

Common Core Mathematics Curriculum - Kindergarten

- The following is an annotated curriculum for teaching the Grade K Common Core State Standards (CCSS) for Math. Both instruction and content are provided on the Internet, accessed using the links provided. Specific links are provided for each topic. Additionally, there are several general links that teachers may wish to access for additional: background material, audio-visual aids and materials for students.

Content Standards: Kindergarten Through Grade Eight <http://illustrativemathematics.org/standards/k8>

Interactive games and lesson; large number of printables <http://www.helpingwithmath.com/>

Common Core Standards Illustrations <http://www.mathscore.com/math/standards/Common%20Core/3rd%20Grade/>

Standards Progression for Grades K-5 Counting and Cardinality; Operations and Algebraic Thinking; See pages 1-11 http://commoncoretools.files.wordpress.com/2011/05/ccss_progression_cc_0a_k5_2011_05_302.pdf

Standards Progression for Grades K-5 Number and Operations in Base Ten; See pages 1-5 http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf

- Curriculum tasks are presented in a logical sequence, rather than in the order in which the Common Core Standards are listed. The intent is that each task builds on the previous.
- The list of tasks presented is in no way implies that each math concept is a separate isolated topic or that each topic should only be taught only once.
- It is extremely important that students verbalize the reasoning they use while thinking about math problems. Verbalization is not only valuable to the student solving the problem but to the rest of the class as well. This is clearly demonstrated in the following video recommended to all teachers:

An example of verbalization in the classroom. (3:09) http://mathsolutions.com/MathTalk/videos/CRD_Gr1.html

Problems for which verbalization is especially valuable are marked by with the notation **< Verbalize >**.

Following this curriculum:

- Students should know number names and count sequences
- Students should count to tell the number of objects.
- Students should compare numbers.
- Students should understand addition as putting together and subtraction as taking apart.
- Students should gain a foundation for place value for numbers 11-19.
- Students should describe and compare measureable attributes of objects.
- Students should identify and describe shapes.
- Student should analyze, compare, create and compose shapes.

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Number	Math Concept	Standards and References
COUNTING AND CARDINALITY DOMAIN USING NUMBERS 0 - 5		
1	Count from 0 to 5, starting at any position	K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	LETS COUNT TO 5: In this unit, students make groups of zero to 5 objects, connect number names to the groups, compose and decompose numbers, and use numerals to record the size of a group.	http://illuminations.nctm.org/LessonDetail.aspx?ID=L501 use LESSONS 1 and 2
	PAIRING NUMBERS WITH OBJECTS: Counting 1 - 5 fruit objects. (7:39 min)	http://www.youtube.com/watch?v=jsKpazuC0RY&feature=relmfu
	COUNTING WITH ROBOT RALPH: Count along with Robot Ralph at different speeds (2:33)	http://www.youtube.com/watch?v=9n4rwO8zSlw&feature=relmfu
	MATCH THE NUMBERS ON DIE TO CARDS: Uses the numbers 0 to 5.	http://illustrativemathematics.org/illustrations/403
2	Write numbers from 0 to 5	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
	TRACEABLE NUMBER WORKSHEETS: Trace numbers - color same number of geometric shapes	http://www.kidslearningstation.com/preschool/traceable-numbers.asp
	COUNT THE DOTS - TRACE THE NUMBERS	http://www.tlsbooks.com/counttraceprintnumbersdn.pdf
	PRONOUNCE THE NUMBERS SHOWN ON CARDS	http://www.illustrativemathematics.org/illustrations/452
	RACE TO THE TOP: Students tally the numbers they obtain from a spinner. The first student to reach the required tally wins.	http://www.illustrativemathematics.org/illustrations/399
	RAINBOW NUMBER LINE: Students color numbers on a number line at, before or after a number given	http://www.illustrativemathematics.org/illustrations/398
	NUMBER PAIRING SONG Video song pairs number shape with number name (2:39)	http://vimeo.com/16499570

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3	Count objects from 1 to 5	K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	COUNTING WORKSHEETS: 14 types of worksheets ranging from simple touch sheets to Bingo	http://www.mathworksheetwizard.com/kindergarten/numbers.html
	COUNT THE DOTS: Interactive dot counting with feedback	www.ixl.com/math/pre-k/count-dots-to-5
	VIDEO - SEE # 2 (ANTS GO MARCHING): Relates cardinal and ordinal meanings for a number (4:55 min)	http://www.learner.org/vod/vod_window.html?pid=871
4	Count objects from 1 to 5 when objects are in varying arrangements	K.CC.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.
	MATCHING NUMERALS TO OBJECTS: Match numerals to dots and boxes; count objects. Click on website and then select: 4 Star - Smart Board Lesson Numbers 0 - 5 SB <u>NOTE:</u> Requires SMART BOARD with Notebook software	http://www.willoughby-eastlake.k12.oh.us/classroom/technology/kindergarten%20math.htm
5	Recognize the last number counted tells the quantity < Verbalize >	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	NUMERAL CARDS	http://illuminations.nctm.org/LessonDetail.aspx?ID=L501 USE LESSON 2
	TEACHER RESOURCE ARTICLE: "Help! They Still Don't Understand Counting". (12 pages)	http://journals.cec.sped.org/cgi/viewcontent.cgi?article=1702&context=tecplus
6	Understand that each successive number means 1 more in quantity <verbalize>	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	INTERACTIVE VIDEO - COUNT THE WHEELS - Students count the number of wheels on various vehicles	http://www.willoughby-eastlake.k12.oh.us/classroom/technology/kindergarten%20math.htm Use activity: "Count the number of wheels"

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Children learn to quickly recognize the cardinalities of groups of 1-5 items

7	Subitize up to 5 perceptually	<p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>
	SAMPLE TEACHER LESSON: Video of class using dot plates (7:42)	http://www.learnalberta.ca/content/mer/html/dotplate.html
	SUBITIZING PRACTICE VIDEO - Dot Plates (:53)	http://www.youtube.com/watch?v=8rBI1-uCnew
	MORE PRACTICE - SUBITIZING #1 (3:17)	http://www.youtube.com/watch?v=-e5sPEKBmBg&feature=relmfu
	MORE PRACTICE - SUBITIZING #2 [faster] (2:01)	http://www.youtube.com/watch?v=J66K_nbom7U&feature=related
	MORE PRACTICE - SUBITIZING #3 [much faster] (1:14)	http://www.youtube.com/watch?v=lcusqOR5bWo&feature=relmfu
	SUBITIZING ACTIVITIES - with dot plates	http://be.horrycountyschools.net/UserFiles/Servers/Server_743372/File/Departments/Instruction/Math/ElemMath/BasicFacts/Ten%20Frame.pdf

Children learn to see the composition of the number 5, by learning the "partner" numbers (partner sets of objects) that make a 5

8	Learn to automaticity the " partner" addends that equal 5	<p>K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p style="text-align: right;">K.OA.5.</p> <p>Fluently add and subtract within 5.</p>
	HIDE THE COUNTERS ACTIVITY	http://illustrativemathematics.org/illustrations/70
	HOW MANY ARE HIDING: Video of children problem solving by talking, drawing, and acting problems out (4:42)	http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/OHS%20Math%20Webcasts%20and%20Lessons%202008/OHS%20Math%20Webcasts%20and%20Lessons%20-%20Webcast%20/HowManyareHidi.htm
	PRINTABLE 5-FRAME (Frame 2)	http://www.ablongman.com/vandewalleseries/Vol_1_BLM_PDFs/BLM1-2.pdf

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Children learn to see the composition of the number 5, by instantly recognizing a collection of 5 as composed of 2 sub-collections

9	Subitize to 5 conceptually <verbalize>	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	TEACHER ARTICLE ON SUBITIZING	http://gse.buffalo.edu/fas/clements/files/Subitizing.pdf
	SAMPLE TEACHER LESSON: Video of class using dot plates (7:42)	http://www.learnalberta.ca/content/mer/html/dotplate.html

Students should practice finding all the numbers 0 to 5 on the number line and then composing 5 with partner addends moving the marker to add on the number line. For any number students should be able to find how many more than zero they have--how far from zero on the number line

10	Students learn to match a set of objects of each number 1 to 5 on number line	K.CC.4. (SEE ABOVE)
	SHOW NUMBER OF OBJECTS ON A NUMBER LINE	Hold up cards with varying numbers of objects & ask children to point to the number of objects on the number line below
	INTERACTIVE NUMBER LINES	http://www.findthatfile.com/search-7442156-hSWF/video-download-numberlinev2.swf.htm

11	Learn to visualize numbers 0 to 5 on a number line stating how far you are from zero or five in any position < verbalize >	K.CC.4. (SEE ABOVE)
	DICE GAME:	Children play in pairs. One child rolls a die (sides named 0-5). The other child points on the number line to the number rolled.
	MATCH COUNTERS TO NUMBERS ON A NUMBER LINE:	Make a number line: Children make a number line based on 5 colored squares taped together. Students place various types of counters to match the numbers.
	PRINTABLE CHARACTER NUMBER LINES (Cost=\$1.50)	http://www.teacherspayteachers.com/Product/Hoppy-Number-Lines

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Students extend their range of numbers from 0-5 to 0-10

Students extend their range of numbers from 0-5 to 0-10		
12	Count from 0 to 10, starting at any position	K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	LETS COUNT TO 10: Students use a 10 Frame to count forward to and backwards from 10. They count using numbers and objects. They also construct and decompose sets of up to 10 items.	http://illuminations.nctm.org/LessonDetail.aspx?ID=L507
	PAIRING NUMBERS WITH OBJECTS: Counting 1 - 10 fruit objects. (7:39 min)	http://www.youtube.com/watch?v=jsKpazuC0RY&feature=relmfu
	COUNTING WITH ROBOT RALPH: Count along with Robot Ralph at different speeds (2:33)	http://www.youtube.com/watch?v=9n4rwO8zSlw&feature=relmfu
	MATCH THE NUMBERS ON CARDS TO THE NUMBER ON A DIE: Uses the numbers 0 to 10.	http://illustrativemathematics.org/illustrations/403
	KINDERGARTEN WORKSHEET: will produce number recognition worksheets for all numbers between 0 and 20	http://www.math-aids.com/Kindergarten/Number_Recognition_Lesson_Plan.html
	EXERCISE: Write number that comes after numbers shown for seashells .	http://www.kidzone.ws/math/ocean/k-next1.htm
	EXERCISE: Write number that comes after numbers shown for Flowers	http://www.kidzone.ws/math/flowers/k-next2.htm
	EXERCISE: Write number that comes after numbers shown for Trains	http://www.kidzone.ws/math/k-next3.htm
13	Write numbers from 0 to 10	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
	WORKSHEETS: Trace numbers - color same number of geometric shapes	http://www.kidslearningstation.com/preschool/traceable-numbers.asp
	WORKSHEETS: Count the dots - trace the numbers.	http://www.tlsbooks.com/counttraceprintnumbersdn.pdf
	EXERCISE: Pronounce the numbers shown on cards	http://www.illustrativemathematics.org/illustrations/452
	RACE TO THE TOP: Students tally numbers they obtain from a spinner. The first student to reach the required tally wins.	http://www.illustrativemathematics.org/illustrations/399

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	RAINBOW NUMBER LINE: Students color numbers on a number line at, before or after a number given	http://www.illustrativemathematics.org/illustrations/398
	NUMBER PAIRING SONG: Video song pairs number shape with number name (2:39 min)	http://vimeo.com/16499570
14	Count objects from 1 to 10	K.CC.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.
	COUNTING WORKSHEETS: 14 types of worksheets ranging from simple touch sheets to Bingo	http://www.mathworksheetwizard.com/kindergarten/numbers.html
	COUNT THE DOTS: Interactive dot counting with feedback	http://www.ixl.com/math/pre-k/count-dots-to-10
	VIDEO - See Video # 2 (ANTS GO MARCHING): Relates cardinal and ordinal meanings for a number (4:55 min)	http://www.learner.org/vod/vod_window.html?pid=871
	VIDEO: COUNTING SONG: Ships (2:17)	http://www.youtube.com/watch?v=jxzMMw89qY
	VIDEO: COUNTING SONG: Smiley Faces (1:38)	http://www.youtube.com/watch?v=CQNx1BWmYzc
	VIDEO: COUNTING SONG: Chickens (2:52)	http://www.youtube.com/watch?v=REAXGhFJcXQ
	INTERACTIVE COUNTING GAME: Type in number of objects shown	http://www.softschools.com/counting/games/counting_up_to_10/
15	Learn to visualize numbers 0 to 10 on a number line stating how far you are from zero or five or 10 from any position	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	MATCH NUMBER OF OBJECTS TO NUMBER ON A NUMBER LINE:	Hold up cards with varying numbers of objects & ask children to find the number of objects on the number line below
	INTERACTIVE NUMBER LINE	http://www.findthatfile.com/search-7442156-hSWF/video-download-numberlinev2.swf.htm
	INTERACTIVE GAME: Find numbers on a number line NOTE: Requires Macromedia Shockwave Plug In	http://www.bbc.co.uk/schools/numbertime/games/find_the.shtml

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	SUGGESTED CARD GAME:	Children play in pairs. One child draws a card from deck with no face cards. The other points to the number drawn on a number line.
16	Learn to automaticity the " partner" addends that equal 10	K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
	VIDEO: Uses ten frames to show partner addends (1:27)	http://www.youtube.com/watch?feature=endscreen&v=FXMMfqiQ9RA&NR=1
	SUGGESTED ACTIVITY:	Use master of a 10-frame with manipulatives for children to see "what pairs make 10"
	PRINTABLE TEN FRAME: [on page 1]	http://www.ablongman.com/vandewalleseries/Vol_1_BLM_PDFs/BLM1-2.pdf
	BOOK RESOURCE	Kathy Richardson's "Developing Number Concepts Using Unifix Cubes"
	INTERACTIVE GAME: Objects and Spaces in a 10 frame	http://illuminations.nctm.org/ActivityDetail.aspx?ID=75
	COLORING WORKSHEET: for partner addends of 10	http://www.tlsbooks.com/greenadditionto10.html
	COLORING WORKSHEET: for partner addends of 10	http://www.tlsbooks.com/yellowadditionto10.html
17	Subitize up to 10 with partner addends	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	DEFINITION AND ACTIVITIES	http://teachmath.openschoolnetwork.ca/Subitizing.htm
	VIDEO EXERCISE: Identify number of dots in a 10 frame (1:03)	http://www.youtube.com/watch?v=wRR9LK3zfo&feature=related
	VIDEO EXERCISE: Identify number of shapes in an oval (1:44)	http://www.youtube.com/watch?v=61MiKU4ePZs&feature=relmfu
	VIDEO GAME: Help BT Bear collect exactly 10 blocks by grabbing sets of blocks 1 to 4 blocks long going over a waterfall	http://www.learningbox.com/base10/CatchTen.html

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Students extend their range of numbers from 0-5 to 0-20

18	Count from 0 to 20 in order learning the names for 10+1, 10+2, 10+3, etc.	K.CC.1. Count to 100 by ones and by tens.
	TEEN COUNTING SONG: Video (1:25)	http://www.youtube.com/watch?v=S5eaBjKI8xQ
	COUNTING SONG: Sesame Street - Video (:55)	http://www.youtube.com/watch?v=HOCExQ2lrO4
	COUNTING SONG: Video (2:15)	http://www.youtube.com/watch?v=Zw6Fps2O7XY
	ACTIVITY: Make a counting book	http://mixinginmath.terc.edu/activities/countingbooks.cfm
	INTERACTIVE LESSON - Connect the dots in order of their number to make a picture.	http://www.abcya.com/connect_the_dots_20.htm
	8 INTERACTIVE GAMES TO ORDER NUMBERS - Shoot the Duck and Washing Line Numbers are fun.	http://www.familylearning.org.uk/counting_games.html
19	Count to 20 from any starting number	K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
	LETS COUNT TO 20: In this unit, students make groups of zero to 20 objects, connect number names to the groups, compose and decompose numbers, and use numerals to record the size of a group.	http://illuminations.nctm.org/LessonDetail.aspx?ID=L501
	PAIRING NUMBERS WITH OBJECTS: Counting 1 - 10 fruit objects. (7:39 min)	http://www.youtube.com/watch?v=jsKpazuC0RY&feature=relmfu
	COUNTING WITH ROBOT RALPH: Count along with Robot Ralph at different speeds (2:33)	http://www.youtube.com/watch?v=9n4rwO8zSlw&feature=relmfu
	MATCH THE NUMBERS ON CARDS TO DIE: Uses the numbers 0 to 20.	http://illustrativemathematics.org/illustrations/403
	WORKSHEETS: Filling in Number Sequences	http://www.math-aids.com/Kindergarten/Complete_the_Series.html
	INTERACTIVE COUNTING PRACTICE - Numbers and counting up to 20: Before, after, and between - up to 20	http://www.ixl.com/math/kindergarten/before-after-between-up-to-20

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	WORKSHEETS FOR FILLING IN NUMBER SEQUENCES - Numbers coming before and after	http://math.about.com/od/countin1/ss/Count-to-20.htm
	NUMBER SEQUENCE GAME - Click the next number in sequence to help the frog jump the pond	http://www.abc.net.au/countusin/games/game11.htm
	SUGGESTED ACTIVITY	Randomly cover a number on a number chart that shows numbers from 1 to 20. Have children count to 20 from the covered number.
20	Write numbers from 0 to 20	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
	TRACEABLE NUMBER WORKSHEETS: Trace numbers - color same number of geometric shapes	http://www.kidslearningstation.com/preschool/traceable-numbers.asp
	COUNT THE DOTS - TRACE THE NUMBERS	http://www.tlsbooks.com/counttraceprintnumbersdn.pdf
	PRONOUNCE THE NUMBERS SHOWN ON CARDS	http://www.illustrativemathematics.org/illustrations/452
	RACE TO THE TOP: Students tally numbers they obtain from a spinner. The first student to reach the required tally wins.	http://www.illustrativemathematics.org/illustrations/399
	RAINBOW NUMBER LINE: Students color numbers on a number line at, before or after a number given	http://www.illustrativemathematics.org/illustrations/398
	NUMBER PAIRING SONG: Video song pairs number shape with number name (2:39 min)	http://vimeo.com/16499570
	COUNT & TRACE: Count the dots on the dominoes - trace the numbers	http://www.tlsbooks.com/counttraceprintnumbersdn.pdf
	WORKSHEETS FOR TRACING NUMBERS	http://www.kidslearningstation.com/preschool/printing-numbers.asp
21	Count objects from 1 to 20	K.CC.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.
	COUNTING WORKSHEETS: 14 types of worksheets ranging from simple touch sheets to Bingo	http://www.mathworksheetwizard.com/kindergarten/numbers.html
	COUNT THE DOTS: Interactive dot counting with feedback	www.ixl.com/math/pre-k/count-dots-to-5

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	SEE VIDEO # 2 (ANTS GO MARCHING): Relates cardinal and ordinal meanings for a number (4:55 min)	http://www.learner.org/vod/vod_window.html?pid=871
	INTERACTIVE COUNTING PRACTICE - Count the dots	http://www.ixl.com/math/kindergarten/represent-numbers-up-to-20
	INTERACTIVE COUNTING GAMES	http://www.juliasrainbowcorner.com/html/numbers.html
	COUNTING WORKSHEETS: 1-10	http://www.worksheetuniverse.com/countingworksheet1.pdf
	COUNTING WORKSHEETS: 11-20	http://www.worksheetuniverse.com/countingworksheet2.pdf

Students learn to compose and decompose numbers for 11 to 19 into "ten ones" and "additional ones." Children should use drawings, ten frames and manipulatives to gain an understanding that the tens place is equal to the number of groups of ten ones while the ones place represents additional ones.

22	Decompose 11-19 into a "tens unit" + additional ones using objects, pictures & numbers <verbalize>	K.NBT.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.
	BEAN MAT ACTIVITY: Use beans to form numbers with tens and ones	http://www.kindergartencrayons.blogspot.com/2011/06/dont-spill-beans-beginning-place-value.html
	INTERACTIVE GAME: Make numbers from units and rods	http://www.learningbox.com/Base10/BaseTen.html
	WORKSHEET: Making numbers with units and rods	http://www.math-aids.com/cgi/pdf_viewer.cgi?script_name=place_blocks.pl&type=1&TE_1=1&TE_2=1&TE_3=1&TE_4=1&TE_5=1&TE_6=1&TE_7=1&TE_8=1&TE_9=1&language=0&memo=&answer=1&x=47&y=23
	WORKSHEET: Making numbers with units and objects clustered in groups of 10	http://www.kidslearningstation.com/math/tens-ones/tens-ones-worksheet1.asp
	PLACE VALUE ACTIVITIES: Use as source of tens and ones exercises	http://pinterest.com/julieabrown/place-value/

Students learn to 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 counting and/or matching. Children should be able to compare numerals from 0 to 10.

23	Identify which group of objects has the larger number of objects (from 1-10 objects) using matching <verbalize>	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)
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	WORKSHEET: More or Less	http://www.education.com/files/196601_196700/196700/animals2.pdf
	WORKSHEET: Which has the fewest	http://www.education.com/files/372801_372900/372806/more-and-less-less-worksheet.pdf
	INTERACTIVE GAME: More or Less	http://www.novelgames.com/flashgames/game.php?id=179
	INTERACTIVE EXERCISE: More or Less	http://www.ixl.com/math/kindergarten/fewer-equal-more
	COUNTING GAME: Use a number line and compare the numbers rolled with a die on it. Click on the link under ACTIVITY to obtain a number line.	http://guidedmath.wordpress.com/2011/06/30/comparing-numbers-part-2-whole-group-and-guided-math-activities/
	INTERACTIVE EXERCISE: Fewer and More	http://www.ixl.com/math/kindergarten/fewer-equal-more
24	Identify which group of objects has the larger number of objects (from 1-10 objects) using counting <verbalize>	K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.
	SUGGESTED ACTIVITY - More, or Less	Spray paint lima beans with two colors so that they have one color on each side. Place ten beans in a cup. Children dump the beans onto a mat (I used a sheet of craft foam for the mat). They count each color to see how many beans landed on the red side and how many landed on the blue side. They compare to see which colors have the most, least, or same
	PAIRED STUDENT ACTIVITY: Biggest card wins	http://www.illustrativemathematics.org/illustrations/453
	ACTIVITY - More, Equal or Less	http://www.kindergartencrayons.blogspot.com/2011/11/more-or-less-taught-my-way.html
	INTERACTIVE EXERCISE: More or Less	http://www.softschools.com/math/ordering_numbers/
	WORKSHEETS: "how many", "how many more" and "how many altogether"	http://www.tlsbooks.com/cooltobeesquare.html
	SUGGESTED ACTIVITY	Play war with cards--biggest number (or smallest number) wins the cards. Children play in pairs.
	SUGGESTED ACTIVITY	Play war with cards--biggest number (or smallest number) wins the cards. Children play in pairs.
	SUGGESTED ACTIVITY	Children play bingo, marking their cards for the number given by the teacher plus 1.

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	SUGGESTED ACTIVITY	Children compare dominoes and choose the biggest.
25	Identify which group of objects has the larger number of objects when matching objects of different sizes <verbalize>	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)
	SUGGESTED ACTIVITY	Present groups of children with bags that contain 20 buttons that are red or blue. In some cases the blue buttons should be bigger in size but fewer in number than the red buttons. In another case, the bag should contain equal size buttons, some red, some blue. In another case, the blue buttons should be bigger in size and greater in number. Student should reach conclusions about which color button has the greatest amount in all three circumstances. Several bags of each type can be circulated among pairs of children.
26	Compare number of objects in groups to benchmark numbers 5, 10 <verbalize>	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects)
	SUGGESTED ACTIVITY	Provide students with randomly drawn numbers between 0 and 20--Have students compare the number to 5 or 10 and say equal, less than or greater than--use number line link below to demonstrate
	INTERACTIVE NUMBER LINES	http://www.findthatfile.com/search-7442156-hSWF/video-download-numberlinev2.swf.htm
	SUGGESTED ACTIVITY	Suggested activity: Have children build 1 stack of 5 or 10 Unifix blocks. Then have students build stacks with Unifix cubes that are 1 more, 2 more, 1 less, 2 less than in their stack and identify how many cubes are in second stack. For example, students should answer with the phrase "2 less than 10 is 8".
Students learn to count to 100 by ones and by tens.		
27	Count to 100 by ones starting at any number	K.CC.1. Count to 100 by ones and by tens.
	SONG: Count to 100 (2:40)	http://www.youtube.com/watch?v=v9-pEVaO4pM
	SONG: Count to 100 + Count to 1 trillion by decades (3:12)	http://www.youtube.com/watch?v=e0dJWfQHF8Y&feature=related
	SONG: Participatory counting song and dance movements for the class (1:47)	http://www.youtube.com/watch?v=1aBDuI0k8YM&feature=relmfu
	ACTIVITY - Choral counting	http://www.illustrativemathematics.org/illustrations/360

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	ACTIVITY - Successive counting with students formed in a circle	http://www.illustrativemathematics.org/illustrations/359
	ACTIVITY - Students start counting with an arbitrary number and stopped when told. Forward and backward	http://www.illustrativemathematics.org/illustrations/448
	TEACHER BOOK REFERENCE:	Math Work Stations: Independent Learning You Can Count On, K-2 (Diller)
	TEACHER BOOK REFERENCE:	Teaching Student-Centered Mathematics: Grades K-3 (Van de Walle)
	WORKSHEETS: Large variety which can be downloaded	http://www.schoolsparks.com/kindergarten-worksheets/category/counting-worksheets
28	Count to 100 by tens starting at any number	K.CC.1. Count to 100 by ones and by tens.
	SONG: Count to 100 by 10s	http://www.youtube.com/watch?v=uYRTtwZGwi8
	VIDEO ACTIVITY: How to Teach Counting with a 100s Chart (2:02)	http://video.about.com/math/How-to-Teach-Counting-with-a-100s-Chart.htm
	SUGGESTED ACTIVITY	Have children make a 100s chart and color in each ten as they count by tens
	SUGGESTED ACTIVITY	Present a multiple of 10 card and have students write the following tens until 100
Students begin conceptual understanding of addition/subtraction.		
29	Learn to represent addition as "more" using verbal explanations	K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problems. This applies wherever drawings are mentioned in the Standards.)
	TEACHER RESOURCE: Source of storybooks good for telling addition	http://www.apples4theteacher.com/math/addition/kids-books/
	VIDEO: Burt and Ernie video/song on adding more	http://www.neok12.com/php/watch.php?v=zX040a425b75677c780c6f02&t=Addition
	SUGGESTED ACTIVITY	Place stickers with numbers in the bottom of an egg carton. Place 2 small erasers, toys, or candies in the carton and shake it up. Open and write an addition problem about the numbers where the objects fell. For example, 2+4=6.

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	SUGGESTED ACTIVITY	Use counting game on link below as ask children to tell a story related to the problem
	TEACHER RESOURCE: Kindergarten Worksheets and Games	http://www.softschools.com/grades/kindergarten.jsp
30	Learn to represent addition as "more" using pictures and manipulatives	K.OA.1. (see above)
	SUGGESTED ACTIVITY	Request students to bring in multiples of a common object (e.g., 5 paper clips, 3 dolls, 4 books) and have students tell an addition story where the sum is their number of objects
	SONG: Addition lesson in a classroom using song and acting (2:10)	http://www.youtube.com/watch?v=D7nhgM-8l04
	ADDITION ACTIVITIES: Various activities using manipulatives, stories and acting	http://mrsriccaskindergarten.blogspot.com/2012/03/fun-with-addition.html
	ACTIVITY	Read the "The Hershey's Kisses Addition Book" by Pallotta and follow the addition problem
31	Learn to represent addition as "more" in drawings	K.OA.1. (see above)
	ACTIVITY: Addition problem activities with drawing and acting	http://mrsriccaskindergarten.blogspot.com/2012/03/fun-with-addition.html
	INTERACTIVE WORKSHEET: Coloring worksheet to add more	http://www.tlsbooks.com/countcolorandadddogs3facts.html
	WORKSHEET: Coloring worksheet to add 4 more	http://www.tlsbooks.com/colorcountandaddkids.pdf
32	Learn to represent subtraction as "less" verbally (story telling)	K.OA.1. (see above)
	ACTIVITY	Read the "The Hershey's Kisses Addition Book" by Pallotta and follow the addition problem
	VIDEO LESSON: Learn the subtraction of 1 from a number using the "five little ducks" song (1:33)	http://www.youtube.com/watch?v=8vV5bhAmsg0&feature=fvst
	VIDEO LESSON: Learn subtraction using the "pirate" song (4:34)	http://www.youtube.com/watch?v=v9dx2o7m6GI

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33	Learn to represent subtraction as "less" acting (handling objects with a story)	K.0A.1. (see above)
	ACTIVITY (part 1): Link to Lesson plan based on story o "Ten Sly Piranhas"	http://www.uen.org/Lessonplan/preview?LPid=21397
	ACTIVITY (part 2): Link to Story of "Ten Sly Piranhas" needed for part 1	http://www.youtube.com/watch?v=LN0eYUgx4u0
34	Learn to represent subtraction as "less" in drawings	K.0A.1. (see above)
	INTERACTIVE WORKSHEET: Coloring worksheet "how many less than 10"	http://www.tlsbooks.com/subtractingfrom10.html
35	Solve addition problems (numbers 0 to 10) missing total <verbalize>	K.0A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	NUMBER LINES: Printable character number lines (Cost=\$1.50)	http://www.teacherspayteachers.com/Product/Hoppy-Number-Lines
	WORKSHEETS: Addition and Subtraction using various figures	http://www.math-salamanders.com/addition-and-subtraction-worksheets.html
	ADDITION WORKSHEETS - Add numbers or figures	http://www.math-aids.com/Addition/
	INTERACTIVE ADDITION: Two sets of differently colored puzzle pieces	http://www.ixl.com/math/kindergarten/addition-sentences-sums-up-to-10
	ADDITION GAME	http://www.abcya.com/addition.htm
	COVER THE COUNTER EXERCISE: Cover some of a set of counters and ask student how many were covered	http://illustrativemathematics.org/illustrations/70
	WORKSHEET: Solve addition problems (new worksheet each access).	http://prek-8.com/1stgrade/math_addingLine1.php
36	Solve addition problems (numbers 0 to 10) missing addend <verbalize>	K.0A.2. (see above)
	WORKSHEETS: A variety of Addend problems - how many are missing, needed, add or subtract to make 10	http://www.homeschoolmath.net/teaching/a/missing_addend.php

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	GAME : Missing addends	http://www.sheppardsoftware.com/mathgames/matching/AdditionX.htm
37	Solve subtraction problems (numbers 0-10) missing difference <verbalize>	K.0A.2. (see above)
	NUMBER LINES - 9 pages of number lines (Cost=\$1.28)	http://www.teacherspayteachers.com/Product/Hoppy-Number-Lines
	WORKSHEETS: Picture worksheets for finding the difference (subtraction)	http://prek-8.com/math/subtractionWorksheets2.php
	INTERACTIVE EXERCISE: Type in difference between 2 numbers	http://www.ixl.com/math/kindergarten/subtract-with-pictures-numbers-up-to-10
	SUBTRACTION GAME	http://www.abcya.com/subtraction_game.htm
	SUBTRACTION GAME: Each subtraction is time limited	http://www.arcademicskillbuilders.com/games/mission/mission.html
38	Solve subtraction problems (numbers 0-10) missing subtrahend <verbalize>	K.0A.2. (see above)
	WORKSHEET: Missing subtrahends	http://www.mathworksheetwizard.com/files/arithmetic.html
	MULTI-WORKSHEET GENERATOR: Subtrahends	http://www.61math.com/math/worksheet/28.asp
	SUGGESTED ACTIVITY	Provide students with randomly drawn numbers between 0 and 10--Have students solve problems of this type: If I say, the answer is 4 and you have the number 9, how many spaces back must you jump? Can use the number line link below.
	INTERACTIVE NUMBER LINES	http://www.findthatfile.com/search-7442156-hSWF/video-download-numberlinev2.swf.htm
	SUGGESTED ACTIVITY	Provide students with 20 counters and 1 regular die and 1 die that has three add (+) sides and three subtract (-) sides. Each student starts with a row of 6 counters. Students can play in pairs. Each student rolls one operations die and one number die and makes the operation and number with their row of counters. Whoever gets their row to 0 or 20 first wins.

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Students work with attributes of shapes and sorting		
39	Describe common objects in terms of measurable attributes	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
	SUGGESTED ACTIVITY	Students should divide into small groups and each have a common item (soup can, shoebox, musical triangle, tennis ball, etc). Each group should make a list of descriptors for their object--some will be measurable descriptors, others, not. The class should come together and discuss their lists of descriptors and learn to distinguish between and measurable descriptor (how long, how heavy) as opposed to a non-measurable descriptor (how pretty, how squishy).
40	Compare objects by attribute in terms of "more" or "less" of the attribute <verbalize>	K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe on
	EXERCISE: The heavier or lighter of two objects	http://illustrativemathematics.org/illustrations/456
	EXERCISE: The heavier or lighter of two objects	http://www.ixl.com/math/kindergarten/light-heavy
	EXERCISE: The longer or shorter of two objects	http://www.ixl.com/math/kindergarten/long-short
	EXERCISE: The taller or shorter of two objects	http://illustrativemathematics.org/illustrations/455
	EXERCISE: The taller or shorter of two objects	http://www.ixl.com/math/kindergarten/tall-short
	EXERCISE: The heavier, longer, greater capacity and taller of two objects	http://www.ixl.com/math/kindergarten/compare-size-weight-capacity
41	Recognize that the comparison of an attribute means aligning a starting point <verbalize>	K.MD.2. (see above)
	INTERACTIVE EXERCISE - Which is longer or shorter	http://www.harcourtschool.com/activity/longer_shorter/
42	Sort objects into groups by attribute and count objects in the groups (numbers up to 10)	K.MD.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).
	INTERACTIVE EXERCISE - Sort by shape or color	http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/bf/bf55f092-62c4-4650-bdd7-825e7733c491/sorting%20.notebook#

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43	Compare sorted object groups using descriptors such as "most", "least", "different" "same"* <verbalize>	K.MD.3. (see above)
	EXERCISE - Various Sorting by Attribute activities	http://www.kindergartenkindergarten.com/sorting-by-attributes/
44	Identify 2 dimensional shapes: squares, triangles, circles, hexagons, octagons, rectangles, trapezoids, rhombuses	K.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. K.G.2. Correctly name shapes regardless of their orientations or overall size.
	SHAPE SONG - Simple shapes (1:48)	http://www.youtube.com/watch?v=pfRuLS-Vnjs&feature=relmfu
	SHAPE SONG - Complex Shapes (dodecagon) (3:21)	http://www.youtube.com/watch?v=WTegUejf3D0&feature=related
	POWER POINT PRESENTATION: "Shapes", "Shapes K"	http://math.pppst.com/shapes.html
	GAME: Basic Shapes	http://www.math-play.com/basic-shapes-game.html
	INTERACTIVE GAME: Basic shapes + Trapezoid	http://www.ixl.com/math/grade-1/identify-2-dimensional-shapes
	SHAPE WORKSHEET: Basic shapes + Trapezoid, Rhombus	http://www.ezschool.com/EZSheets/Geometry/Shapes/sheet11.html
45	Identify these 2 dimensional shapes in various orientations, sizes and degrees of regularity	K.G.2. Correctly name shapes regardless of their orientations or overall size.
	EXAMPLE TEACHER LESSON: 2D shapes	http://www.kindergartenkindergarten.com/2012/02/math-warm-ups-2-dimensional-geometric-shapes.html
	SMART BOARD LESSON: Sort by shape and color	http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/86/868e4146-2258-496e-a2d3-f1276fb0f013/Sort_Shape_Size_ActivitywQuesti.notebook#
	SMART BOARD LESSON: Sort shapes by attributes	http://exchange.smarttech.com/details.html?id=3bef86fb-fdf4-48fe-853a-2cd0ec2966fe
	EXERCISE: Same or Different shape properties	http://illustrativemathematics.org/illustrations/515
	WORKSHEET: Shape identification	http://www.kidslearningstation.com/colors/shapes-colors-worksheet.asp

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	WORKSHEETS: Shape identification	http://www.ezschool.com/GradeK/Math/Geometry/ws3.html
46	Relate 2 dimensional shapes to everyday objects	K.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.
	GAME: Find the shape game	http://www.tvokids.com/games/shapeville
	VIDEO: Seeing shapes in everyday objects (2:28)	http://www.youtube.com/watch?v=i83qLjOgURU
	EXERCISE: Taking a scavenger hunt for shapes	http://www.education.com/activity/article/shapescavenger_kindergarten/cr/
47	Draw 2 dimensional shapes	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	EXERCISE: Lesson plan for shape tracing	http://do2learn.com/activities/ShapeRecognition/ShapeTracing.htm
	VIDEO; Making a shape tracing mat. (1:14)	http://www.youtube.com/watch?v=StmWG-X_j-U
	SUGGESTED ACTIVITY	Trace and name provided shapes on paper, in sand or shaving cream
	SUGGESTED ACTIVITY	Teacher provides shape description (no name) and students draw and name the shape
48	Form 2 dimensional shapes using straws, toothpicks, etc.	K.G.5. (see above)
	ACTIVITY: Make and compare two-dimension shapes with three-dimensional shape using toothpicks and marshmallows.	http://www.deltastate.edu/docs/math/O%27Bryan2.pdf
49	Identify how one shape (e.g. square) can belong to a category of "squares" and the category "rectangles"	K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
	EXERCISE: Teacher lesson on 2D shapes	http://www.kindergartenkindergarten.com/2012/02/math-warm-ups-2-dimensional-geometric-shapes.html

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50	Identify 3 dimensional shapes: cylinders, spheres, cubes, cones	K.G.4. (see above)
	INTERACTIVE GAME: Sort 2D and 3D shapes	http://www.math-play.com/geometric-figures-game/geometric-figures-game.html
	EXERCISE: Three activities teaching 3D shapes	http://www.mathlearningcenter.org/media/Bridges_GrK_OnlineSupplement/BKSUP-C1_Geometry3D_0709.pdf
	INTERACTIVE EXERCISE: 3D shape identification	http://www.ixl.com/math/kindergarten/identify-solid-figures
	EXERCISE: Teaching Shape Identification using "Solid Shape Guessing Bags"	http://aplacecalledkindergarten.blogspot.com/2011/02/solid-shapes-guessing-bags.html
51	Relate 3 dimensional shapes to everyday objects	K.G.4. (see above)
	SUGGESTED ACTIVITY	Students spin a spinner that is made up of pictures of common 3D shapes. The students then name the shape and then move to the next square on a game board that shows an object with that 3D shape.
	SMART BOARD LESSON: Match words to 3D shapes	http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/cd/cd259ad9-0c65-4c3a-a321-d8a9449d4b22/shapes.notebook#
	SUGGESTED ACTIVITY	Create a Kindergarten Shape Museum. Find a very special place in the room, have children bring in objects in the shapes that they have learned, and add to the museum as the week progresses. Discuss the objects the kids bring in--What shape is it? How do you know? What do you see?
	WORKSHEET: Poem relating 3D shapes to objects	http://lilcountrykindergarten.blogspot.com/2012/01/3d-shapes-poem-freebie.html
	SONG - 3D shape song (3:18)	http://www.youtube.com/watch?v=K9L9I86N-xM
	INTERACTIVE GAME: Match 3D Objects and Shapes	http://www.harcourtschool.com/activity/loading_shapes/
	INTERACTIVE EXERCISE: Match names to 3D objects	http://www.ixl.com/math/kindergarten/geometry-of-everyday-objects
52	Build 3-dimensional shapes using manipulatives.	K.G.4. (see above)
	ACTIVITY: Make and compare two-dimension shapes with three-dimensional shape using toothpicks and marshmallows.	http://www.deltastate.edu/docs/math/O%27Bryan2.pdf

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53	Combine 2 dimensional shapes to make new, identified shapes	K.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?"
	EXERCISE: Pattern Block Mats - Place 2D figure on matching figure	http://prekinders.com/pattern-blocks/
	EXERCISE: Teacher lesson/activity plans for combining 3D shapes (must have a set of geometric shape blocks).	http://www.didax.com/newsletter/pdfs/MakingSense_GrK.pdf
54	Sort 2 dimensional or 3 dimensional shapes into categories based on one attribute like number of sides	K.G.6. (see above)
	EXERCISE: Sort geometrics blocks and real world objects into 2D and 3D categories.	http://www.kindergartenkindergarten.com/2012/03/math-problem-solving-week-8-3-dimensional-shapes.html
	INTERACTIVE EXERCISE: Sort 3D shapes into categories by shape, size and color (Open in NETWORK EXPRESS provided on opening screen)	http://exchange.smarttech.com/details.html?id=a2a5ed56-2444-4689-a49f-ccedcdc227ae
55	Find specified 2 dimensional and 3 dimensional shapes in the classroom and outdoor environment	K.G.6. (see above)
	EXERCISE: Taking a scavenger hunt for shapes	http://www.education.com/activity/article/shapescavenger_kindergarten/cr/
56	Be able to articulate the relational placement of shapes using next to, above, below, behind, in front/back of, on top of <verbalize>	K.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.
	VIDEO: Showing blocks on top, bottom, middle and before, middle and after (1:09)	http://www.eduplace.com/kids/mw/swfs/help/extra_help.swf?tm=/kids/mw/swfs/help/tmfa0102eT.swf
57	Articulate the difference between 2 dimensional and 3 dimensional shapes <verbalize>	K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
	VIDEO: Clip showing 2D shapes turned into 3D (1:05)	http://www.youtube.com/watch?v=auh0wRnja_o&feature=related
	EXERCISE: Lesson to learn properties of 2D and 3D shapes	http://express.smarttech.com/?url=http://exchangedownloads.smarttech.com/public/content/10/106aef82-c902-4671-8188-802370628c36/Gr.%20%202-D%20and%203-D%20shapes.notebook#