.
CCSS.Math.Content.K.MD.A.1
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
CCSS.Math.Content.K.OA.A
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
CCSS.Math.Content.K.MD.A
Describe and compare measurable attributes.

PRIORITY STANDARDS

CCSS.Math.Content.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.

CCSS.Math.Content.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.

Unit 5: Measurement

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LEARNING PLAN

Learning Targets / Focusing Questions:

- I can describe the height and length of objects using math language.
- I can compare the lengths of two objects and describe the comparison in a sentence using longer than or shorter than.
- I can compare the heights of two objects and describe the comparison in a sentence using taller than or shorter than.
- I can describe objects as heavy or light by thinking about what I know about them.
- I can identify which object is heavier or lighter and use the words heavier and lighter to describe the attributes of weight.
- I can use more than one attribute to describe an object.

Unit Resources:

- HMH Into Math 2020 - Grade K

Summary of Learning Activities:

Trimester 3

- Module 19: Length and Height
 - 19.1 Describe Attributes of Length and Height
 - 19.2 Compare and Describe Lengths
 - 19.3 Compare and Describe Heights
- Module 20: Weight
 - 20.1 Describe Attributes of Weight
 - 20.2 Compare and Describe Weights
 - 20.3 Describe More Than One Attribute of an Object