Course/Subject: Math Comprehensive Grade Level: K

Textbook(s)/Materials Used: Ready Pennsylvania Math Instruction, Practice Problem Solving, Assessment, i-Ready Diagnostic & Instruction

Month(s): August	**Unit 0**

Numbers 1 to 3

Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized.	K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.A.2. Correctly name shapes regardless of their orientations or overall size. CC.2.1.K.A.1 Know number names and	Lesson 0 Routine Objectives • Use best practices during a Ready mathematics lesson. • Identify and explain models or strategies used to solve problems. • Critique and compare solution strategies of others and those provided in Ready. • Use math talk practices to efficiently share and compare strategies for solving problems. • Apply math knowledge and modeling techniques to new, similar problems. Mathematical Objectives • Use position words to place and draw objects accurately.	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? What does it mean to estimate or analyze numerical quantities? How can patterns be used to describe relationships in mathematical situations? When is it is appropriate to estimate versus calculate? What makes a tool and/or strategy appropriate for a given task?	Numerical Sequence Object Quantity	Above Beside Below On Under Triangle Square Rectangle Circle Count Number One Two Three

	write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	(Previews Grade K Lesson 29) • Describe, identify, and draw basic shapes. (Previews Grade K Lesson 29) • Place specific shapes in places designated by position words. <u>Lesson 1</u> Content Objectives • Understand that counting tells how many, and that the last number said tells how many in the whole group. • Practice one-to-one correspondence in counting. • Understand the importance of keeping track of number count and objects counted. • Develop strategies for keeping track of objects counted. • Understand that the order in which objects are counted does not change the total number of objects. Language Objectives • Point to classroom objects and tell why they might be counted. • Draw lines to show one-to-one correspondence for			

		counting up to 4 objects. • Circle a number indicating the total number of objects. • Draw a number of objects up to 4.			
Month(s): September			**Unit 1**		
Numbers 1 to 5					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized.	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.	Lesson 2 Content Objectives • Identify groups of 1, 2, or 3. • Count out 1, 2, or 3. • Develop instant recognition of groups of 1, 2, and 3. • Recognize and write the numbers 1, 2, and 3. Language Objectives • Point to each object in groups of 1, 2, and 3 and count aloud to show one-to-one correspondence. • Circle groups of 1, 2, or 3 objects. • Color groups of 1, 2, or 3 objects. • Say the number that names a group of 1, 2,	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? What does it mean to estimate or analyze numerical quantities? How can patterns be used to describe relationships in mathematical situations?	Numerical Sequence Object Quantity Number Comparison	Count Number One Two Three Four Five Compare Numbers More More Than Greater Greater Than Less Less Than Fewer Fewer Than Equal Equal To Same As

		or 3 objects and write the number. <u>Lesson 3</u> Content Objectives • Count groups of 4 objects. • Count out 4 objects. • Recognize and write the number 4. Language Objectives • Point to each object in a group of 4 and count aloud to show one-to-one correspondence. • Circle groups of 4 objects. • Color groups of 4 objects. • Say the number that names a group of 4 objects and write the number 4. <u>Lesson 4</u> Content Objectives • Count groups of 5 objects. • Count out 5 objects. • Recognize and write the number 5. Language Objectives • Point to each object in a group of 5 and count aloud to show one-to-one correspondence. • Circle groups of 5 objects.			

		• Color groups of 5 objects. • Say the number that names a group of 5 objects and write the number 5. <u>Lesson 5</u> Content Objectives • Identify whether the number of objects (to 5) in one group is more than, less than, or the same as (greater than, less than, or equal to) the number in another group. • Compare two numbers, presented as written numbers between 1 and 5, without objects. Language Objectives • Draw lines to determine if one group has more, fewer, or the same number of objects as another group. • Circle the number which represents more (or less) than another number (up to 5). • Use 5-frames and counters to compare numbers within 5. • Use the key mathematical terms more, less, fewer, and the same to make oral comparison statements.			

Month(s): October			**Unit 2**		
Numbers to 9					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized.	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Lesson 6 Content Objectives • Find number pairs for 3, 4, and 5, using objects and drawings. • Understand that zero means none. • Recognize and write the number 0. Language Objectives • Use connecting cubes to show two or more ways to make 3, 4, or 5. • Draw a cube train to show 3, 4, or 5. • Use the key term zero properly when communicating with a partner. • Justify conclusions and communicate the conclusions to others. Lesson 7 Content Objectives • Count groups of 6 or 7 objects. • Distinguish groups of 6 or 7 from each other and from smaller groups.	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? What does it mean to estimate or analyze numerical quantities? How can patterns be used to describe relationships in mathematical situations? When is it is appropriate to estimate versus calculate? What makes a tool and/or strategy appropriate for a given task?	Numerical Sequence Object Quantity Number Comparison	Zero Equal Equal To Same As Five Six Seven Eight Nine

		• Develop familiarity with arrangements of 6, such as 1 and 5 or 3 and 3, and arrangements of 7, such as 5 and 2 or 6 and 1. • Recognize and write the numbers 6 and 7. Language Objectives • Determine which group of objects shows 6 or 7 and color. • Say the number that names a group of 6 or 7 objects and write the number. • Match number cards for 1 through 7 with the corresponding dot card. • Discuss with a partner strategies used to keep track of counting. <u>Lesson 8</u> Content Objectives • Show number pairs for 6 and 7 using objects and drawings. • Name number pairs for 6 and 7. Language Objectives • Use connecting cubes and 10-frames to show two or more ways to make 6 or 7. • Identify a given number of counters and draw		

		how many more are needed to make 6 or 7. • Write number pairs for 6 and 7. <u>Lesson 9</u> Content Objectives • Count groups of 8 or 9 objects. • Distinguish groups of 8 and 9 from each other and from smaller groups. • Develop familiarity with arrangements of 8, such as 5 and 3 or 7 and 1; and arrangements of 9, such as 5 and 4 or 8 and 1. • Develop familiarity with 8 and 9 as a little less than 10. • Recognize and write the numbers 8 and 9. Language Objectives • Determine which group of objects shows 8 or 9 and color. • Say the number that names a group of 8 or 9 objects and write the number. • Match number cards for 1 through 9 with the corresponding dot card. • Compare different strategies used to keep track of counting by others and identify			

		connections among them.			
Month(s): November			**Unit 3**		
Numbers to 10					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended, described, and generalized.	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities. CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Lesson 10 Content Objectives • Show number pairs for 8 and 9, using objects and drawings. • Name number pairs for 8 and 9. Language Objectives • Use connecting cubes to show two or more ways to make 8 or 9. • Identify a given number of counters and draw how many more are needed to make 8 or 9. • Write number pairs for 8 and 9. Lesson 11 Content Objectives • Count groups of 10 objects. • Distinguish groups of 10 from smaller groups. • Develop familiarity with arrangements of 10, such as 5 and 5 or 9 and 1.	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? How are relationships represented mathematically? How can recognizing repetition or regularity assist in solving problems more efficiently?	Number Comparison Number Sequence Object Quantity Composing/ Decomposing Numbers	Ten

		• Recognize and write the number 10. Language Objectives • Determine which group of objects shows 10 and color. • Say the number that names a group of 10 objects and write the number 10. • Count to 10 aloud. • Listen to ideas of others for keeping track of counting and compare their strategies. <u>Lesson 12</u> Content Objectives • Identify whether the number of objects (to 10) in one group is more than, less than, or the same as (greater than, less than, equal to) the number in another group. • Compare two written numbers from 1 to 10 without objects. Language Objectives • Draw lines to determine if one group has more, fewer, or the same number of objects as another group. • Circle the number which represents more			

		(or less) than another number (up to 10). • Use 10-frames and counters to compare numbers within 10. • Use the key mathematical terms more, less, fewer, and the same to make oral comparison statements.			
Month(s): December			**Unit 4**		
Addition					
<u>Big Idea</u>	**<u>Standard</u>**	**<u>Eligible Content</u>**	**<u>Essential Questions & Lesson Essential Question</u>**	**<u>Concepts</u>**	**<u>Vocabulary</u>**
Mathematical relationships among numbers can be represented, compared, and communicated. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Patterns exhibit relationships that can be extended,	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.2.K.A.1 Extend concepts of putting together and taking apart to add and subtract within 10.	<u>Lesson 13</u> Content Objectives • Show number pairs for 10, using objects and drawings. • Name number pairs for 10. Language Objectives • Use connecting cubes and 10-frames to show two or more ways to make 10. • Identify a given number of counters and draw how many more are needed to make 10. • Write number pairs for 10. <u>Lesson 14</u> Content Objectives	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? What does it mean to estimate or analyze numerical quantities? How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently?	Numerical Sequence Object Quantity Composing/ Decomposing Numbers Addition	Equal Equal To Same As Addition Add Plus, + Number Sequence Total Equals =

described, and generalized. Mathematical relationships can be represented as expressions, equalities and inequalities in situations.		• Act out an addition story problem. • Use pictures to show addition. • Understand that the term add represents put together or add-to situations. • Use the plus sign (+) to represent adding two parts. • Use the equal sign (=) to show equality between two sides of a number sentence. Language Objectives • Use fingers to represent two numbers (to 5) being added. • Draw a picture showing two groups of objects that will add to a given total. • Tell an addition story about a picture. • Use the key term plus properly when communicating with a partner. <u>Lesson 15</u> Content Objectives • Solve addition word problems within 5, using pictures or objects. • Recognize both put-together and add-to situations as addition problems.			

		• Find pairs of addends to make a given total. Language Objectives • Tell put-together and add-to addition problems to match a given picture. • Count pictures to find the total for an addition sentence. • Model addition problems with counters. • Write the total for an addition sentence. • Listen to the ideas of others and ask questions to clarify.			
Month(s): January			**Unit 5**		
Subtraction					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Mathematical relationships can be represented as expressions, equalities and	CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.	Lesson 16 Content Objectives • Act out a subtraction story problem. • Use pictures to show subtraction. • Understand that the terms subtract and minus represent take-away situations. • Use the minus sign (-) to represent taking away one part.	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? What does it mean to estimate or analyze numerical quantities?	Addition Subtraction	Addition Add Subtraction Subtract Equals = Minus – Equal Equal to Same as Number Sequence Total

inequalities in situations. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Data can be modeled and used to make inferences.		• Use the equal sign (=) to show equality between the two sides of a number sentence. Language Objectives • Use fingers to represent two numbers (to 5) being subtracted. • Draw a picture showing a given subtraction sentence. • Tell a subtraction story about a picture. • Use the key term minus properly when communicating with a partner. <u>Lesson 17</u> Content Objectives • Solve take-away subtraction word problems within 5 using pictures or objects. • Recognize take-away situations as subtraction problems. Language Objectives • Describe subtraction problems. • Model take-away subtraction word problems using fingers and counters. • Count objects and write the number counted. • Explain what it means to subtract or “take away.”	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently?		

		<u>Lesson 18</u> Content Objectives • Solve addition word problems with sums from 6 to 10, using pictures or objects. • Recognize both put-together and add-to situations as addition problems. • Relate an addition number sentence to an addition problem. • Add within 10. • Find pairs of addends to make a given total. Language Objectives • Tell put-together and add-to addition problems to match a given picture. • Count pictures to find the total for an addition sentence. • Model addition problems with counters. • Write the total for an addition sentence. <u>Lesson 19</u> Content Objectives • Solve take-away subtraction word problems within 10 using pictures or objects. • Recognize take-away situations as subtraction problems.		

		• Relate a subtraction number sentence to a subtraction problem. • Subtract within 10. Language Objectives • Model take-away subtraction word • problems using fingers and counters. • Cross out the number of objects being taken away in a subtraction sentence. • Describe subtraction situations. • Write the difference for a subtraction sentence. • Compare two approaches that show subtraction and tell how they are the same and how they are different.			
Month(s): February			**Unit 6**		
Teen Numbers					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Patterns exhibit relationships that can be extended, described and generalized. Numerical quantities, calculations, and	CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects. CC.2.1.K.B.1 Use place value	Lesson 20 Content Objectives • Develop fluency with addition facts to 5. • Develop fluency with subtraction facts to 5. Language Objectives	How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently?	Place Value Addition/ Subtraction Fact Fluency Numerical Sequence	Teen Numbers Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen

measurements can be estimated or analyzed by using appropriate strategies and tools. Mathematical relationships can be represented as expressions, equatities and inequalities in situations. Mathematical relations and functions can be modeled through multiple representations and analyzed to raise and answer questions. Data can be modeled and used to make inferences.	to compose and decompose numbers within 19.	• Describe how an addition fact can be used to find a subtraction fact. • Write sums and differences for addition and subtraction number sentences. • Color number facts matching given sums or differences. • Listen to the ideas of others and compare their strategies. <u>Lesson 21</u> Content Objectives • Understand teen numbers as 10 ones and some more ones. • Match a teen number to a picture showing 10 ones and some more ones. Language Objectives • Describe teen numbers as 10 and some number of extra ones. • Identify pictures that show a given teen number. • Recognize a 10-cube train as 10 and draw how many more cubes to make a given teen number. <u>Lesson 22</u> Content Objectives	How is mathematics used to quantify, compare, represent and model numbers?	Object Quantity	Nineteen Twenty Plus+ Addend Minus – Equals = Twenty Number Bond

		• Count groups of 11 to 20 objects. • Count out 11 to 20 objects. • Recognize and write numbers 11 to 20. Language Objectives • Count groups of 11 to 20 objects aloud and write the number. • Color 11 to 20 objects to show a given number. • Draw 11 to 20 objects to show a given number. • Discuss with a partner ideas for how to keep track of the count when counting up to 20 items. <u>Lesson 23</u> Content Objectives • Identify how many more need to be added to 10 to make a given teen number. • Identify the teen number that is made using 10 and from 1 to 9 more. Language Objectives • Identify objects in a group as 10 and some extras. • Describe a number bond for a teen number.			

		• Identify a given number of counters and draw how many more are needed to make a given teen number.			
Month(s): March			**Unit 7**		
Counting to 100, Length and Weight					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Patterns exhibit relationships that can be extended, described and generalized. Numerical quantities, calculations, and measurements can be estimated or analyzed by using appropriate strategies and tools. Mathematical relationships can be represented as expressions, equatities and inequalities in situations. Mathematical relations and functions can be	CC.2.1.K.A.1 Know number names and write and recite the count sequence. CC.2.4.K.A.1 Describe and compare attributes of length, area, weight and capacity of everyday objects.	<u>Lesson 24</u> Content Objectives • Count orally to 100 by tens. Language Objectives • Count groups of 10 objects aloud by tens. • Identify the total number that represents groups of tens. • Use a hundreds chart to determine a missing number in a given sequence of tens. <u>Lesson 25</u> Content Objectives • Count orally to 100 by ones. Language Objectives • Count aloud by ones on a hundreds chart. • Use a hundreds chart to determine a missing	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication? What does it mean to estimate or analyze numerical quantities? How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently?	Numerical Sequence Object Quantity Measurable Attributes	Twenty Thirty Forty Fifty Sixty Seventy Eighty Ninety One Hundred Counting Numbers 21-99 Count On Length Height Long Longer Tall Taller Short Shorter Compare Length or Height Weight Heavy Heavier Light Lighter Compare Weight

modeled through multiple representations and analyzed to raise and answer questions. Data can be modeled and used to make inferences. Measurement attributes can be quantified and estimated using customary and non-customary units of measure.		number in a given sequence of ones. • Identify an incorrect number in a given sequence of ones. • Justify answers and communicate the results to others. <u>Lesson 26</u> Content Objectives • Compare the length of two objects to identify which is longer and which is shorter. • Compare the height of two objects to identify which is taller and which is shorter. • Describe several measurable attributes of a single object. Language Objectives • Point to the longer (or taller) or shorter of two given objects. • Use connecting cubes to build a tower that is taller or shorter than a partner's tower. • Draw objects that are longer (or taller) or shorter than a given drawn object. • Describe how to make sure objects are lined up before comparing length or height.			

		Lesson 27 Content Objectives • Compare the weight of two objects to identify which is heavier and which is lighter. • Describe several measurable attributes of a single object. Language Objectives • Point to the heavier (or lighter) of two given objects. • Use the key terms heavier and lighter to describe two objects of noticeably different weights. • Draw objects that are heavier (or lighter) than a given object.			
Month(s): April			**Unit 8**		
Area, Capacity and Sorting					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Measurement attributes can be quantified and estimated using customary and non-customary units of measure.	CC.2.4.K.A.1 Describe and compare attributes of length, area, weight and capacity of everyday objects.	Lesson 27A Content Objectives • Compare two objects to identify which has a greater area. • Describe several measurable attributes of a single object.	How is mathematics used to quantify, compare, represent, and model numbers? How can mathematics support effective communication?	Measurable Attributes Object Classification and Count 2D/3D Shapes	Surface Area Capacity Compare Numbers Equal Equal to Less Less than Fewer

Geometric relationships can be described, analyzed and classified based on spatial reasoning and/or visualization.	CC.2.4.K.A.4 Classify objects and count the number of objects. CC.2.3.K.A.1 Identify and describe two and three dimensional shapes.	Language Objectives • Identify the object that has a greater (or smaller) area. • Describe how to determine which object has a greater area. <u>Lesson 27B</u> Content Objectives • Compare two objects to identify which has greater capacity. • Describe several measurable attributes of a single object. Language Objectives • Identify the object that can hold more or has a greater capacity. • Describe how to determine which object has a greater capacity. <u>Lesson 28</u> Content Objectives • Sort objects into given categories. • Count the number of objects in each category. • Compare the number of objects in each category. Language Objectives • Circle objects that belong in a given category.	What does it mean to estimate or analyze numerical quantities? How can patterns be used to describe relationships in mathematical situations? How can recognizing repetition or regularity assist in solving problems more efficiently?		Fewer Than More More Than Greater Greater Than Above Behind Below Beside Between By Next to In Front Of Triangle Square Rectangle Circle Cone Cylinder Sphere Cube

		• Identify objects that do not belong in a group. • Determine what all objects in two groups have in common (i.e. the grouping category). • Sort a group of similar objects into categories (based on color, size, etc.). • Tell which group of sorted objects has more, fewer, or the same number as another group. Discuss with a partner strategies used to sort. <u>Lesson 29</u> Content Objectives • Use position words to describe relative position of objects in the environment. • Describe objects in the environment using shape words. Language Objectives • Point to an object in the classroom and tell its position relative to another object. • Describe the position of an object in relation to another object using key terms such as above, behind, below, between, next to, and so on.			

		• Draw shapes and objects in given positions from verbal instructions. • Draw lines to connect objects with the same shape and tell the name of the shape.			
Month(s): May			**Unit 9**		
2D and 3D Shapes					
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Concepts**	**Vocabulary**
Geometric relationships can be described, analyzed and classified based on spatial reasoning and/or visualization.	CC.2.3.K.A.1 Identify and describe two and three dimensional shapes.	Lesson 30 Content Objectives • Correctly name shapes regardless of their orientation or overall size. • Identify shapes as flat or solid. Language Objectives • Identify flat shapes (triangle, square, rectangle, circle) and solid shapes (hexagon, cone, cylinder, sphere, cube) by name. • Circle specified flat and solid shapes in a group of shapes. • Color specified shapes in a picture. Lesson 31	How can geometric properties and theorems be used to describe, model and analyze situations? How can the application of the attributes of geometric shapes support mathematical reasoning and problem solving?	2D/3D Shapes	Triangle Square Rectangle Circle Cone Cylinder Cube Flat Solid Side Corner Hexagon Sphere Face Rhombus (assessed on report card) Oval (assessed on report card) Sides Corners (vertices)

		Content Objectives • Make comparisons among and between flat and solid shapes. • Identify flat shapes found in the faces of solids. Language Objectives • Describe two shapes that are most alike in a group of shapes. • Tell what is alike and what is different about shapes in a group. • Circle flat shapes with a given attribute. • Circle solid shapes with a given face shape. <u>Lesson 32</u> Content Objectives • Build three-dimensional shapes from building materials. • Draw shapes. • Compose shapes from smaller shapes. Language Objectives • Draw to complete a partial shape. • Use two triangles to make a square. • Draw shapes to make a picture.			