A Correlation of

enVision® Mathematics

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To the

Georgia Standards of Excellence 2015-2016
Mathematics
Kindergarten

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Standards for Mathematical Practice	
Students are expected to:	
1. Make sense of problems and persevere in solving them. In Kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" or they may try another strategy.	**enVision** Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice. **SE/TE:** 21–24, 29–32, 77–80, 145–148, 157–160, 173–176, 181–184, 205–208, 217–220, 225–228, 265–268, 273–276, 297–300, 305–308, 317–320
2. Reason abstractly and quantitatively. Younger students begin to recognize that a number represents a specific quantity. Then, they connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities.	**enVision** Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution. **SE/TE:** 5–8, 9–12, 25–28, 33–36, 41–44, 61–64, 65–68, 93–96, 97–100, 101–104, 113–116, 117–120, 145–148, 149–152, 177–180

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3. Construct viable arguments and critique the reasoning of others. Younger students construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision** Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. **SE/TE:** 5–8, 9–12, 13–16, 17–20, 41–44, 65–68, 69–72, 73–76, 77–80, 93–96, 101–104, 105–108, 109–112, 117–120, 141–144
4. Model with mathematics. In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.	Students using **enVision** Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations. **SE/TE:** 9–12, 17–20, 21–24, 25–28, 29–32, 69–72, 77–80, 93–96, 109–112, 141–144, 153–156, 201–204, 209–212, 217–220, 221–224

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5. Use appropriate tools strategically. Younger students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side.	Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. **SE/TE:** 5–8, 13–16, 17–20, 33–36, 41–44, 97–100, 105–108, 109–112, 113–116, 121–124, 149–152, 157–160, 181–184, 205–208, 273–276
6. Attend to precision. As kindergarteners begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning.	Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. **SE/TE:** 13–16, 25–28, 29–32, 61–64, 65–68, 73–76, 97–100, 105–108, 149–152, 153–156, 173–176, 177–180, 185–188, 201–204, 213–216
7. Look for and make use of structure. Younger students begin to discern a pattern or structure. For instance, students recognize the pattern that exists in the teen numbers; every teen number is written with a 1 (representing one ten) and ends with the digit that is first stated. They also recognize that 3 + 2 = 5 and 2 + 3 = 5.	Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations. **SE/TE:** 37–40, 61–64, 117–120, 121–124, 181–184, 225–228, 269–272, 293–296, 317–320, 321–324, 329–332, 357–360, 361–364, 365–368, 369–372

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8. Look for and express regularity in repeated reasoning. In the early grades, students notice repetitive actions in counting and computation, etc. For example, they may notice that the next number in a counting sequence is one more. When counting by tens, the next number in the sequence is "ten more" (or one more group of ten). In addition, students continually check their work by asking themselves, "Does this make sense?"	Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. **SE/TE:** 21–24, 37–40, 73–76, 113–116, 121–124, 141–144, 157–160, 177–180, 209–212, 269–272, 293–296, 317–320, 325–328, 329–332, 353–356
Counting and Cardinality K.CC	
Know number names and the count sequence.	
MGSEK.CC.1 Count to 100 by ones and by tens.	**SE:** 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching 455-456, Sets A-C, 465–468, 469–472, 473–476, 477–480 **TE:** 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching 455-456, Sets A-C, 465A–468B, 469A–472B, 473A–476B, 477A–480B
MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**SE:** 92, 117–120, Reteaching 130, Set G, 149–152, 157–160, 248, 347, 348, 365–368, 373–376, Reteaching 380, Set D, 431, 432, 433–436, 437–440, 441–444, 445–448, 449–452, Reteaching 456, Set D **TE:** 92–92C, 117A–120B, Reteaching 129–130, Set G, 149A–152B, 157A–160B, 248–248C, 347–347A, 348–348C, 365A–368B, 373A–376B, Reteaching 380, Set D, 431–431A, 432–432C, 433A–436B, 437A–440B, 441A–444B, 445A–448B, 449A–452B, Reteaching 456, Set D

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MGSEK.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**SE:** 3, 4, 13–16, 25–28, 33–36, Reteaching 47, 49, Set B, E, 59–60, 73–76, 77–80, 91, 92, 97–100, 105–108, 113–116, 121–124, Reteaching 127-129, Sets A, C, E, 199–200, 201–204, 205–208, 209–212, 213–216, 247, 248, 249–252, 253–256, 257–260, 261–264, 291–292, 317–320, 325–328, 329–332, 347, 348, 349–352, 353–356, 357–360, 361–364, Reteaching 379, Set A **TE:** 3–3A, 4–4C, 13A–16B, 25A–28B, 33A–36B, Reteaching 47–50, Sets B, E, 59–60A, 73A–76B, 77A–80B, 91–91A, 92–92C, 97A–100B, 105A–108B, 113A–116B, 121A–124B, Reteaching 127–130, Sets A, C, E, 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 247–247A, 249A–252B, 248–248C, 253A–256B, 257A–260B, 261A–264B, 291–292A, 317A–320B, 325A–328B, 329A–332B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching 379, Set A
Count to tell the number of objects.	
MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	**SE:** 369–372 **TE:** 369A–372B
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. (one-to-one correspondence)	**SE:** 3, 4, 5–8, 17–20, 29–32, 37–40, 41–44, Reteaching 47-50, Sets A, C, F, 91, 92, 93–96, 101–104, 109–112, Reteaching 127-128, Sets B, D **TE:** 3–3A, 4–4C, 5A–8B, 17A–20B, 29A–32B, 37A–40B, 41A–44B, Reteaching 47–50, Sets A, C, F, 91–91A, 92–92C, 93A–96B, 101A–104B, 109A–112B, Reteaching 127–128, Sets B, D

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b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	**SE:** 3, 4, 5–8, 9–12, 21–24, 41–44, Reteaching 50, Set F, 91, 109–112, 121–124, Reteaching 127–128, Sets B, D **TE:** 3–3A, 4–4C, 9A–12B, 21A–24B, 41A–44B, Reteaching 49–50, Set F, 91–91A, 109A–112B, 121A–124B, Reteaching 127–128, Sets B, D
c. Understand that each successive number name refers to a quantity that is one larger.	**SE:** 3, 4, 37–40, 91, 117–120, 139–140, 157–160, 347, 365–368 **TE:** 3–3A, 4–4C, 37A–40B, 91–91A, 117A–120B, 139–140A, 157A–160B, 347–347A, 365A–368B
MGSEK.CC.5 Count to answer 'how many?" questions.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 41–44, Reteaching 47–50, Sets A, C, F, 59–60, 61–64, 65–68, 69–72, 73–76, 91, 92, 93–96, 97–100, 101–104, 105–108, 113–116, 139–140, 141–144, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 369–372, 373–376, Reteaching 379-380, Sets A, C, D, 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, 513–516, 525–528, 529–532, 533–536 **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 41A–44B, Reteaching 47–50, Sets A, C, F, 59–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 91–91A, 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 113A–116B, 139–140A, 141A–144B, 171–171A, 173A–176B, 177A–180B, 199–200A, 201A–204B, 247–247A, 249A–252B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 369A–372B, 373A–376B, Reteaching 379-380, Sets A, C, D, 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 513A–516B, 525A–528B, 529A–532B, 533A–536B

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a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 41–44, Reteaching 47–50, Sets A, C, F, 59–60, 61–64, 65–68, 69–72, 73–76, 91, 92, 93–96, 97–100, 101–104, 105–108, 113–116, 139–140, 141–144, 171, 173–176, 177–180, 199–200, 201–204, 247, 249–252, 347, 348, 349–352, 353–356, 357–360, 361–364, 369–372, 373–376, Reteaching 379-380, Sets A, C, D, 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, 513–516, 525–528, 529–532, 533–536 **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 41A–44B, Reteaching 47–50, Sets A, C, F, 59–60A, 61A–64B, 65A–68B, 69A–72B, 73A–76B, 91–91A, 92–92C, 93A–96B, 97A–100B, 101A–104B, 105A–108B, 113A–116B, 139–140A, 141A–144B, 171–171A, 173A–176B, 177A–180B, 199–200A, 201A–204B, 247–247A, 249A–252B, 347–347A, 348–348C, 349A–352B, 353A–356B, 357A–360B, 361A–364B, 369A–372B, 373A–376B, Reteaching 379-380, Sets A, C, D, 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, 513A–516B, 525A–528B, 529A–532B, 533A–536B
b. Given a number from 1-20, count out that many objects.	**SE:** 13-16, 17- 20, 25-28, 97-100, 101-104, 105-108, 349-352, 353-356, 357-360, 361-364, 369-372 **TE:** 13A-16B, 17A-20B, 25A-28B, 97A-100B, 101A-104B, 105A-108B, 349A-352B, 353A-356,B 357A-360B, 361A-364B, 369A-372B
c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)	The opportunities to use pennies as manipulatives to count within 20 are available. Please see: **SE:** 13-16, 17- 20, 25-28, 97-100, 101-104, 105-108, 349-352, 353-356, 357-360, 361-364, 369-372 **TE:** 13A-16B, 17A-20B, 25A-28B, 97A-100B, 101A-104B, 105A-108B, 349A-352B, 353A-356,B 357A-360B, 361A-364B, 369A-372B

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Compare numbers.	
MGSEK.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	**SE:** 61–64, 65–68, 69–72, 73–76, 77–80, Reteaching 83-84, Sets A-D, 92, 117–120, 139–140, 141–144, 145–148, 149–152, 153–156, Reteaching 163-164, Sets A-D, 171, 181–184, 185–188, 509–512 **TE:** 61A–64B, 65A–68B, 69A–72B, 73A–76B, 77A–80B, Reteaching 83-84, Sets A-D, 92–92C, 117A–120B, 139–140A, 141A–144B, 145A–148B, 149A–152B, 153A–156B, Reteaching 163-164, Sets A-D, 171–171A, 181A–184B, 185A–188B, 509A–512B
MGSEK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	**SE:** 139–140, 145–148, 149–152, 153–156, Reteaching 163-164, Sets B, C, 171, 181–184, 185–188 **TE:** 139–140A, 145A–148B, 149A–152B, 153A–156B, Reteaching 163-164, Sets B, C, 171–171A, 181A–184B, 185A–188B
Operations and Algebraic Thinking K.OA	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**SE:** 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 225–228, 229–232, Reteaching 235–236, Sets A–D, 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 269–272, 273–276, Reteaching 279–280, Sets A–D, 291–292, 293–296, 297–300, 301–304, 305–308, 309–312, 313–316, 317–320, 321–324, Reteaching 335–338, Sets A, C, E–G **TE:** 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A 224B, 225A–228B, 229A–232B, Reteaching 235–236, Sets A–D, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, 273A–276B, Reteaching 279–280, Sets A–D, 291–292A, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 313A–316B, 317A–320B, 321A–324B, Reteaching 335–338, Sets A, C, E–G

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MGSEK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**SE:** 199–200, 201–204, 205–208, 209–212, 213–216, 217–220, 221–224, 229–232, Reteaching 237-238, Sets E, F, G, 247, 248, 249–252, 253–256, 257–260, 261–264, 265–268, 273–276, Reteaching 280-282, Sets C, E, G, H, 291–292, 293–296, 309–312, 313–316, 321–324, 348 **TE:** 199–200A, 201A–204B, 205A–208B, 209A–212B, 213A–216B, 217A–220B, 221A–224B, 229A–232B, Reteaching 237-238, Sets E, F, G, 247–247A, 248–248C, 249A–252B, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 273A–276B, Reteaching 279-282, Sets C, E, G, H, 291–292A, 293A–296B, 309A–312B, 313A–316B, 321A–324B, 348–348C
MGSEK.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).	**SE:** 293–296, 309–312, 313–316, 321–324, 325–328, 329–332 **TE:** 293A–296B, 309A–312B, 313A–316B, 321A–324B, 325A–328B, 329A–332B
MGSEK.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**SE:** 291–292, 325–328, 329–332, Reteaching 338, Set H, 517–520, 521–524 **TE:** 291–292A, 325A–328B, 329A–332B, Reteaching 337–338, Set H, 517A–520B, 521A–524B
MGSEK.OA.5 Fluently add and subtract within 5.	**SE:** 199–200, 225–228, Reteaching 238, Set H, 247, 269–272, Reteaching 282, Set G, 291–292, 297–300, 301–304, 305–308, Reteaching 335–336, Sets B, D **TE:** 199–200A, 225A–228B, Reteaching 237–238, Set H, 247–247A, 269A–272B, Reteaching 281–282, Set G, 291–292A, 297A–300B, 301A–304B, 305A–308B, Reteaching 335–336, Sets B, D

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Number and Operations in Base Ten K.NBT	
Work with numbers 11–19 to gain foundations for place value.	
MGSEK.NBT.1 *Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine* ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)	**SE:** 387–388, 389–392, 393–396, 397–400, 401–404, 405–408, 409–412, 413–416, Reteaching 419–420, Sets A–D, Reteaching 421–422, Sets E–G **TE:** 387–388A, 389A–392B, 393A–396B, 397A–400B, 401A–404B, 405A–408B, 409A–412B, 413A–416B, Reteaching 419–420, Sets A–D, Reteaching 421–422, Sets E–G
Measurement and Data K.MD	
Describe and compare measurable attributes.	
MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight. *For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!"*	**SE:** 547–548, 549–552, 553–556, 557–560, 561–564, 565–568 **TE:** 547–548A, 549A–552B, 553A–556B, 557A–560B, 561A–564B, 565A–568B
MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**SE:** 547–548, 549–552, 553–556, 557–560, 565–568, 569–572, Reteaching 575-576, Sets A-D **TE:** 547–548A, 549A–552B, 553A–556B, 557A–560B, 565A–568B, 569A–572B, Reteaching 575-576, Sets A-D
Classify objects and count the number of objects in each category.	
MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**SE:** 171, 172, 173–176, 177–180, 181–184, 185–188, Reteaching 191–192, Sets A–D, 465–468 **TE:** 171–171A, 172–172C, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching 191–192, Sets A–D, 465A–468B

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Geometry K.G	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
MGSEK.G.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*.	**SE:** 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching 497-498, Sets F, G, 507, 508, 525–528 **TE:** 463–464A, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching 497–498, Sets F, G, 507–507A, 508–508C, 525A–528B
MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.	**SE:** 463–464, 469–472, 473–476, 477–480, 481–484, 485–488, 489–492, Reteaching 495-497 , Sets B-E, 508 **TE:** 463–464, 469A–472B, 473A–476B, 477A–480B, 481A–484B, 485A–488B, 489A–492B, Reteaching 495–4968 Sets B–E, 508–508C
MGSEK.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**SE:** 465–468, 485–488, Reteaching 495, Set A, 507, 521–524 **TE:** 465A–468B, 485A–488B, Reteaching 495–496, Set A, 507–507A, 521A–524B
Analyze, compare, create, and compose shapes.	
MGSEK.G. 4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	**SE:** 463–464, 473–476, 477–480, 481–484, 507, 509–512, 513–516, 517–520, 521–524, 529–532, Reteaching 539-540, Sets A-D **TE:** 463–464A, 473A–476B, 477A–480B, 481A–484B, 507–507A, 509A–512B, 513A–516B, 517A–520B, 521A–524B, 529A–532B, Reteaching 539-540, Sets A-D
MGSEK.G. 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**SE:** 507, 513–516, 525–528, 529–532, 533–536, Reteaching 540, Set D **TE:** 507–507A, 513A–516B, 525A–528B, 529A–532B, 533A–536B, Reteaching 540, Set D

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MGSEK.G. 6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**SE:** 463–464, 507, 508, 525–528, 533–536 **TE:** 463–464A, 507–507A, 508–508C, 525A–528B, 533A–536B