

Classroom Mathematics

California

Teacher Toolbox

Resource Sampler



GRADE

K

Engaging Resources to Drive Student Growth

The Teacher Toolbox for *Classroom Mathematics California* is an important part of your digital experience and companion to your Teacher's Guide, as it houses many of the resources you need to deliver effective core mathematics instruction. You'll see references to specific Teacher Toolbox resources throughout the Teacher's Guide, pointing you to materials you can use for whole class instruction and small group differentiation. The Teacher Toolbox resources are accessible through the Teacher Digital Experience via i-ReadyConnect.com.

Easily Access All Grades K–8 Resources on the Teacher Toolbox:

- Activity Sheets 
- Assessments (Lesson Quizzes, Assessment Notes Recording Sheet, and Unit Assessments—Forms A and B) 
- Centers Library 
- Cumulative Practice 
- Digital Math Tools
- Graphic Organizers 
- Games (Unit Level for Grades K–8 and Grade Level for Grades K–2) 
- Enrichment Activities 
- Family Letters 
- Fluency and Skills Practice 
- Implementation Support
- Interactive Tutorials 
- Literacy Connection Activities 
- Learning Activities (On Level, Below Level, and Above Level) 
- Student Worktext PDFs 
- PowerPoint® Slides 
- Teacher's Guide PDFs 
- Tools for Instruction 
- Unit Flow & Progression Videos (closed captioned in English and Spanish)

 = Available in English and Spanish

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Grade 4 Teacher Toolbox Shown

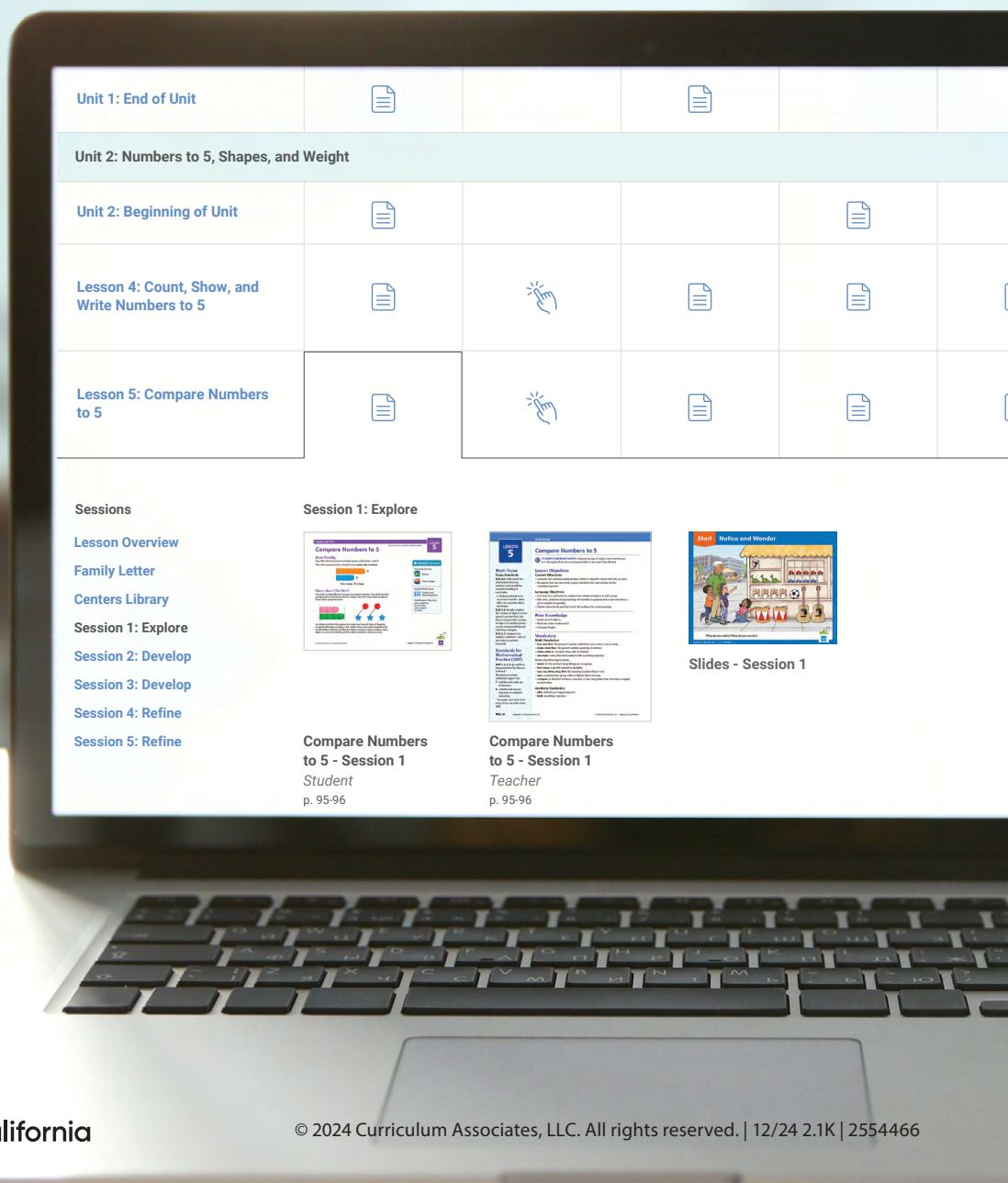


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This sampler includes some of the lesson- and unit-level resources available on Teacher Toolbox for **Unit 2: Numbers to 5, Shapes, and Weight, Lesson 5: Compare Numbers to 5.**

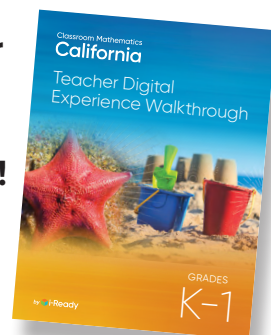
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Check out the Teacher Digital Experience Walkthrough to see more digital resources!

Explore all Grades K–8 resources in your demo account. Review the Teacher Digital Experience Walkthrough to see how.



Program Implementation Support

A wealth of resources to help California educators implement *Classroom Mathematics California* as a core program, including digital versions of support found in your Teacher's Guide, plus Try–Discuss–Connect instructional framework details, pacing and correlations resources, Digital Math Tools, Workmat and Centers Library resources, and more

Program

Classroom California ...

Subject

Math

Grade

K

1

2

3

4

5

6

7

8

Classroom Resources

Classroom Resources (Spanish)

Assessment Practice

Program Implementation

Teaching and Learning Resources

- Grade Level Games ^{E/S}
- Integrating Play ^{E/S}
- Digital Math Tools and Supporting Videos
- Discourse Cards and Discourse Cube ^{E/S}
- **Workmat and Card Resources** ^{E/S}
- **Centers Library Resources** ^{E/S}

19C | GREATER, LESS, EQUAL

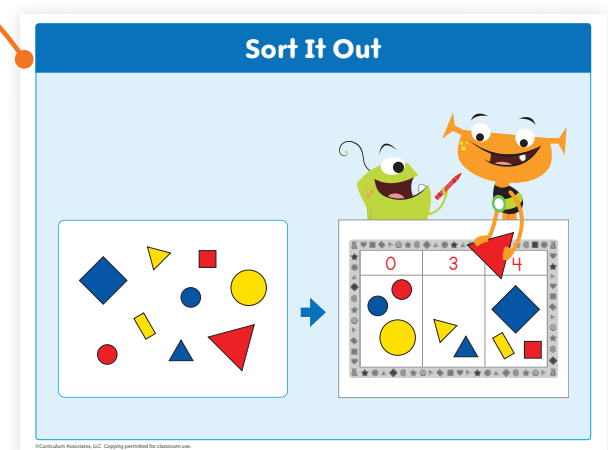
NAME:

Build to Compare

1	Greater Than	Less Than	Equal to	2

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Grade K Workmat Shown



Grade K Centers Library Resource Shown

^{E/S} = Available in English and Spanish

Implementation Support

- **UDL Process Toolkit**
- Preparation for the Year
- Fluency Support
- Number Sense Activities Support
- Counting Tips Support
- Student Handbook 
- Multilingual Glossary
- Bilingual Glossary
- Spanish Glossary
- Academic Vocabulary Glossary 
- Manipulative Lists
- Digital Resource Correlations
- Comprehension Check Correlations
- Spiral Review and Cumulative Practice Correlations
- Try–Discuss–Connect Framework Resources 
- Positive Learning Habits

UDL PROCESS TOOLKIT FOR CLASSROOM MATHEMATICS CALIFORNIA
TEACH, REFLECT, REVISE GUIDE • GRADE 4 EXAMPLE

Teach, Reflect, Revise Guide Grade 4 Example

Overview
The goal of reflecting on your teaching is to identify ways to increase student engagement, participation, agency, learning of mathematics, and performance. Consider the prompts below as you teach. Then reflect on the implementation of the instruction you planned.

Consider as You Teach

Unit, Lesson, Session, and Instructional Component:
U1, L2, S1–Explore, Start

Engagement: Have I provided options for motivation? Have I ensured there are pathways for students to sustain persistence? Have I supported students' engagement in productive struggle?	Participation: Have I provided a variety of materials and supports that enhance students' participation in math learning and problem solving?
Agency: Have I allowed students to take ownership of their learning and problem-solving methods? Have I provided options for students to express what they know as they work toward the learning target? When I notice students are frustrated or could benefit from support, have I asked them what they need?	Performance: Have students met or exceeded the learning expectations related to content and/or SMPs?

Optional Notes:
During the Start discussion, a student was excited to tell the class about an online number visualizer they found. I displayed the site so everyone could see, and together the class discussed pros and cons of representing large numbers with place value context (place value mat) and without (number visualizer). Next time when comparing numbers, display and discuss this website with students.

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Grade 4 UDL Process Toolkit Shown



Lesson-Level Resources

Lesson 5: Compare Numbers to 5

Additional Practice

Fluency and Skills Practice 7

Differentiation

Reteach: Tools for Instruction 9
Reinforce: Differentiated Learning Activities 11
Extend: Enrichment Activity 16

Assessment

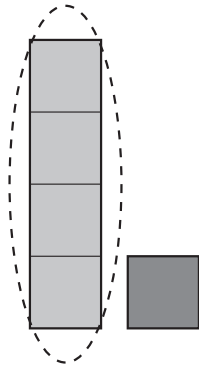
Lesson Quiz 18

Support

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FLUENCY AND SKILLS PRACTICE

NAME: _____

LESSON
5**Comparing Numbers to 5****Example**

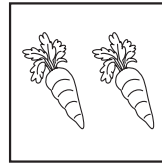
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1



2

3



0

2



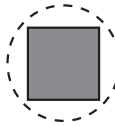
5

4

Have children compare the two groups of objects and circle the group with more. Then ask them to circle the number that is greater and explain how they compared the groups and numbers.

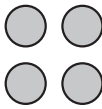
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Kindergarten Lesson 5 Compare Numbers to 5 **1 of 2**

Comparing Numbers to 5**Example**

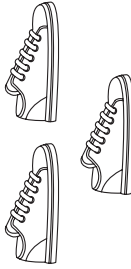
1

3



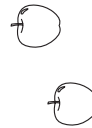
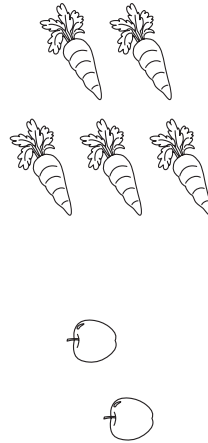
4

2



3

3



2

5

Have children compare the two groups of objects and circle the group with fewer. Then ask them to circle the number that is less. If they are equal, have children circle both groups and both numbers. Then ask them to explain how they compared the groups and numbers.

Tools for Instruction

Compare Within 5

Objective Determine which of two numbers 0 to 5 is more and which is less.

Materials 6 connecting cubes, 6 bags with a different number of counters (0 to 5) in each, number cards 0 to 5

Children have worked with numbers to 5 by counting groups of objects and associating numbers with quantities. In this lesson, children extend that understanding by using the terms *more* and *less* to compare amounts up to 5. Comparing numbers is extremely important in both mathematics and real life. Children will need to be able to identify which of two groups of objects has more and which has less. They also need to learn how to compare numbers without reference to objects. These skills will help them determine which of two people is older, which of two families has fewer people, and so on.

Step by Step 15–20 minutes

1 Introduce *more* and *less*.

- Count out a group of four connecting cubes with the child, saying the numbers aloud. Repeat with another group, this one containing two connecting cubes.
- Point to the groups and say: *This group has four cubes. This group has two cubes. The group with four cubes is larger; it has more. The group with two cubes is smaller; it has less.*
- Review the words *more* and *less* by asking the child to point to the groups in turn and say *more* or *less* as appropriate.

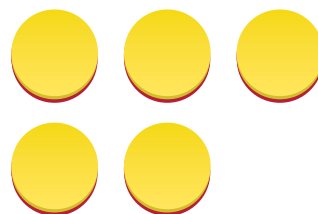
Support English Learners Use gestures to help model the meanings of *more* and *less*. For instance, spread your hands wide apart to show *more* and bring them together to show *less*.

2 Compare using one-to-one correspondence.

- Say: *We can make towers to show which group has more and which has less.*
- Have the child help you make a tower with the four connecting cubes and another tower with the two connecting cubes. Place the towers side by side so that they are touching.
- Slide your finger along the two bottom connecting cubes. Say: *One*. Repeat for the second row and say: *Two*.
- Then say: *The tower with four cubes keeps going. The tower with two cubes ends here. This shows that the tower with four cubes has more and the tower with two cubes has less.*

3 Compare the number of counters in two bags.

- Give the child two bags, one with two counters and the other with three counters. Have the child remove the counters from the bags and count how many were in each bag.
- Ask: *Which group has more? Which group has less? How do you know?* (The group with three has more and the group with two has less; possible explanation: When you line up the groups of counters, the line of two counters ends here and the line of three counters keeps going.)
- If the child has difficulty, place the counters from each bag in a row so that the left ends of the rows are even. Guide the child to see that the top row has an extra counter, so three is more and two is less.
- Repeat with other pairs of bags containing from zero to five counters.



Tools for Instruction

4 Compare numbers using number cards with dots.

- Give the child two number cards with dots, one showing 4 and one showing 1.
- Have the child identify the number on each card or count the dots.
- Ask: *Which card shows more? Which card shows less? How do you know?* (the card showing 4; the card showing 1; possible explanation: I used the dots to see that 4 is more than 1.) If the child has difficulty, have them use the dots to help compare.
- Continue, giving the child other pairs of number cards and asking them to determine which is more and which is less.

Check for Understanding

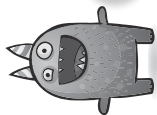
Give the child the number cards that show 4 and 3. Have the child name which card shows more and which shows less.

For the child who can benefit from additional support, use the table below to help pinpoint where extra help may be needed.

If you observe...	the child may...	Then try...
that the child identifies 4 as less and 3 as more,	not know to use the dots to help compare.	having the child match the dots on the cards to demonstrate that one card has more than the other.
that the child is unable to identify either card as showing more or less,	be uncertain about the meanings of the words <i>more</i> and <i>less</i> .	using a visual aid, such as a picture that shows <i>more</i> and <i>less</i> , to refer to when working.

Center Activity K.12 ★★

Compare Vocabulary

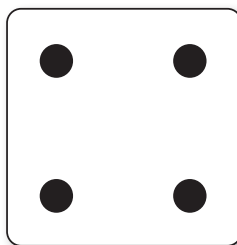


Check Understanding

Display the cards 1 to 4 faceup. Point to the 3 card. Have the child find a card that is 1 more.

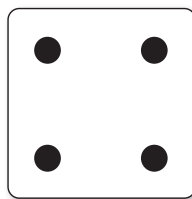
What You Do

 **Pick a card.**

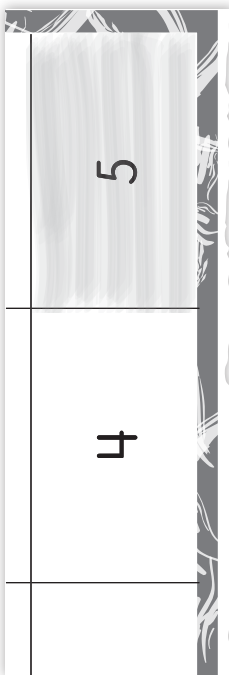


 **Say.**

I spy 1 more than.



 **Point to and color that space on the Game Board.**



What You Need

- 2 crayons, each a different color
- Dot Cards 1 to 4
- Game Board

What You Do

1. Place the dot cards facedown.
2. Take turns. Player B picks a card and says: *I spy 1 more than (number on card).*
3. Player A points to that number on the **Game Board**.
4. If Player B agrees, Player A colors that space on the **Game Board**. If the space is already colored, Player A's turn ends.
5. Play until all spaces on the **Game Board** are colored. The player with the most spaces colored wins.

Go Further!

Play again. The first player to color three spaces in a row wins.

On Level shown here.

Center Activity K.12 ★★ Game Board

Player A _____

Player B _____

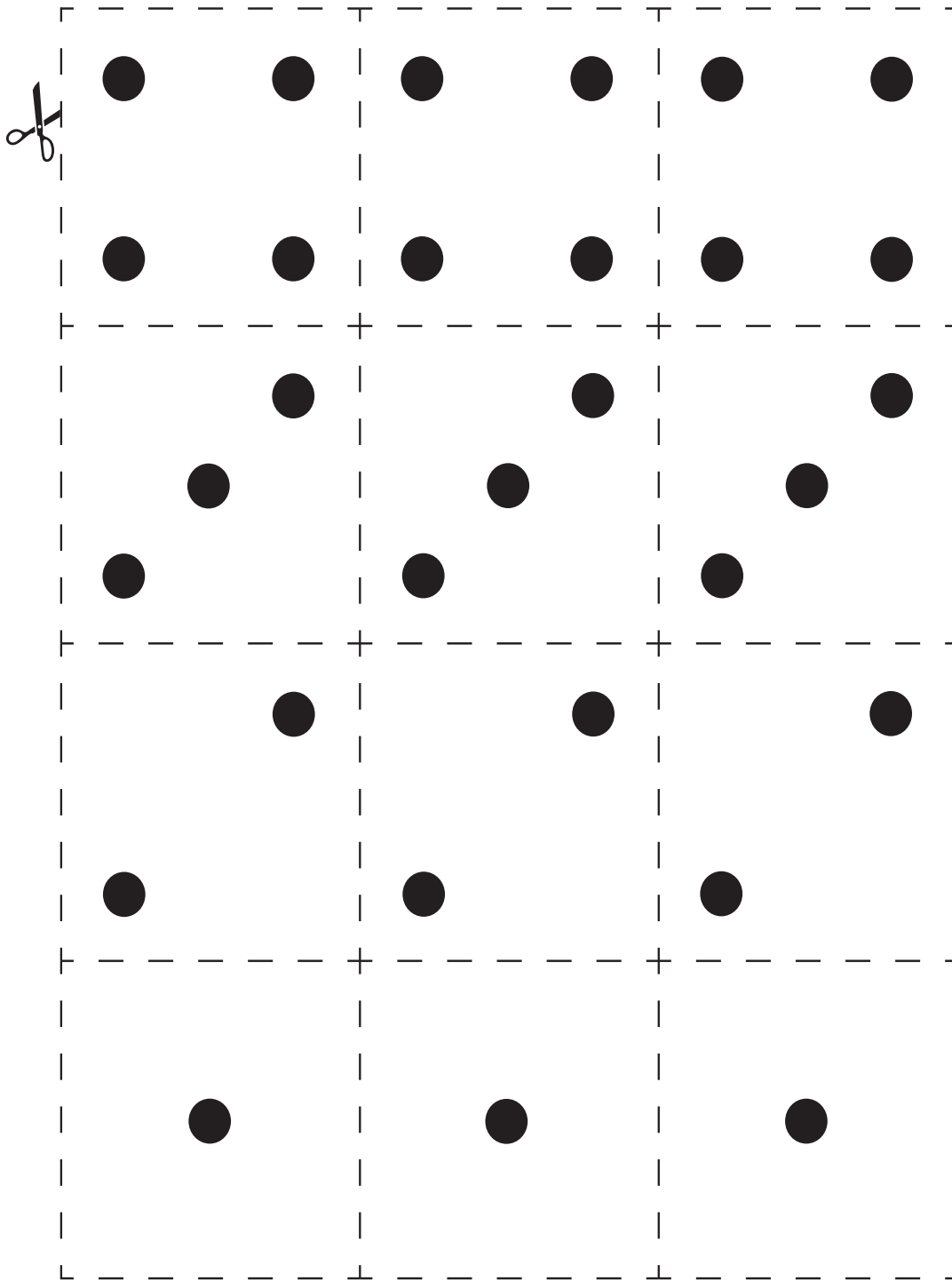
5	2	3
4	3	2
3	4	5

Counting and Cardinality

2

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Center Activity K.12 ★★ Dot Cards 1 to 4



Counting and Cardinality

3

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Center Activity K.11 ★



1 More

Check Understanding

Show three counters. Ask:
What number is 1 more than
the number of counters shown?

What You Do



Pick.



Use
counters
to count.



Add
1 more.



Write.

A



A

How many?

1 More

2

3

What You Need

- 9 counters
- Recording Sheet

What You Do

1. Take turns. Pick a letter on the **Recording Sheet**.
2. Count the number of objects as you place counters on top.
3. Write the number of objects on the **Recording Sheet**.
4. Add a counter to show 1 more.
5. Then write the number that is 1 more.
6. Each partner takes two turns.

Go Further!

Take turns. Pick a letter. Draw a grid that shows 1 more.

Below Level shown
here. Above Level
also available.

Center Activity K.11 ★

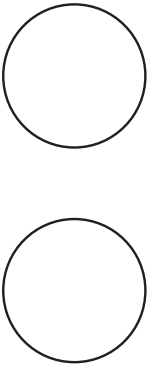
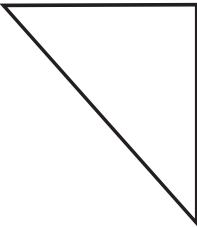
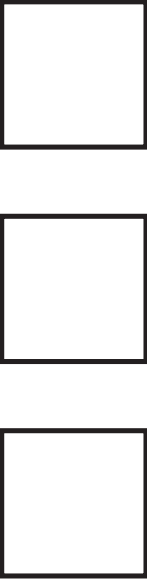


1 More

Recording Sheet

Partner A _____

Partner B _____

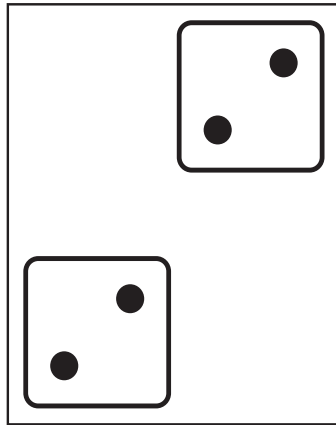
		How many?	1 More
A			
B			
C			
D			

Enrichment Activity

Which is More?

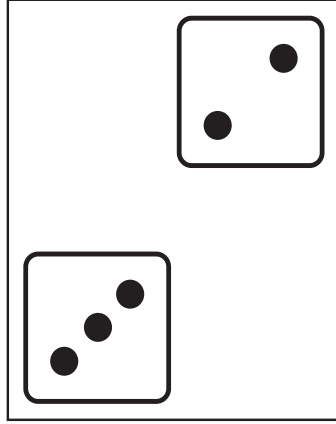
Your Challenge

Count the dots.



4

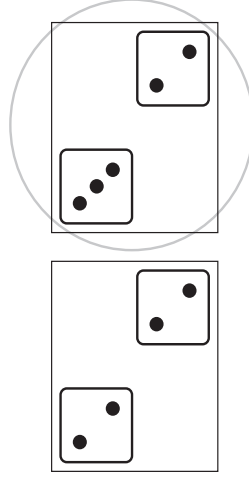
Count the dots.



5

Compare.
Circle which is more.

4 5

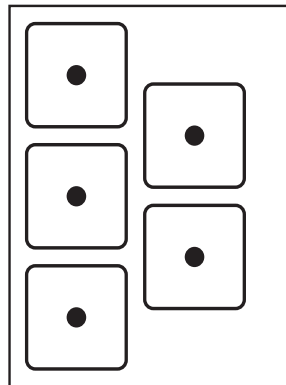
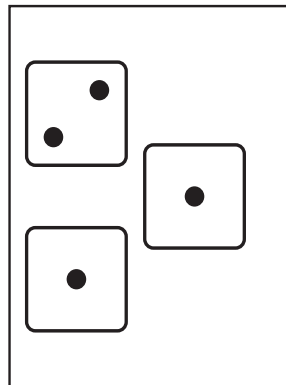
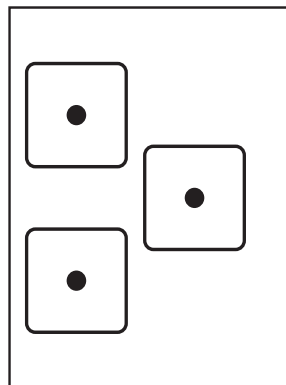
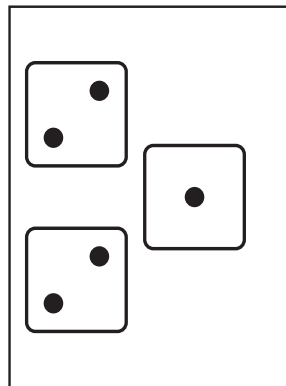
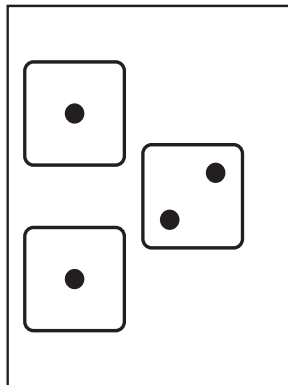
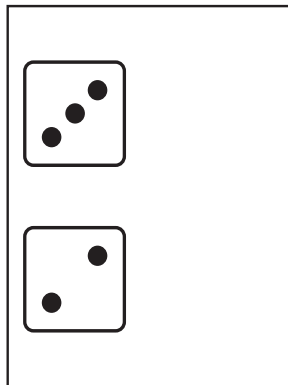
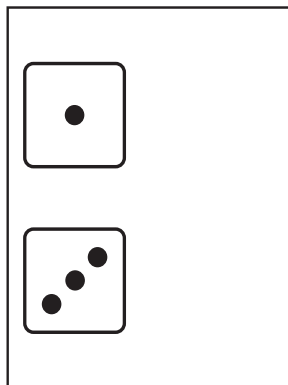
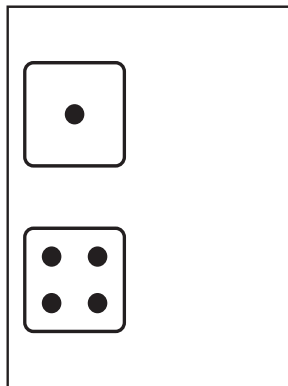


Children compare two groups of dots and circle the group that has more. Have children count how many dots the first group has in all. Then have them count how many dots the second group has in all. Children then compare and circle the group that has more.

Enrichment Activity Recording Sheet

Which is More?

Name _____



LESSON 5 | QUIZ

LESSON
5

NAME: _____

3 ..

2 ..

Have children look at the number card and count the dots. Then have them draw dots to show one more.

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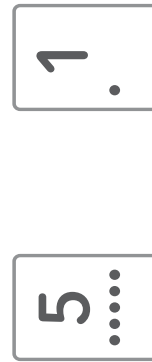
Kindergarten Lesson 5 Compare Numbers to 5

1 of 2

LESSON 5 | QUIZ

NAME:

LESSON
5



For the first problem, have children circle the group that shows more. For the next problem, have children draw a line under the group that shows less. For the last problem, have children circle the number that is more.

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Kindergarten Lesson 5 Compare Numbers to 5 **2 of 2**

LESSON 5

[illegible]

Use the Assessment Recording Sheet to document observational notes from the activity-based assessment.

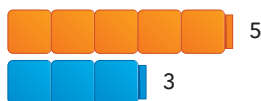
FAMILY LETTER

LESSON
5

Compare Numbers to 5

Family Letters are also available in multiple languages.

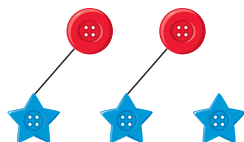
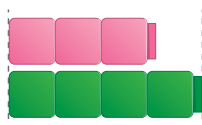
Dear Family,

Your child is learning ways to **compare** groups and numbers up to 5.They will compare numbers using the words **more**, **less**, and **same**.

5 is more. 3 is less.

More about the Math

Your child is using different strategies to compare numbers. Your child may line up objects at one end to see which is longer. Your child may match up objects to see which group has more.

As children build skills throughout the lesson and beyond, they will begin to recognize that when counting, each number they count is **one more** than the number before. Children will then be able to compare numbers without using objects or pictures by finding which number comes first when counting.

i-Ready Connect

Learning Games



Bounce



Hungry Guppy

Digital Math Tools

Counters and
Connecting Cubes

Multilingual Glossary

compare
more, more than
less, less than
same, same as
one more

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ACTIVITY

Match the Groups

Do this activity with your child to explore comparing numbers to 5.

Materials: 10 small objects (such as pennies or pebbles)

- Collect 10 small objects. You and your child each take 5 of the objects.
- Tell your child to place some or all of their objects on the table.
- Place some or all of your objects on the table. Keep the groups separate.
- Have your child match the objects in the groups to compare them.
- Encourage your child to **SAY** the comparison using the words *more*, *less*, or *same*.
- Repeat to compare different groups.

SAY

The bottom group has less.



Lesson 5 Compare Numbers to 5

Math on the

GO!

Conversation Starter

Look for opportunities to compare numbers up to 5 in real-world situations. For example:

- If you pick 3 books at the library and your child picks 4, who picks more books?
- If you put 5 forks on the table, how many spoons will you put on the table to have the same number of forks and spoons?

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SESSION 1 ● ○ ○ ○ ○

Explore

Compare Numbers to 5

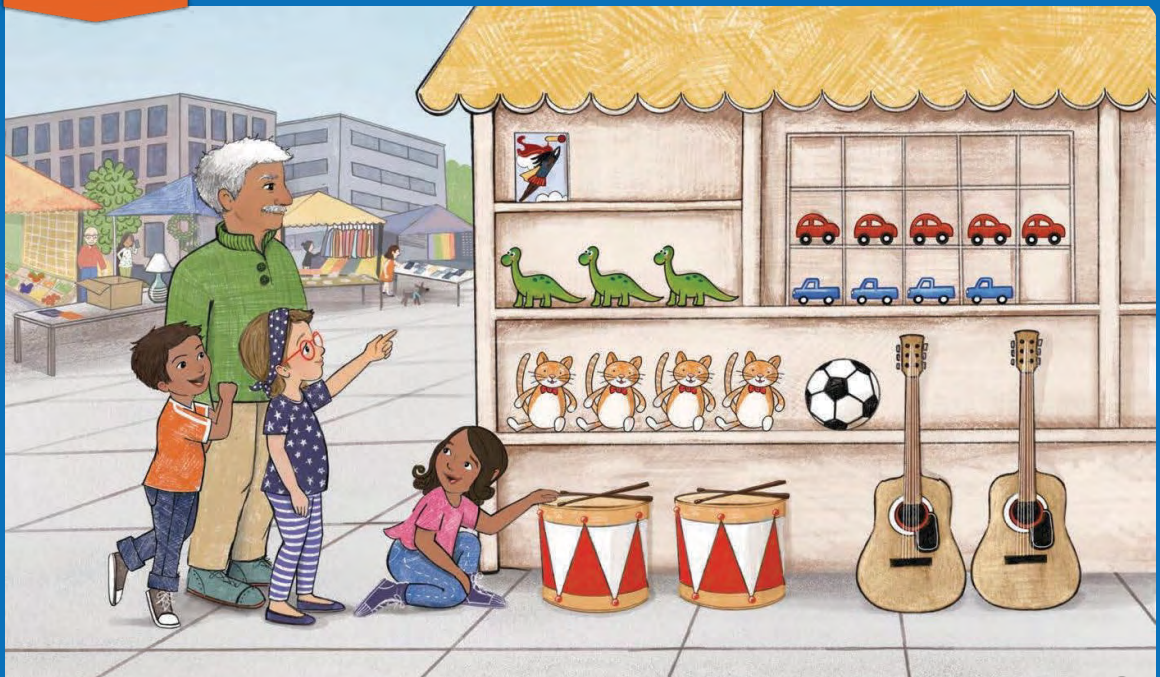


Compare groups of objects and numbers up to 5. Recognize that each counting number is one more than the last.

LESSON 5

Start

Notice and Wonder



What do you notice? What do you wonder?



LESSON 5 | SESSION 1 ● ○ ○ ○ ○ | EXPLORE

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Unit-Level Resources

Unit 2: Numbers to 5, Shapes, and Weight

Unit Game	<u>24</u>
Grade Level Game	<u>26</u>
Literacy Connection	<u>32</u>
Unit Assessment (Form A)	<u>35</u>

UNIT 2 | GAME

NAME: _____

UNIT
2**Roll and Count****0**

2

4

1

3

5

Materials For each player: number cube 0 to 5, 15 counters or small objects (dried beans, counting bears, etc.), Roll and Count Game Board

How to Play Roll the number cube. Find the box with that number. Write the number, and then put that number of objects in the box. Skip a turn if a box is already full. The first player to fill all the boxes wins.

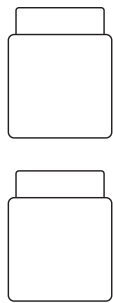
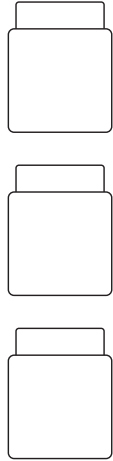
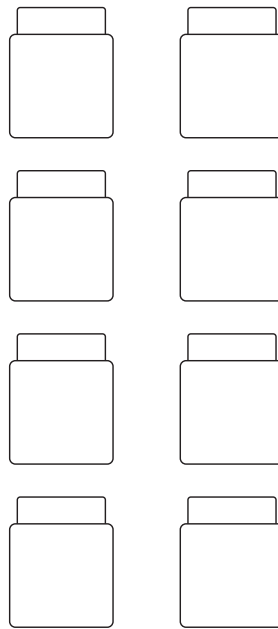
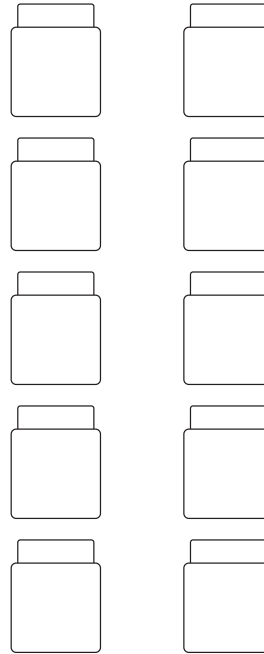
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Kindergarten Unit 2 Unit Game Board

UNIT
2

NAME: _____

UNIT 2 | GAME

Color the Cubes**2****3****4****5**



Teddy Bears' Picnic

Why Reinforce skills of reading numerals and counting forward from any number within 120.

Materials (per 2 students)

- Instructions page
- Picnic game board
- Number chart (1–20, 1–50, or 1–120)
- Bear counters (6 for 1–20, 12 for 1–50, 16 for 1–120)

ELL Support

- Encourage students to point, identify, and name each object in the picnic scene. Guide students to locate the objects using prepositions such as *next to*, *under*, *on*, and *in*. For example, say: *The salad is next to the pancakes.*
- Ask questions that encourage students to explain their thinking such as: *What number did you start with? Why did you start there? Was your answer correct?*

Vary the game

- Use the number chart most appropriate for the student. 1–20, 1–50 or 1–120. Use 6, 12 and 16 bear counters respectively.

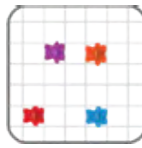
After the demo

- Put a bear on 15. *What are good places to start counting if the bear is here?*
- Put a bear on 55. *I could start at 1 to find this number. Is that a good idea? Why or why not?*
- *What happens if I guess the wrong number?*

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Demonstrate the Game For the demo only, take out 4 bear counters and select one student to help you demonstrate.

Show students the appropriate number chart. *What do you notice about this chart?* Point out the starting and ending numbers of the chart and that it counts by ones from left to right.



Set up the game board. *Let's set the board up for practice. My partner and I are going to place these 4 bears on the chart so that you can't see the numbers under the bears!* Put 2 bears each on the chart. Place yours at 6 and 18; let the student decide where to place theirs.

Explain how to win. *The goal of this game is to work together to get all the bears off the number chart, and to the Teddy Bears' picnic. To do that, we have to correctly say the number that is under each bear!*

Demonstrate picking. *I'm going to start. On my turn, I put my finger on a bear's head. Put your finger on the bear covering 6.*

Now you have to tell me what number is under this bear. If the student needs help, suggest counting from 1.

Once the student guesses 6, pick up the bear. *You got it right, so you get to decide where this bear goes on the picnic.* Hand the bear to the student.



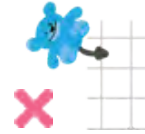
Demonstrate guessing. *This time, you put your finger on a bear, and I guess. I could start by counting from 1 to get to the number under this bear, but I think there's another number I can start from. What other number can I start counting from?*

Count up from a nearby number to guess the number under the bear. *I was correct, so I get to put the bear on the picnic!*



Demonstrate counting. Place your finger on a bear. *Is there another way to figure out the hidden number?* Encourage the student to count on from 1 or 2 before the bear or from the nearest 10. *You're right, so you get to put the bear on the picnic.*

Demonstrate getting the number wrong. For the next turn, get the number wrong and have the student check what number is under the bear. *It looks like I was wrong, so we have to put the bear back. We have to get the number correct to move the bear. Remember, to win the game you have to get all the bears to the picnic!*



Play a few more turns. Talk the student through each step.

TEDDY BEARS' PICNIC

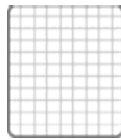


Instructions Page (2 players)

Materials and setup



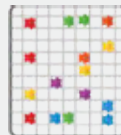
Picnic game board



Number chart
1–20, 1–50, or 1–120



Bear counters
6, 12, or 16



- Each player places their bears on the number chart.
- Make sure each bear covers one number.
- Pick a person to start.

Goal



Get all the bears to the picnic by guessing the hidden numbers!

On your turn



Picker:
Put your finger on a bear's head, but don't lift it up!



Guesser:
Guess the number under the bear by saying it out loud.



Picker:
Check if your partner is correct by lifting the bear and reading the number out loud.



If the guess was correct, give the bear to your partner.



If the guess was wrong, put the bear back!



Guesser:
If you were correct, **put** the bear on the picnic!



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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

What Am I?

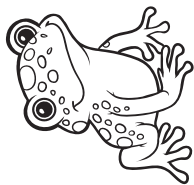
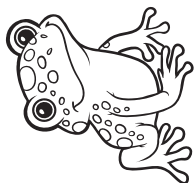
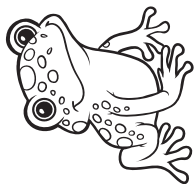


by Ron Fridell

- 1 I live on both land and water. I love to hop around. My skin is shiny green. My eyes are bright red. What am I?
- 2 I am a red-eyed tree frog.
- 3 My home is the rainforest. This huge, wet jungle is my habitat. What a wonderful place to live! Millions of insects live up in the trees. I grab them with my long, sticky tongue. Crunchy crickets are a favorite. YUM!
- 4 I am glad that my habitat is so wet. I need lots of water to keep my shiny green skin moist. So I am glad it rains so much here.
- 5 I do most of my hunting at night. In the daytime I sleep in the trees. My green skin makes me blend in with the leaves. And that helps keep me safe from all the hungry birds and snakes!
- 6 My bulging red eyes help protect me too. When hungry enemies come near, I flash my eyes at them. They are so startled that they don't know what to do. And that gives me time to escape and live another day in my wonderful habitat!

NAME: _____

LITERACY CONNECTION | SCIENCE

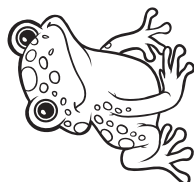
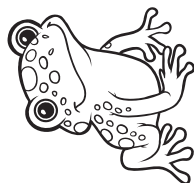
**"What Am I?": Count and Write
Numbers to 5**

1

2

3

4



1

2

3

4

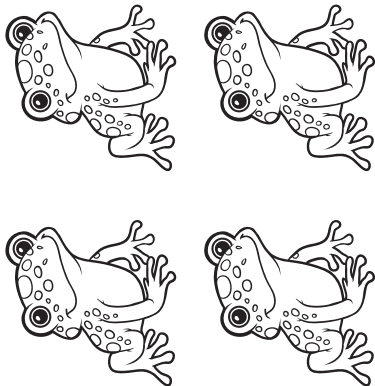
Have children count the frogs. Then have them draw a line from each frog to a number tile and circle the number that shows how many frogs.

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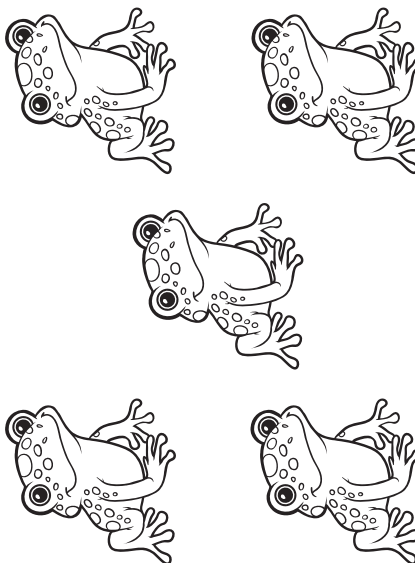
Kindergarten Unit 2 Literacy Connection **1 of 2**

NAME:

LITERACY CONNECTION | SCIENCE



Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

Ask children to count the frogs. Then, have them write the number of frogs in each group.

UNIT
2

NAME:

UNIT 2 | UNIT ASSESSMENT

Form A**2**

Form A shown here. Digital Comprehension Checks and Form B are also available.



For the first problem, have children draw that many counters.
For the next problem, have children circle the heavier object on the pan balance.

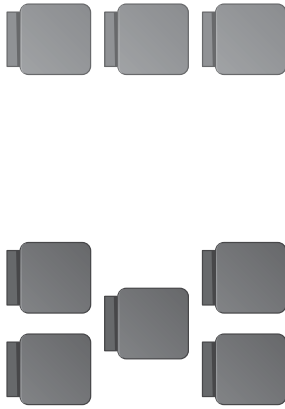
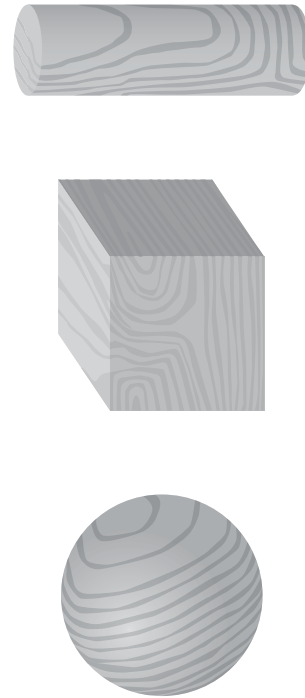
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Kindergarten Unit 2 Unit Assessment

UNIT 2 | UNIT ASSESSMENT

UNIT
2

NAME: _____

Form A**3** ...**4** ...

For the first problem, have children draw a line under the group that shows less.
For the next problem, have children circle the number that shows more.
For the last problem, have children circle the sphere.

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Kindergarten Unit 2 Unit Assessment

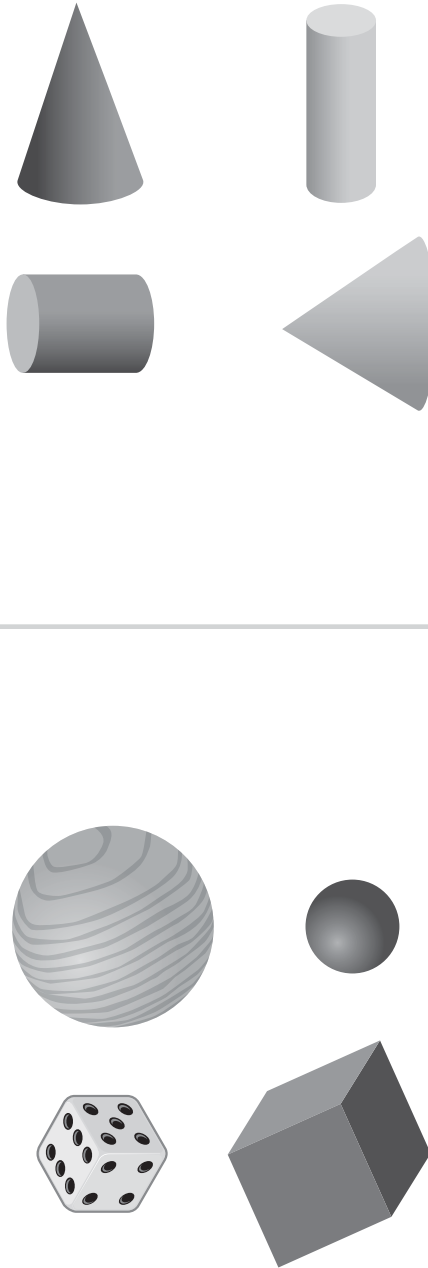
2 of 4

UNIT
2

NAME: _____

UNIT 2 | UNIT ASSESSMENT

Form A



For the first problem, have children match each real-world object with a solid shape that is the same.
For the next problem, have children match solid shapes that have the same name.

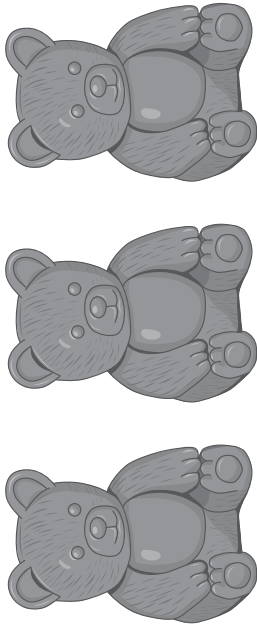
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Kindergarten Unit 2 Unit Assessment **3 of 4**

UNIT 2 | UNIT ASSESSMENT

UNIT
2

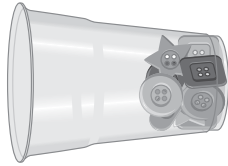
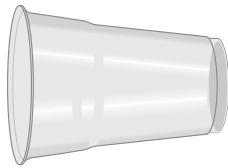
NAME: _____

Form A

4 ...

3 ...

5



1.

For the first problem, have children count the counters and color the number card that shows how many. For the next problem, have children cross out the lighter object in the pair. For the last problem, have children look at the number card, count the dots, and draw dots to show one more.

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Kindergarten Unit 2 Unit Assessment

4 of 4

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