

KINDERGARTEN
1ST NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009

Title: Math Chapter 1: Sort and Classify Chapter 3 Numbers 0-5 Chapter 4 Numbers 6-10 Chapter 5 Geometry and Fractions			Time Frame: 1 st Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations {GLE/CLE}	Essential Question	Resources	Common Experiences	Checks for Understanding {CFU}	Integrations/Connections
<p>GLE 0006.1.1 Use mathematical language, symbol, and definitions while developing mathematical reasoning.</p> <p>GLE 0006.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>GLE 006.1.3 Develop independent reasoning to communicate</p>	<p><i>In what ways can objects be sorted?</i></p> <p><i>What words can be used to describe the position of objects?</i></p> <p><i>Why are numbers necessary?</i></p> <p><i>Why do we classify shapes?</i></p> <p><i>Where are shapes found in the world?</i></p> <p><i>How can we use a number line to solve problems?</i></p>	<p style="text-align: center;">Smartboard Activities http://www.juliethompson.com/S/MART.html</p> <p style="text-align: center;">Harcourt Math Online www.harcourtschool.com</p> <p style="text-align: center;">internet4classrooms</p> <p style="text-align: center;">discovery education (open your account and search for any topic needed)</p> <p style="text-align: center;">Harcourt Math</p> <p style="text-align: center;">Ch. 1 Sort and Classify TE p. 1-23</p> <p>L. 1.1 <i>Top, Middle, Bottom</i> p. 5a {wb. p. 5-6}</p> <p>L. 1.2 <i>In, Out</i> p. 7a {wb. p. 7-8}</p> <p>L. 1.3 <i>Above, Below, Over, Under</i></p>	<p>L. 1.8 <i>Graphing Cats and Dogs</i> p. 21b</p> <p>L. 3.5 <i>Equal Groups</i> p. 69b</p> <p>L. 4.2 <i>Counting Forward from 6-9</i> p. 89b</p> <p>L. 4.5 <i>Everyday Directions</i> p. 97b</p> <p>L. 4.6 <i>What is wrong with these #'s</i> p. 99b</p> <p>L. 5.2 <i>Group Loops</i> p. 115b</p>	<p>✓ 0006.1.2 Begin to develop the concept of estimation using concrete objects.</p> <p>✓ 0006.2.5 Create a set with a given number of objects.</p> <p>✓ 0006.2.6 Quickly recognize the number of objects in a small set.</p> <p>✓ 0006.2.7 Recognize zero {0} as a set with</p>	<p>Science:</p> <ul style="list-style-type: none"> • Life • Interdependence • Motion <p>ELA:</p> <ul style="list-style-type: none"> • Language • Communication • Logic • Media <p>Social Studies:</p> <ul style="list-style-type: none"> • Geography

<p>mathematical ideas and derive algorithms and/or formulas.</p> <p>GLE 0006.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p> <p>GLE 0006.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.</p> <p>*All Mathematical Processes skills are to be utilized throughout the</p>		<p>p. 9a {wb. p. 9-10}</p> <p>L. 1.4 <i>Left, Right</i> p. 11a wb. p. 11-12</p> <p>L. 1.5 <i>Use a Picture</i> p. 13a {wb. p. 13-14}</p> <p>L. 1.6 <i>Sort by Color or Shape</i> p. 17a {wb. p. 17-18}</p> <p>L. 1.7 <i>Sort by Size or Kind</i> TE p. 19a {wb. p. 19-20}</p> <p>L. 1.8 <i>Make a Graph</i> TE p.21a {wb. p. 21-22}</p> <p>L. 1.9 <i>Logical Reasoning</i> TE p. 23a {wb. p. 23-24}</p> <p>Math Storybook</p> <p><u>Ch. 3 Numbers 0 to 5 TE p. 55-77</u></p> <p>L. 3.1 <i>Equal Groups</i> TE p. 59a {wb p. 59-60}</p> <p>L. 3.2 <i>More</i> TE p. 61a {wb p. 61-62}</p> <p>L. 3.3 <i>Fewer</i> TE p. 63a {wb p. 63-64}</p> <p>L. 3.4 <i>Make a Graph</i> TE p. 65a {wb p. 65-66}</p> <p>L. 3.5 <i>One, Two, Three, Four</i> TE p. 69a {wb p. 69-70}</p>		<p>“no objects”.</p> <p>✓ 0006.2.8 Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.</p> <p>✓ 0006.4.1 Identify, name, and describe a variety of shapes {i.e. circles, squares, triangles, rectangles, hexagons, trapezoids} shown in various positions.</p> <p>✓ 0006.4.2 Identify, name, and describe three-dimensional shapes {such as sphere, cube, cone, cylinder}.</p> <p>✓ 0006.4.3 Sort plane figures</p>	
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<p>year.</p> <p>GLE 0006.2.2 Create, represent and recognize a set with a given number of objects.</p> <p>GLE 0006.4.1 Interpret and describe the physical world with geometric ideas and vocabulary.</p> <p>GLE 0006.4.2 Use positional terms to specify locations with simple relationships.</p> <p>GLE 0006.5.2 Re-sort objects using new attributes.</p>		<p>L. 3.6 <i>Five</i> TE p. 71a {wb p. 71-72}</p> <p>L. 3.7 <i>Zero</i> TE p. 73a {wb p. 73-74}</p> <p>L. 3.8 <i>Before and After on a Number Line</i> TE p. 75a {wb p. 75-76}</p> <p>L. 3.9 <i>Use Estimation</i> TE p. 77a {wb p. 77-78}</p> <p><i>Math Storybook</i> TE p. 78a</p> <p><u>Ch. 4 Numbers 6 to 10 TE p. 83-101</u></p> <p>L. 4.1 <i>Six and Seven</i> TE p. 87a {wb p. 87-88}</p> <p>L. 4.2 <i>Eight and Nine</i> TE p. 89a {wb p. 89-90}</p> <p>L. 4.3 <i>Ten</i> TE p. 91a {wb p. 91-92}</p> <p>L. 4.4 <i>Make a Model</i> TE p. 93a {wb p. 93-94}</p> <p>L. 4.5 <i>Before and After on a Number Line</i> TE p. 97a {wb p. 97-98}</p> <p>L. 4.6 <i>Write Numbers 0 to 10</i> TE p. 99a {wb p. 99-100}</p> <p>L. 4.7 <i>Missing Numbers</i> TE p.</p>		<p>into groups, name and describe the attributes of the shapes {such as number of sides and corners {vertices}}.</p> <p>✓ 0006.4.4 Sort solid figures into groups, name and describe the attributes of the shapes.</p> <p>✓ 0006.4.5 Use basic shapes and spatial reasoning to model objects and construct more complex shapes.</p> <p>✓ 0006.4.6 Identify positions {such as beside, inside, outside, above, below, between, on, over, under, near, far, forward, backward, top, middle, bottom, left, right} using</p>	
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		<p>101a {wb p. 101-102}</p> <p>L. 4.8 <i>Use Data from a Graph</i> TE p. 103a {wb p. 103-104}</p> <p><i>Math Storybook</i> TE p. 104a</p> <p><u>Ch. 5 Geometry and Fractions</u> <u>TE p. 109-127</u></p> <p>L. 5.1 <i>Sort Solid Figures</i> p. 113a {wb p. 113-114}</p> <p>L. 5.2 <i>Move Solid Figures</i> p.115a {wb p. 115-116}</p> <p>L. 5.3 <i>Use Visual Thinking</i> p. 117a {wb p. 117-118}</p> <p>L. 5.4 <i>Sort Plane Shapes</i> p. 119a {wb p. 119-120}</p> <p>L. 5.5 <i>Plane Shapes in Different Positions</i> p. 121a {wb p. 121-122}</p> <p>L. 5.6 <i>Symmetry</i> p. 125a {wb p. 125-126}</p> <p>L. 5.7 <i>Equal Parts</i> p. 127a {wb p. 127-128}</p> <p>L. 5.8 <i>Make a Model</i> p. 129a {wb p. 129-130}</p>		<p>models, illustrations, and stories.</p> <p>✓ 0006.5.2 Sort objects in different ways.</p>	
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KINDERGARTEN MATH
2ND NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009

Title: Math Chapter 2 Patterns Chapter 9 Measurement			Time Frame: 2 nd Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations {GLE/CLE}	Essential Question	Resources	Common Experiences	Checks for Understanding {CFU}	Integrations/Connections
<p>GLE 0006.4.3 Compare and order measurable attributes of objects directly (by comparing them with each other) and indirectly (by comparing both with a third object).</p> <p>GLE 0006.3.1 Identify, duplicate, and extend simple number patterns and sequential and growing patterns.</p> <p>GLE 0006.3.2 Recognize attributes {such as color, shape, size}</p>	<p><i>Where are patterns found?</i></p> <p><i>Why are objects measured?</i></p> <p><i>How can objects be measured?</i></p> <p><i>How are nonstandard units used to measure objects?</i></p> <p><i>How is estimation helpful in measurement?</i></p> <p><i>Why do we classify shapes?</i></p> <p><i>How are numbers used to name</i></p>	<p>Smartboard Activities http://www.juliethompson.com/S/MART.html</p> <p>Harcourt Math Online www.harcourtschool.com</p> <p>Ch. 2 Patterns TE p. 29-49 L. 2.1 <i>Movement Patterns</i> TE p. 33a {wb p.33-34}</p> <p>L. 2.2 <i>Read/copy Simple Patterns</i> TE p. 35a {wb p. 35-36}</p> <p>L. 2.3 <i>Copy/Extend Patterns</i> TE p. 37a {wb p. 37-38}</p> <p>L. 2.4 <i>Predict/Extend patterns</i> TE p. 39a {wb p. 39-40}</p> <p>L. 2.5 <i>Transfer a Pattern</i> TE p. 41a {wb p. 41-42}</p>	<p>L. 2.3 <i>What Comes Next</i> p. 37b</p> <p>L. 2.7 <i>Pitter Patter Patterns</i> p. 47b</p> <p>L. 9.1 <i>Shorter or Longer</i> p. 219b</p> <p>L. 9.7 <i>Which Weighs More</i> p. 233b</p>	<p>✓ 0006.3.1 Use a variety of manipulatives {such as connecting cubes, number cards, shapes} to create patterns.</p> <p>✓ 0006.3.2 Name, copy and extend patterns.</p> <p>✓ 0006.3.3 Translate simple patterns into rules.</p> <p>✓ 0006.3.4 Sort, order and classify objects by attributes and identify objects</p>	<p>Science:</p> <ul style="list-style-type: none"> • Life • Interdependence • Motion <p>ELA:</p> <ul style="list-style-type: none"> • Language • Communication • Logic • Media <p>Social Studies:</p> <ul style="list-style-type: none"> • Economics

<p>and patterns {such as repeated pairs, bilateral symmetry}.</p> <p>GLE 0006.3.3 Describe qualitative change.</p>	<p><i>positions?</i></p> <p><i>How does finding patterns help in counting?</i></p> <p><i>How can sets and numbers be compared and ordered?</i></p>	<p>L. 2.6 <i>Understand a Pattern</i> TE p. 45a {wb p. 45-46}</p> <p>L. 2.7 <i>Create a Pattern</i> TE p. 47a {wb p. 47-48}</p> <p>L. 2.8 <i>Use a Pattern</i> TE p. 49a {wb p. 49-50}</p> <p style="text-align: center;"><u>Ch. 9 Measurement</u> <u>TE p. 215-235</u></p> <p>L. 9.1 <i>Compare Lengths</i> p. 219a {wb p. 219-220}</p> <p>L. 9.2 <i>Order Lengths</i> p. 221a {wb p. 221-222}</p> <p>L. 9.3 <i>Indirect Comparison</i> p. 223a {wb p. 223-224}</p> <p>L. 9.4 <i>Measure Lengths</i> p. 225a {wb p. 225-226}</p> <p>L. 9.5 <i>Estimate and Measure</i> p. 227a {wb p. 227-228}</p> <p>L. 9.6 <i>Compare Capacity</i> p. 231a {wb p. 231-232}</p> <p>L. 9.7 <i>Compare Weight</i> p. 233a {wb p. 233-234}</p> <p>L. 9.8 <i>Use a Picture</i> p. 235a {wb p. 235-236}</p>		<p>that do not belong in a particular group.</p> <p>✓ 0006.3.5 Describe change in attributes according to qualitative criteria such as longer/shorter, colder/warmer, heavier/lighter.</p> <p>✓ 0006.4.7 Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more).</p> <p>✓ 0006.1.8 Recognize a thermometer as a way of measuring temperature.</p>	
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KINDERGARTEN
3RD NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009

Title: Math Chapter 6: Numbers 10-30 Chapter 7: Number Patterns Chapter 8: Money and Time			Time Frame: 3 rd Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Essential Question	Resources	Common Experiences	Checks for Understanding (CFU)	Integrations/Connections
<p>GLE 0006.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p> <p>GLE 0006.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p> <p>GLE 0006.2.1 Count objects in a</p>	<p><i>How can we determine symmetry?</i></p> <p><i>Why are coins different?</i></p> <p><i>How can I identify different coins and their values?</i></p> <p><i>What are some ways an amount of money can be represented?</i></p> <p><i>How can pictures represent numbers?</i></p> <p><i>Why do we need calendars?</i></p>	<p style="text-align: center;"><u>Smartboard Activities</u> http://www.juliethompson.com/S MART.html</p> <p style="text-align: center;"><u>Harcourt Math Online</u> www.harcourtschool.com</p> <p style="text-align: center;"><u>Ch. 6 Numbers 10 to 30</u> <u>TE p. 135-155</u></p> <p>L. 6.1 <i>Make a Model</i> p. 139a {wb p. 139-140}</p> <p>L. 6.2 <i>11, 12, 13</i> p. 141a {wb p. 141-142}</p> <p>L. 6.3 <i>14, 15, 16</i> p. 143a {wb p. 143-144}</p> <p>L. 6.4 <i>Forward and Backward on a Number Line</i> p. 145a {wb p. 145-146}</p> <p>L. 6.5 <i>17 and 18</i> p. 147a {wb p. 147-148}</p>	<p>L. 7.2 <i>Bear Country</i> p. 167b</p> <p>L. 7.3 <i>Circle of Children</i> p. 169b</p> <p>L. 7.4 <i>Shoes by 2</i> p. 171b</p> <p>L. 8.3 <i>Graphing Coins</i> p. 197b</p> <p>L. 8.4 <i>Spoonful of Riches</i> p. 199b</p>	<p>✓ 0006.1.3 Use words to describe time {e.g., day, night, morning, afternoon, yesterday, today, tomorrow}.</p> <p>✓ 0006.1.4 Tell time to the hour.</p> <p>✓ 0006.1.5 Recognize a calendar as a way of measuring time.</p> <p>✓ 0006.1.6 Name and identify coins and their values.</p> <p>✓ 0006.1.7 Use words to describe</p>	<p>Science:</p> <ul style="list-style-type: none"> • Life • Interdependence • Motion <p>ELA:</p> <ul style="list-style-type: none"> • Language • Communication • Logic • Media <p>Social Studies:</p> <ul style="list-style-type: none"> • Economics

<p>set and use numbers, including written numerals to 25.</p> <p>GLE 0006.2.3 Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.</p> <p>GLE 0006.2.5 Model the numbers 1 through 10 as sums or differences of different sets of whole numbers {composing and decomposing numbers}.</p>	<p><i>How do I know what time of day it is?</i></p>	<p>L. 6.6 <i>Use Data from Graph</i> p. 151a {wb p. 151-152}</p> <p>L. 6.7 <i>19 and 20</i> p. 153 {wb p. 153-154}</p> <p>L. 6.7 <i>21 to 30</i> p. 155 {wb p. 155-156}</p> <p>Math Storybook p. 156a</p> <p style="text-align: center;"><u>Ch. 7 Number Patterns</u> <u>TE p. 161-183</u></p> <p>L. 7.1 <i>Count Orally Using a 100 Chart</i> p. 165a {wb p. 165-166}</p> <p>L. 7.2 <i>Count by 10's</i> p. 167a {wb p. 167-168}</p> <p>L. 7.3 <i>Count by 5's</i> p. 169a {wb p. 169-170}</p> <p>L. 7.4 <i>Count by 2's</i> p. 171a {wb p. 171-172}</p> <p>L. 7.5 <i>Find a Pattern</i> p. 173a {wb p. 173-174}</p> <p>L. 7.6 <i>Counting by 10's and 5's</i> p. 177 {wb p. 177-178}</p> <p>L. 7.7 <i>Even and Odd Numbers</i> p. 179a {wb p. 179-180}</p> <p>L. 7.8 <i>Ordinal Numbers</i> p. 181</p>		<p>temperature {e.g., hot, warm, cool, cold}.</p> <p>✓ 0006.1.9 Use age-appropriate books, stories, and videos to convey ideas of mathematics.</p> <p>✓ 0006.2.1 Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.</p> <p>✓ 0006.2.2 Match quantities to 25 with numerals and written words.</p> <p>✓ 0006.2.3 Count backward from 10 to 1.</p> <p>✓ 0006.2.4 Count to 20 by twos.</p> <p>✓ 0006.2.9</p>	
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		<p>{wb p. 181-182}</p> <p>L. 7.9 <i>Use a Model</i> p. 183a {183-184}</p> <p style="text-align: center;"><u>Ch. 8 Money and Time</u> <u>TE p. 189-209</u></p> <p>L. 8.1 <i>Penny</i> p. 193 {wb p. 193-194}</p> <p>L. 8.2 <i>Nickel</i> p. 195 {wb p. 195-196}</p> <p>L. 8.3 <i>Dime</i> p. 197a {wb p. 197-198}</p> <p>L. 8.4 <i>Draw a Picture</i> p. 199a {199-200}</p> <p>L. 8.5 <i>Morning, Afternoon, Evening</i> p. 203a {wb p. 203-204}</p> <p>L. 8.6 <i>Use a Calendar</i> p. 205a {wb p. 205-206}</p> <p>L. 8.7 <i>More Time, Less Time</i> p. 207a {wb p. 207-208}</p> <p>L. 8.8 <i>Use a Clock</i> p. 209a {wb p. 209-210}</p>		<p>Order the numbers through 25 using numerals and words.</p> <p>✓ 0006.2.10 Recognize 6 through 10 as “five and some ones.”</p> <p>✓ 0006.2.11 Recognize and use ordinal numbers {e.g., first, fourth, last}.</p> <p>• 0006.2.17 Understand that numbers can be represented by different groupings</p>	
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KINDERGARTEN
4TH NINE WEEKS CURRICULUM GUIDE
DEVELOPED SUMMER 2009

Title: Math Chapter 10: Data, Graphing and Probability Chapter 11: Addition Chapter 12: Subtraction			Time Frame: 4 th Nine Weeks		
Academic Vocabulary: Currently under revision and will be available at a later date.					
Grade/Course Level Expectations (GLE/CLE)	Essential Question	Resources	Common Experiences	Checks for Understanding (CFU)	Integrations/Connections
GLE 0006.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	<i>How does knowing basic facts make problem solving easier?</i>	Smartboard Activities http://www.juliethompson.com/SMART.html Harcourt Math Online www.harcourtschool.com Ch. 10 Data, Graphing, and Probability TE p. 241-263	L. 10.1 <i>Make Concrete Graphs (shoes)</i> p. 245a L. 10.3 <i>Button Hunt</i> p. 249b L. 10.4 <i>ABC, My Name Is</i> p. 251b L. 11.5 <i>Heads Up</i> p. 283b	✓ 0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects). ✓ 0006.2.12 Model simple joining and separating situations with objects. ✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and	Science: <ul style="list-style-type: none"> • Life • Interdependence • Motion ELA: <ul style="list-style-type: none"> • Language • Communication • Logic • Media Social Studies: <ul style="list-style-type: none"> • Economics
GLE 0006.2.4 Understand addition as “putting together” and subtraction as “breaking apart.”	<i>What questions can be answered using addition and subtraction?</i>	L. 10.1 <i>Make Concrete Graphs</i> p. 245a {wb p. 245-246} L. 10.2 <i>Read Picture Graphs</i> p. 247a {wb p. 247-248} L. 10.3 <i>Make Picture Graphs</i> p. 249 {wb p. 249-250}	L. 11.8 <i>We’ve Got Ten</i> p. 289b L. 12.5 <i>A Plate of Pennies</i> p. 309b		
GLE 0006.5.1 Sort objects and use one or more attributes to solve problems.	<i>How can you find the sum of a number?</i> <i>How can you find the difference of a number?</i>	L. 10.4 <i>Use Data from a Graph</i> p. 251a {wb p. 251-252} L. 10.5 <i>Read a Tally Table</i> p. 255a {wb p. 255-256}			

		<p>L. 10.6 <i>Make a Tally Table</i> p. 257a {wb p. 257-258}</p> <p>L. 10.7 <i>Chance</i> p. 259 {wb p. 259-260}</p> <p>L. 10.8 <i>Explore Probability</i> p. 261a {wb p. 261-262}</p> <p>L. 10.9 <i>Make a Prediction</i> p. 263a {wb p. 263-264}</p> <p><u>Ch. 11 Addition TE p. 269-289</u></p> <p>L. 11.1 <i>Act it Out</i> p. 273 {wb p. 273-274}</p> <p>L. 11.2 <i>Model Addition</i> p. 275a {wb p. 275-276}</p> <p>L. 11.3 <i>Addition Patterns</i> p. 277a {wb p. 277-278}</p> <p>L. 11.4 <i>Use Pictures to Add</i> p. 279a {wb p. 279-280}</p> <p>L. 11.5 <i>Add with Money</i> p. 283a {wb p. 283-284}</p> <p>L. 11.6 <i>Addition Problems</i> p. 285a {wb p. 285-286}</p> <p>L. 11.7 <i>Addition Stories</i> p. 285a {wb p. 285-286}</p> <p>L. 11.8 <i>Make a Model</i> p. 289a {wb p. 289-290}</p>		<p>10.</p> <p>✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20.</p> <p>✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p> <p>✓ 0006.2.16 Model, demonstrate, and solve story problems that illustrate addition and subtraction.</p> <p>✓ 0006.5.1 Sort objects into sets and describe how the objects were sorted.</p> <p>✓ 0006.5.3</p>	
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		<p style="text-align: center;"><u>Ch. 12 Subtraction</u> <u>TE p. 295-315</u></p> <p>L. 12.1 <i>Act It Out</i> p. 299a {wb p. 299-300}</p> <p>L. 12.2 <i>Model Subtraction</i> 301a {wb p. 301-302}</p> <p>L. 12.3 <i>Subtraction Patterns</i> p. 303a {wb p. 303-304}</p> <p>L. 12.4 <i>Use Pictures to Subtract</i> p. 305a {wb p. 305-306}</p> <p>L. 12.5 <i>Subtract with Money</i> p. 309a {wb p. 309-310}</p> <p>L. 12.6 <i>Subtraction Problems</i> p. 311a {wb p. 311-312}</p> <p>L. 12.7 <i>Subtraction Stories</i> p. 311a {wb p. 311-312}</p> <p>L. 12.8 <i>Choose the Operation</i> p. 315a {wb p. 315-316}</p>		Collect and count data.	
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