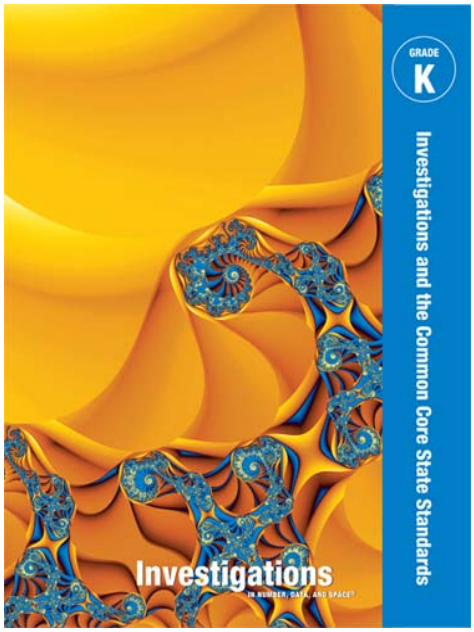
ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION

SCOTT FORESMAN
Investigations
IN NUMBER, DATA, AND SPACE®



Common Core State Standards Correlation

and

Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics Correlation

Kindergarten

ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION

Two ***Investigations in Number, Data and Space*** Kindergarten correlations have been provided within this document.

- **Part 1** A Correlation of ***Investigations in Number, Data and Space*** Kindergarten to the Common Core State Standards for Mathematics (CCSS) **Part 1** pages 1-7

- **Part 2** A Correlation of ***Investigations in Number, Data and Space*** Kindergarten to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics. **Part 2** pages 8-33

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of ***Investigations*** for Arkansas elementary students.

Part 1
A Correlation of ***Investigations In Number, Data, and Space*** **© 2012**
to the Common Core State Standards for Mathematics

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Common Core State Standards for Mathematics Kindergarten	**Investigations in Number, Data, and Space ©2012 Kindergarten**
Counting and Cardinality K.CC	
Know number names and the count sequence.	
1. Count to 100 by ones and by tens. [K.CC.1.]	**U1 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions:** 1.1, 1.3, 1.4, 2.1, 2.2, 2.5, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions:** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U4 ICCG:** 1.6C **U5 Sessions:** 1.1, 1.5, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions:** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5 **U6 ICCG:** 1.3A, 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 **U7 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5 **U7 ICCG:** 1.7A
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K.CC.2.]	**U3 Session:** 2.10 **U5 Session:** 1.3 **U6 Sessions:** 1.4, 2.2, 2.6, 3.4, 4.1, 4.5 **U6 ICCG:** 1.3A, 5A.1, 5A.2, 5A.3, 5A.4, 5A.5 **U7 Sessions:** 1.3, 2.1, 2.3, 2.5, 3.3, 3.5 **U7 ICCG:** 1.7A
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). [K.CC.3.]	**U1 Sessions:** 3.2, 3.3, 3.4, 3.5, 3.6 **U2 Sessions:** 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10 **U4 Sessions:** 1.4, 2.1, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 4.4 **U6 Sessions:** 1.2, 2.6, 3.1, 3.2, 3.3, 3.5, 3.7 **U6 ICCG:** 5A.2, 5A.3, 5A.4, 5A.5

Curriculum Units Kindergarten

U1 Who Is in School Today?
U2 Counting and Comparing
U3 What Comes Next?
U4 Measuring and Counting
U5 Make a Shape, Build a Block
U6 How Many Do You Have?
U7 Sorting and Surveys
ICCG = Investigations and the Common Core State Standards Guide

Common Core State Standards for Mathematics Kindergarten	**Investigations in Number, Data, and Space ©2012 Kindergarten**
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K.CC.4.]	
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. [K.CC.4.a.]	**U1 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions:** 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions:** 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9 **U4 ICCG:** 1.6A, 1.6B, 1.6C **U5 Sessions:** 1.1, 1.2, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions:** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5 **U6 ICCG:** 5A.2, 5A.3, 5A.4, 5A.5 **U7 Sessions:** 1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 3.1, 3.5 **U7 ICCG:** 1.7A
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. [K.CC.4.b.]	**U1 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions:** 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9 **U4 ICCG:** 1.6A, 1.6B, 1.6C **U5 Sessions:** 1.1, 1.2, 1.5, 1.6, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions:** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5 **U6 ICCG:** 5A.2, 5A.3, 5A.4, 5A.5 **U7 Sessions:** 1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 3.1, 3.5 **U7 ICCG:** 1.7A

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Common Core State Standards for Mathematics Kindergarten	**Investigations in Number, Data, and Space ©2012 Kindergarten**
c. Understand that each successive number name refers to a quantity that is one larger. [K.CC.4.c.]	**U1 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions:** 1.1, 1.3, 1.4, 2.1, 2.2, 2.5, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9 **U4 ICCG:** 1.6C **U5 Sessions:** 1.1, 1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions:** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5 **U6 ICCG:** 5A.2, 5A.3, 5A.4, 5A.5 **U7 Sessions:** 1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 3.1, 3.5 **U7 ICCG:** 1.7A
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. [K.CC.5.]	**U1 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 **U2 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.13 **U3 Sessions:** 1.3, 2.1, 2.2, 2.5, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions:** 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.8 **U4 ICCG:** 1.6A, 1.6B, 1.6C **U5 Sessions:** 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5 **U6 Sessions:** 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5 **U7 Sessions:** 1.1, 1.2, 1.4, 1.6, 2.6
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. *(Include groups with up to ten objects.)* [K.CC.6.]	**U2 Sessions:** 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 **U3 Session:** 2.2 **U4 Sessions:** 1.4, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U5 Sessions:** 2.3 **U6 Sessions:** 3.2, 3.3, 3.4 U7 Sessions: 2.6
7. Compare two numbers between 1 and 10 presented as written numerals. [K.CC.7.]	**U2 Sessions:** 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 **U4 Sessions:** 3.4, 3.5, 3.6, 3.7 **U6 Sessions:** 3.2, 3.3, 3.4, 3.5, 3.6, 3.7

Curriculum Units Kindergarten

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Common Core State Standards for Mathematics Kindergarten	Investigations in Number, Data, and Space ©2012 Kindergarten
Operations and Algebraic Thinking K.OA	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *(Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.))* [K.OA.1.]	**U4 Sessions:** 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.4, 4.5 **U6 Sessions:** 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 **U6 ICCG:** 5A.2
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K.OA.2.]	**U4 Sessions:** 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.5, 3.7, 4.2, 4.5 **U6 Sessions:** 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.4, 4.5
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). [K.OA.3]	**U4 Sessions:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 **U6 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 **U6 ICCG:** 5A.2, 5A.4, 5A.5
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. [K.OA.4.]	**U4 Sessions:** 4.3, 4.4, 4.5, 4.6, 4.7, 4.9 **U6 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 **U6 ICCG:** 5A.2, 5A.4, 5A.5
5. Fluently add and subtract within 5. [K.OA.5.]	**U6 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 **U6 ICCG:** 5A.2, 5A.4, 5A.5
Number and Operations in Base Ten K.NBT	
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. [K.NBT.1]	**U6 Sessions:** **U6 ICCG:** 5A.2, 5A.4, 5A.5

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Measurement and Data K.MD	
Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. [K.MD.1.]	**U2 Sessions:** 2.1, 2.2, 2.3 **U4 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5 **U4 ICCG:** 1.6A, 1.6B, 1.6C **U6 Sessions:** 2.3, 2.4, 2.5, 2.6
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*. [K.MD.2.]	**U2 Sessions:** 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14 **U4 Sessions:** 1.4 **U4 ICCG:** 1.6A, 1.6B, 1.6C
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. *(Limit category counts to be less than or equal to 10.)* [K.MD.3.]	**U1 Sessions:** 3.1, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions:** 1.3, 1.6, 1.9, 2.1, 2.2, 2.3, 2.5, 2.8, 2.11, 2.14 **U3 Sessions:** 1.2, 1.5, 2.3, 2.6, 3.1, 3.5 **U4 Sessions:** 1.3, 1.6B, 2.2, 3.1, 3.5, 4.2, 4.4, 4.6 **U5 Sessions:** 1.2, 1.6, 2.4, 3.2, 3.6 **U6 Sessions:** 1.2, 1.6, 2.3, 3.1, 3.5, 4.2, 4.6 **U7 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5
Geometry K.G	
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*. [K.G.1.]	**U1 Sessions:** 1.1, 1.6, 2.2, 2.3, 2.4, 3.4 **U2 Session:** 1.2 **U3 Session:** 1.2 **U4 Session:** 4.1 **U5 Sessions:** 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 3.1, 3.3
2. Correctly name shapes regardless of their orientations or overall size. [K.G.2.]	**U1 Sessions:** 2.4, 3.4 **U3 Session:** 1.2 **U5 Sessions:** 1.2, 1.3, 1.4, 1.5
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). [K.G.3.]	**U5 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

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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). [K.G.4.]	**U5 Sessions:** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. [K.G.5.]	**U5 Sessions:** 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.5, 3.4, 3.7
6. Compose simple shapes to form larger shapes. [K.G.6.]	**U5 Sessions:** 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.5, 3.4, 3.7

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Common Core State Standards for Mathematics Grade Kindergarten	Arkansas Student Learning Expectations for Mathematics Grade Kindergarten	Investigations in Number, Data, and Space ©2012 Grade Kindergarten
Counting and Cardinality		
CC.K.CC.1 Know number names and the count sequence. Count to 100 by ones and by tens.	**AR.K.A.4.4 (A.4.K.4) Recognize, describe and develop patterns: Use patterns to rote count up to 100 and count backward from 20 to 0**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions**, 3.3, 3.5 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.3A, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U7 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5
	AR.K.A.4.5 (A.4.K.5) Recognize, describe and develop patterns: Identify, describe and extend skip-counting patterns by 5s and 10s	**Grade 1:** **U8 Sessions** 2.4, 2.6, 3.2, 3.3, 3.5
	AR.1.NO.1.1 (NO.1.1.1) Whole Numbers: Use efficient strategies to count a given set of objects in groups of 10 up to 100	**Grade 1:** **U8 Sessions** 2.4, 2.6, 3.2, 3.3, 3.5

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Common Core State Standards for Mathematics Grade Kindergarten	Arkansas Student Learning Expectations for Mathematics Grade Kindergarten	Investigations in Number, Data, and Space ©2012 Grade Kindergarten
CC.K.CC.2 Know number names and the count sequence. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**AR.K.NO.2.1 (NO.2.K.1) Number Theory: Count on (forward) and count back (backward) using physical models or a number line starting at any whole number between zero and twenty**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Session** 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.3A, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U7 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5
CC.K.CC.3 Know number names and the count sequence. 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).	**AR.K.NO.1.3 (NO.1.K.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Session** 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, , 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A

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(Continued CC.K.CC.3 Know number names and the count sequence. 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).	**AR.1.NO.1.3 (NO.1.1.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions**, 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A **U7 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5
CC.K.CC.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.	**AR.1.NO.1.3 (NO.1.1.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Session** 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A **U7 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5

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(Continued) **CC.K.CC.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.**	**AR.K.NO.1.3 (NO.1.K.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Session**, 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A
	AR.2.NO.1.3 (NO.1.2.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 100 with and without appropriate technology	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A **U7 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5

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(Continued) **CC.K.CC.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.**	**AR.K.NO.1.1 (NO.1.K.1) Whole Numbers: Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions** 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9 **U4 ICCG** 1.6B, 1.6C, **U5 Sessions** 1.1, 1.2, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5 **U7 Sessions** 1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 3.1, 3.5
	AR.K.NO.1.5 (NO.1.K.5) Whole Numbers: Recognize the number or quantity in sets up to 5 without counting, regardless of arrangement	**U1 Sessions** 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6 **U2 Sessions** 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 **U6 Session** 1.6
	AR.K.NO.1.10 (NO.1.K.10) Rational Numbers: Consecutively order sets of physical objects from 1 to 10	**U2 Sessions** 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 **U6 ICCG** 5A.2

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CC.K.CC.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.	**AR.K.NO.1.3 (NO.1.K.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A
	AR.1.NO.1.3 (NO.1.1.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Session** 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A **U7 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5
	AR.2.NO.1.3 (NO.1.2.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 100 with and without appropriate technology	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Session** 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6,

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(Continued) **CC.K.CC.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.**	**(Continued)** **AR.2.NO.1.3 (NO.1.2.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 100 with and without appropriate technology**	3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6 **U6 ICCG** 1.3A **U7 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5
CC.K.CC.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.	**AR.K.NO.1.5 (NO.1.K.5) Whole Numbers: Recognize the number or quantity in sets up to 5 without counting, regardless of arrangement**	**U1 Sessions** 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6 **U2 Sessions** 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10
	AR.K.NO.1.1 (NO.1.K.1) Whole Numbers: Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions** 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9 **U4 ICCG** 1.6B, 1.6C **U5 Sessions** 1.1, 1.2, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5 **U7 Sessions** 1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 3.1, 3.5

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CC.K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	**No Match to AR Standards**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions** 1.1, 1.3, 1.4, 2.1, 2.2, 2.5, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6C, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9 **U5 Sessions** 1.1, 1.2, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5A.2, 5A.3, 5A.4, 5A.5 **U7 Sessions** 1.1, 1.2, 1.4, 1.5, 1.6, 1.7A, 2.3, 3.1, 3.5
CC.K.CC.5 Count to tell the number of objects. 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.	**AR.K.NO.1.1 (NO.1.K.1) Whole Numbers: Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Sessions** 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 3.4 **U4 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.8, 4.9 **U4 ICCG** 1.6B, 1.6C **U5 Sessions** 1.1, 1.2, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 **U6 Sessions** 1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5 **U7 Sessions** 1.1, 1.2, 1.4, 1.5, 1.6, 2.3, 3.1, 3.5

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(Continued) **CC.K.CC.5 Count to tell the number of objects. 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.**	**AR.1.NO.1.6 (NO.1.1.6) Whole Numbers: Recognize the number or quantity of sets up to 10 without counting, regardless of arrangement**	**U1 Sessions** 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6 **U2 Sessions** 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 **U4 Sessions** 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.4, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 1.7
	AR.K.NO.1.5 (NO.1.K.5) Whole Numbers: Recognize the number or quantity in sets up to 5 without counting, regardless of arrangement	**U1 Sessions** 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6 **U2 Sessions** 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 **U6 Session** 1.6
	AR.K.NO.1.6 (NO.1.K.6) Whole Numbers: Estimate quantities fewer than or equal to 10 and judge the reasonableness of the estimate	**U2 Sessions** 1.2, 1.3, 1.10, 2.4, 2.6, 2.7, 2.8, 2.10, 2.11, 2.12, 2.14 **U4 Session** 2.1
CC.K.CC.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	**AR.1.NO.1.9 (NO.1.1.9) Whole Numbers: Compare 2 numbers, with less than 12 in each set, using objects and pictures with and without appropriate technology**	**U2 Sessions** 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 **U4 Sessions** 3.4, 3.5, 3.6, 3.7 **U6 Sessions** 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
	AR.K.NO.1.8 (NO.1.K.8) Whole Numbers: Compare 2 numbers, with less than 6 in each set, using objects and pictures, with and without appropriate technology	**U2 Sessions** 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.14
	AR.K.NO.1.9 (NO.1.K.9) Whole Numbers: Compare and order numbers less than twenty using terms more than, same amount as, less than	**U2 Sessions** 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.14 **U6 Sessions** 3.2, 3.3

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(Continued) CC.K.CC.6 Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	**AR.K.A.5.2 (A.5.K.2) Expressions, Equations and Inequalities: Identify, create, compare and describe sets of objects as more, less or equal**	**U2 Sessions** 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.14 **U6 Sessions** 3.2, 3.3
	AR.1.M.12.7 (M.12.1.7) Temperature: Distinguish between hot and cold temperatures on a thermometer	Grade 3: **U6 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5
	AR.K.M.12.6 (M.12.K.6) Temperature: Differentiate and make connections between hot and cold temperatures	Grade 3: **U6 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5
CC.K.CC.7 Compare numbers. Compare two numbers between 1 and 10 presented as written numerals.	**AR.1.NO.1.9 (NO.1.1.9) Whole Numbers: Compare 2 numbers, with less than 12 in each set, using objects and pictures with and without appropriate technology**	**U2 Sessions** 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 **U4 Sessions** 3.4, 3.5, 3.6, 3.7 **U6 Sessions** 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
	AR.K.NO.1.8 (NO.1.K.8) Whole Numbers: Compare 2 numbers, with less than 6 in each set, using objects and pictures, with and without appropriate technology	**U2 Sessions** 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.14
	AR.K.NO.1.9 (NO.1.K.9) Whole Numbers: Compare and order numbers less than twenty using terms more than, same amount as, less than	**U2 Sessions** 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.14 **U6 Sessions** 3.2, 3.3

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Operations and Algebraic Thinking		
CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**AR.K.NO.3.1 (NO.3.K.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more**	**U4 Sessions** 2.2, 2.3, 2.4, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2, **U6 ICCG** 5A.1, 5A.2, 5A.3, 5A.4, 5A.5
	AR.K.NO.3.2 (NO.3.K.2) Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less	**U4 Session** 3.3 **U6 Sessions** 3.1, 3.4 **U6 ICCG** 5A.2
	AR.k.NO.2.2 (NO.2.K.2) Whole Number Operations: Use physical and pictorial models to demonstrate various meanings of addition and subtraction	**U4 Sessions** 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2 **U6 ICCG** 5A.1, 5A.2, 5A.5

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CC.K.OA.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**AR.1.NO.2.4 (NO.2.1.4) Whole Number Operations: Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction**	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2, **U6 ICCG** 5A.1, 5A.2, 5A.5
	AR.K.A.5.1 (A.5.K.1) Expressions, Equations and Inequalities: Use drawings and labels to record solutions of addition and subtraction problems with answers less than or equal to 10	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2
CC.K.OA.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**AR.K.NO.3.1 (NO.3.K.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more**	**U4 Sessions** 2.2, 2.3, 2.4, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2 **U6 ICCG** 5A.1, 5A.2, 5A.5
	AR.K.NO.3.3 (NO.3.K.3) Application of Computation: Solve problems by using a variety of methods and tools (e.g., objects, and/or illustrations, with and without appropriate technology and mental computations)	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2

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(Continued) CC.K.OA.2 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**AR.K.NO.3.2 (NO.3.K.2) Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less**	**U4 Session** 3.3 **U6 Sessions** 3.1, 3.4
	AR.K.NO.2.3 (NO.2.K.3) Whole Number Operations: Demonstrate the relationship between addition and subtraction with informal language and models in contextual situations involving whole numbers	**U4 Sessions** 3.2, 3.3
	AR.1.NO.2.5 (NO.2.1.5) Whole Number Operations: Identify and use relationships between addition and subtraction to solve problems in contextual situations involving whole numbers	**U4 Sessions** 3.2, 3.3
CC.K.OA.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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).	**AR.K.NO.3.1 (NO.3.K.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more**	**U4 Sessions** 2.2, 2.3, 2.4, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2, **U6 ICCG** 5A.1, 5A.2, 5A.5
	AR.K.NO.3.2 (NO.3.K.2) Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less	**U4 Session** 3.3 **U6 Sessions** 3.1, 3.4

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(Continued) CC.K.OA.3 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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).	**AR.K.NO.1.2 (NO.1.K.2) Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition**	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.4, 4.5, 4.6 **U7 Sessions** 1.2, 1.5
	AR.k.NO.2.2 (NO.2.K.2) Whole Number Operations: Use physical and pictorial models to demonstrate various meanings of addition and subtraction	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2 **U6 ICCG** 5A.1, 5A.2, 5A.5
CC.K.OA.4 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.	**AR.K.NO.1.3 (NO.1.K.3) Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology**	**U1 Sessions** 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2,2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,1.9, 1.10, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.13 **U3 Session** 3.3 **U4 Sessions** 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.7, 4.2, 4.6, 4.8, 4.9 **U6 Sessions** 1.1, 1.3A, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 4.6
	AR.K.NO.2.2 (NO.2.K.2) Whole Number Operations: Use physical and pictorial models to demonstrate various meanings of addition and subtraction	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2 **U6 ICCG** 5A.1, 5A.2, 5A.5
	AR.1.NO.2.4 (NO.2.1.4) Whole Number Operations: Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2

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(Continued) CC.K.OA.4 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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.	**AR.K.NO.3.1 (NO.3.K.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more**	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2 **U6 ICCG** 5A.1, 5A.2, 5A.5
	AR.K.NO.3.2 (NO.3.K.2) Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less	**U4 Session** 3.3 **U6 Sessions** 3.1, 3.4
	AR.K.NO.2.1 (NO.2.K.1) Number Theory: Count on (forward) and count back (backward) using physical models or a number line starting at any whole number between zero and twenty	**U2 Session** 2.3 **U4 Sessions** 2.1, 2.2, 2.3, 2.4, **U6 Sessions** 2.1, 2.2, 2.4, 3.1, 3.2, 3.4 **U6 ICCG** 1.3A
	AR.1.NO.1.2 (NO.1.1.2) Whole Numbers: Represent a whole number less than 15 in all possible ways using composition and decomposition	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 4.2, 4.3, 4.4, 4.5, 4.6 **U7 Sessions** 1.2, 1.5
	AR.K.NO.1.2 (NO.1.K.2) Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.4, 4.5, 4.6 **U7 Sessions** 1.2, 1.5

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CC.K.OA.5 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Fluently add and subtract within 5.	**AR.K.NO.1.2 (NO.1.K.2) Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition**	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.4, 4.5, 4.6 **U7 Sessions** 1.2, 1.5
	AR.K.NO.3.1 (NO.3.K.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2 **U6 ICCG** 5A.1, 5A.2, 5A.5
	AR.K.NO.3.2 (NO.3.K.2) Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less	**U4 Session** 3.3 **U6 Sessions** 3.1, 3.4
	AR.k.NO.2.2 (NO.2.K.2) Whole Number Operations: Use physical and pictorial models to demonstrate various meanings of addition and subtraction	**U4 Sessions** 2.1, 2.3, 2.3, 2.4, 3.1, 3.2, 3.3, 4.6, 4.7, 4.8, 4.9 **U6 Sessions** 2.2, 2.4, 2.5, 3.1, 3.3, 3.4, 4.2 **U6 ICCG** 5A.1, 5A.2, 5A.5
	AR.K.NO.2.3 (NO.2.K.3) Whole Number Operations: Demonstrate the relationship between addition and subtraction with informal language and models in contextual situations involving whole numbers	**U4 Sessions** 3.2, 3.3

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Number and Operations in Base Ten		
CC.K.NBT.1 Work with numbers 11-19 to gain foundations for place value. 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 (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**AR.K.NO.1.2 (NO.1.K.2) Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition**	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.4, 4.5, 4.6 **U7 Sessions** 1.2, 1.5
	AR.2.NO.1.2 (NO.1.2.2) Whole Numbers: Represent a whole number in multiple ways using composition and decomposition	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.4, 4.5, 4.6 **U7 Sessions** 1.2, 1.5
	AR.1.NO.1.2 (NO.1.1.2) Whole Numbers: Represent a whole number less than 15 in all possible ways using composition and decomposition	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 4.2, 4.3, 4.4, 4.5, 4.6 **U6 ICCG** 5A.3 **U7 Sessions** 1.2, 1.5

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Measurement and Data		
CC.K.MD.1 Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**AR.K.M.12.7 (M.12.K.7) Tools and Attributes: Explore the attributes of length, weight, capacity, and mass using relative terms (longer, shorter, bigger, smaller, heavier, lighter, more and less)**	**U2 Sessions** 2.3, 2.6, 2.7, 2.8, 2.9 **U4 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3 **U4 ICCG** 1.6A, 1.6B, 1.6C
	AR.K.A.4.1 (A.4.K.1) Sort and Classify: Identify how objects are alike or different	**U1 Sessions** 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 **U3 Sessions** 1.2, 1.3, 1.5 **U7 Sessions** 2.3, 2.4, 2.5
	AR.1.M.12.1 (M.12.1.1) Time: Calendar: Recognize the number of days in a week and the number of days in a month using a calendar	**U1 Sessions** 1.3, 1.4
	AR.1.M.12.2 (M.12.1.2) Time: Calendar: Orally sequence the months of the year	Opportunities to address this topic may be found throughout the Grade in the Classroom Routines. Please see sample pages in the following sessions: **U1 Sessions Classroom Routines** 2.1, 2.2, 2.5 **U2 Sessions Classroom Routines**, 1.4, 1.7, 2.3, 2.9, 2.12 **U3 Sessions Classroom Routines** 1.1, 2.1, 2.4, 3.3 **U4 Sessions Classroom Routines** 2.1, 2.5, 3.6

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(Continued) **CC.K.MD.1 Describe and compare measurable attributes. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.**	**AR.2.M.12.1 (M.12.2.1)** **Time: Calendar:** **Recognize that there are 12 months in a year and that each month has a specific number of days**	Opportunities to address this topic may be found throughout the Grade in the Classroom Routines. Please see sample pages in the following sessions: **U1 Sessions Classroom Routines** 2.1, 2.2, 2.5 **U2 Sessions Classroom Routines**, 1.4, 1.7, 2.3, 2.9, 2.12 **U3 Sessions Classroom Routines** 1.1, 2.1, 2.4, 3.3 **U4 Sessions Classroom Routines** 2.1, 2.5, 3.6
	AR.3.M.12.1 (M.12.3.1) **Time: Calendar:** **Determine the number of days in a month, days in a year and identify the number of weeks in a year**	Opportunities to address this topic may be found throughout the Grade in the Classroom Routines. Please see sample pages in the following sessions: **U1 Sessions Classroom Routines** 2.1, 2.2, 2.5 **U2 Sessions Classroom Routines**, 1.4, 1.7, 2.3, 2.9, 2.12 **U3 Sessions Classroom Routines** 1.1, 2.1, 2.4, 3.3 **U4 Sessions Classroom Routines** 2.1, 2.5, 3.6
	AR.K.M.12.1 (M.12.K.1) **Time: Calendar:** **Recognize that a calendar is used to measure time and use it to identify units of time (day, week, month, season, year) and compare them**	Opportunities to address this topic may be found throughout the Grade in the Classroom Routines. Please see sample pages in the following sessions: **U1 Sessions Classroom Routines** 2.1, 2.2, 2.5 **U2 Sessions Classroom Routines**, 1.4, 1.7, 2.3, 2.9, 2.12 **U3 Sessions Classroom Routines** 1.1, 2.1, 2.4, 3.3 **U4 Sessions Classroom Routines** 2.1, 2.5, 3.6

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CC.K.MD.2 Describe and compare measurable attributes. 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.	**AR.2.M.12.6 (M.12.2.6) Tools and Attributes: Make simple comparisons within units of like dimension (units of length, mass/weight and capacity)**	**U2 Sessions** 2.3, 2.6, 2.7, 2.8, 2.9 **U4 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3 **U4 ICCG** 1.6A, 1.6B, 1.6C
	AR.K.A.4.2 (A.4.K.2) Sort and Classify: Sort objects into groups in one or more ways and identify which attribute was used to sort	**U1 Sessions** 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 **U3 Sessions** 1.2, 1.3, 1.5 **U7 Sessions** 2.3, 2.4, 2.5
	AR.2.A.7.1 (A.7.2.1) Analyze Change: Interpret and compare quantitative change	**U4 Sessions** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
	AR.3.A.7.1 (A.7.3.1) Analyze Change: Identify the change over time	**Grade 5:** **U2 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5
CC.K.MD.3 Classify objects and count the number of objects in each category. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	**AR.K.NO.1.2 (NO.1.K.2) Whole Numbers: Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition**	**U6 Sessions** 1.3, 1.4, 1.5, 1.6, 1.7, 4.2, 4.3, 4.4, 4.5, 4.6 **U7 Sessions** 1.2, 1.5
	AR.K.A.4.1 (A.4.K.1) Sort and Classify: Identify how objects are alike or different	**U1 Sessions** 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 **U3 Sessions** 1.2, 1.3, 1.5 **U7 Sessions** 2.3, 2.4, 2.5

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U1 Who Is in School Today?
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Geometry		
CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.	**AR.K.G.8.3 (G.8.K.3) Characteristics and Properties-Two Dimensional: Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size**	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
	AR.K.G.8.1 (G.8.K.1) Characteristics and Properties-Three Dimensional: Sort and describe three-dimensional solids (sphere, cube, cone, and cylinder) by investigating their physical characteristics	**U5 Sessions** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
	AR.K.G.8.2 (G.8.K.2) Characteristics and Properties-Three Dimensional: Locate the presence of two-dimensional figures within three-dimensional objects in the environment	**U5 Sessions** 3.2, 3.5, 3.6, 3.7

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(Continued) **CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.**	**AR.1.G.8.3 (G.8.1.3) Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size**	**U5 Sessions** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
	AR.K.G.10.1 (G.10.K.1) Coordinate Geometry: Demonstrate and describe the relative position of objects as follows: over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of and in front of	**An opportunity to address this topic may be found on the following pages:** **U1 Sessions** 1.1, 1.6, 2.2, 2.3, 2.4, 3.4 **U3 Session** 1.2 **U4 Session** 4.1 **U5 Sessions** 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 3.1, 3.3
	AR.1.G.8.2 (G.8.1.2) Characteristics and Properties-Three Dimensional: Investigate the presence of three-dimensional objects in the environment	**U5 Session** 3.1

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(Continued) **CC.K.G.1 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). 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.**	**AR.1.G.10.1 (G.10.1.1) Coordinate Geometry: Extend the use of location words to include distance (near, far, close to) and direction (left and right)**	**An opportunity to address this topic may be found on the following pages:** **U1 Sessions** 1.1, 1.6, 2.2, 2.3, 2.4, 3.4 **U2 Session** 1.2 **U3 Session** 1.2 **U4 Session** 4.1 **U5 Sessions** 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 3.1, 3.3
	AR.1.A.4.2 (A.4.1.2) Recognize, describe and develop patterns: Identify and describe patterns in the environment	**U3 Sessions** 1.3, 1.4, 1.5, 2.1, 2.8
	AR.K.A.4.3 (A.4.K.3) Recognize, describe and develop patterns: Identify patterns in the environment	**U3 Sessions** 1.3, 1.4, 1.5, 2.1, 2.8
CC.K.G.2 Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Correctly name shapes regardless of their orientations or overall size.	**AR.K.G.8.3 (G.8.K.3) Characteristics and Properties-Two Dimensional: Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size**	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
	AR.1.G.8.3 (G.8.1.3) Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

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CC.K.G.3 Identify and describe shapes (such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**AR.K.G.8.1 (G.8.K.1) Characteristics and Properties-Three Dimensional: Sort and describe three-dimensional solids (sphere, cube, cone, and cylinder) by investigating their physical characteristics**	**U5 Sessions** 3.2, 3.5, 3.6, 3.7
	AR.K.G.8.3 (G.8.K.3) Characteristics and Properties-Two Dimensional: Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
CC.K.G.4 Analyze, compare, create, and compose shapes. 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).	**AR.1.G.8.3 (G.8.1.3) Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size**	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
	AR.3.G.8.1 (G.8.3.1) Characteristics and Properties-Three Dimensional: Compare, contrast and build three-dimensional solids by investigating the number of faces, edges, and vertices on models	**U5 Sessions** 3.2, 3.5, 3.6, 3.7

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(Continued) CC.K.G.4 Analyze, compare, create, and compose shapes. 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).	**AR.K.G.11.1 (G.11.K.1) Spatial Visualization and Models: Arrange physical materials (toothpicks, pretzel sticks, modeling clay, etc...) to form two-dimensional figures**	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
CC.K.G.5 Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**AR.K.G.11.1 (G.11.K.1) Spatial Visualization and Models: Arrange physical materials (toothpicks, pretzel sticks, modeling clay, etc...) to form two-dimensional figures**	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
	AR.1.G.11.1 (G.11.1.1) Spatial Visualization and Models: Replicate a simple two-dimensional figure from a briefly displayed example or from a description	**U5 Sessions** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
CC.K.G.6 Analyze, compare, create, and compose shapes. Compose simple shapes to form larger shapes.	**AR.2.G.11.2 (G.11.2.2) Spatial Visualization and Models: Create new figures by combining and subdividing models of existing figures**	**U5 Sessions** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6
	AR.1.G.11.2 (G.11.1.2) Spatial Visualization and Models: Recognize that new figures can be created by combining and subdividing models of existing figure	**U5 Sessions** 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6

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