



**TeachSmart by Hatch™ and Florida's B.E.S.T. Standards:  
Kindergarten English Language Arts and Mathematics Alignment**



**English Language Arts**

	B.E.S.T Standards	TeachSmart®
	<p>ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.</p>	<p>a. Locate a printed word on a page.</p> <p>All e-book activities</p>
		<p>b. Distinguish letters from words within sentences.</p> <p>I Can Find Letters in Words/Level 1: Children build basic reading skills by tracking through a poem read aloud, then locating, naming, marking, and counting uppercase and lowercase letters.</p> <p>I Can Find Letters in Words/Level 2: Children build basic reading skills by tracking through a poem read aloud, then locating, naming, marking, and counting uppercase and lowercase letters.</p> <p>I Can Find Letters in Words/Level 3: Children build basic reading skills by tracking through a poem read aloud, then locating, naming, marking, and counting uppercase and lowercase letters.</p>
		<p>c. Match print to speech to demonstrate that language is represented by print.</p> <p>All e-book activities</p>
		<p>d. Identify parts of a book (front cover, back cover, title page).</p> <p>I Can Read a Book Cover and Other Pages - Fiction/Level 5: Students examine the front covers and first pages of several works of fiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, author, illustrator) and following words from left to right, top to bottom, and page by page.</p> <p>I Can Read a Book Cover and Other Pages - Fiction/Level 6: Students examine the front covers and first pages of several works of fiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, author, illustrator) and following words from left to right, top to bottom, and page by page.</p> <p>I Can Read a Book Cover and Other Pages - Fiction/Level 7: Students examine the front covers and first pages of several works of fiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, author, illustrator) and following words from left to right, top to bottom, and page by page.</p>

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		<p>I Can Read a Book Cover and Other Pages - Nonfiction/Level 5: Students examine the front covers and first pages of several works of nonfiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, table of contents, author, illustrator) and following words from left to right, top to bottom, and page by page.</p> <p>I Can Read a Book Cover and Other Pages - Nonfiction/Level 6: Students examine the front covers and first pages of several works of nonfiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, table of contents, author, illustrator) and following words from left to right, top to bottom, and page by page.</p> <p>I Can Read a Book Cover and Other Pages - Nonfiction/Level 7: Students examine the front covers and first pages of several works of nonfiction, noting the presence of important pages and print elements. The activity supports the identification of parts of a book (front cover, title page, table of contents, author, illustrator) and following words from left to right, top to bottom, and page by page.</p>
	e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line	All e-book activities
	f. Identify all upper- and lowercase letters of the alphabet	<p>I Can Find Uppercase Letters/Level 1: Children learn to identify uppercase letters in content by hearing and following along as a poem is read aloud, then finding and circling uppercase letters in the poem, as prompted by the teacher.</p> <p>I Can Find Uppercase Letters/Level 2: Children learn to identify uppercase letters in content by hearing and following along as a poem is read aloud, then finding and circling uppercase letters in the poem, as prompted by the teacher.</p> <p>I Can Find Uppercase Letters/Level 3: Children learn to identify uppercase letters in content by hearing and following along as a poem is read aloud, then finding and circling uppercase letters in the poem, as prompted by the teacher.</p>
	g. Recognize that print conveys specific meaning and pictures may support meaning.	All e-book activities

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		<p>Hearing Parts of Words/Level 1: Children practice basic listening skills by choosing and dragging into a circle one of two single-syllable pictures to match the word that is asked for.</p> <p>Hearing Parts of Words/Level 3: Children touch two separate blank puzzle pieces, hearing the two syllables of a word pronounced separately (one for each), then touch two puzzle pieces joined together to hear the syllables blended together. Children choose the image that matches it from the two or three choices at the bottom and then drag it to the joined puzzle pieces.</p> <p>Hearing Parts of Words/Level 4: Children touch three separate blank puzzle pieces, hearing the three syllables of a word pronounced separately (one for each), then touch three puzzle pieces joined together to hear the syllables blended together. Children choose the image that matches it from the two or three choices at the bottom and then drag it to the joined puzzle pieces.</p> <p>I Can Break Words Apart/Level 3: Children click on two pictures in a series, a two-syllable compound word, and one of that compound word's one-syllable segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing one-syllable word segment, and then drag the image that matches that sound to the empty circle from the two choices at the bottom. This activity is designed to reinforce segmenting syllables by segmenting two-syllable compound words.</p> <p>I Can Break Words Apart/Level 4: Children click on two pictures in a series, a two-syllable compound word, and one of that compound word's one-syllable segments, hearing and pronouncing the words that the pictures represent. Next, children break apart the compound word, identifying the missing one-syllable word segment, and then drag the image that matches that sound to the empty circle from the three choices at the bottom. This activity is designed to reinforce segmenting syllables by segmenting two-syllable compound words.</p>
	a. Blend and segment syllables in spoken words.	<p>I Can Rhyme/Level 1: Children touch an empty circle to hear a word sound, then touch two or three pictures at the bottom to hear the pictures' names. Children choose the two rhyming words and drag them into the empty circle to practice listening for rhyming words.</p> <p>I Can Rhyme/Level 2: Children touch two empty circles to hear two word sounds, then touch the four pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds.</p>

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ELA.K.F.1.2: Demonstrate phonological awareness.	b. Identify and produce alliterative and rhyming words.	<p>I Can Rhyme/Level 3: Children touch two empty circles to hear two word sounds, then touch the five pictures at the bottom to hear the pictures' names. Children then sort four of the five pictures into circles that rhyme with the corresponding word sounds.</p> <p>I Can Rhyme/Level 4: Children touch two empty circles to hear two word sounds, then touch the six or seven pictures at the bottom to hear the pictures' names. Children then sort the pictures into circles that rhyme with the corresponding word sounds.</p> <p>I Can Move Sounds to Make Words/Level 5: Students click on an image above to hear its name pronounced, then on two images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Move Sounds to Make Words/Level 6: Students click on an image above to hear its name pronounced, then on three images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Move Sounds to Make Words/Level 7: Students click on an image above to hear its name pronounced, then on four images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p>
		<p>I Can Blend Sounds to Make Words/Level 5: Students click on colored circles labeled with audio to hear parts of words combined in an equation. Students drag an image representing the word answer to the answer space from a bank of two images. The activity supports the isolation and pronunciation of onset rime.</p> <p>I Can Blend Sounds to Make Words/Level 6: Students click on colored circles labeled with audio to hear parts of words combined in an equation. Students drag an image representing the word answer to the answer space from a bank of four images. The activity supports the isolation and pronunciation of onset rime.</p> <p>I Can Hear Sounds to Make Words/Level 3: Children touch two empty circles and hear two words' onset rimes read aloud, then children touch the five pictures at the bottom to hear the pictures' names. Children then practice matching the picture to the onset rimes by dragging the correct pictures into the corresponding circles.</p>

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<p>ELA.K.F.1 Learning and Applying Foundational Reading Skills</p>	<p>c. Blend and segment onset and rimes of single-syllable words.</p>	<p>I Can Hear Sounds to Make Words/Level 4: Children touch two empty circles and hear two words’ onset rimes read aloud, then children touch the six or seven pictures at the bottom to hear the pictures’ names. Children then practice matching the picture to the onset rimes by dragging the correct pictures into the corresponding circles.</p> <p>I Can Separate Sounds in Words/Level 5: Students click on two dots labeled with audio sounds, then choose the dot that plays the sound matching the image above and drag it to a circle beside the image. The activity supports the blending of the onset rime sounds in CVC words.</p> <p>I Can Separate Sounds in Words/Level 6: Students click on two dots labeled with audio sounds, then choose the dot that plays the sound matching the image above and drag it to a circle beside the image. The activity supports the blending of the onset rime sounds in CVC words.</p> <p>I Can Separate Sounds in Words/Level 7: Students click on two dots labeled with audio sounds, then choose the dot that plays the sound matching the image above and drag it to a circle beside the image. The activity supports the blending of the onset rime sounds in CVC words.</p>
		<p>I Can Hear the First Sounds in Words/Level 2: Children touch an empty circle to hear an initial consonant’s sound, then touch the three pictures at the bottom to hear the pictures’ names. Children practice hearing initial sounds by dragging two out of three pictures that begin with the corresponding beginning sound into the circle.</p> <p>I Can Hear the First Sounds in Words/Level 3: Children touch an empty circle to hear an initial consonant’s sound, then touch the four pictures at the bottom to hear the pictures’ names. Children practice hearing initial sounds by dragging three out of four pictures that begin with the corresponding beginning sound into the circle.</p> <p>I Can Move Sounds to Make Words/Level 5: Students click on an image above to hear its name pronounced, then on two images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Move Sounds to Make Words/Level 6: Students click on an image above to hear its name pronounced, then on three images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p>

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	<p>d. Identify the initial, medial, and final sound of spoken words.</p>	<p>I Can Move Sounds to Make Words/Level 7: Students click on an image above to hear its name pronounced, then on four images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Make A Letter Wall/Level 1: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Two words fit into each column.</p> <p>I Can Make A Letter Wall/Level 2: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Three words fit into each column.</p> <p>I Can Make A Letter Wall/Level 3: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Three words fit into each column, and some words do not belong in a column.</p> <p>I Can Make A Letter Wall/Level 4: Children learn to recognize initial letters by sorting words into columns labeled with letters of the alphabet. Three words fit into each column, and an increased number of words do not belong in a column.</p>
	<p>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</p>	<p>I Can Move Sounds to Make Words/Level 5: Students click on an image above to hear its name pronounced, then on two images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Move Sounds to Make Words/Level 6: Students click on an image above to hear its name pronounced, then on three images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p> <p>I Can Move Sounds to Make Words/Level 7: Students click on an image above to hear its name pronounced, then on four images below in a word bank. Students choose the bank image that represents a rhyming sound, then drag it to a box above. The activity supports the manipulation of initial sounds to make new words.</p>

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	<p>f. Segment and blend phonemes in single-syllable spoken words.</p>	<p>I Can Hear Sounds to Make More Words/Level 1: Children touch an empty circle and hear a one- or two-sound word read. Children then touch the two pictures at the bottom to hear the pictures' names. Children practice blending sounds together to make words by dragging the picture that corresponds to the one- or two-sound word into the circle.</p> <p>I Can Hear Sounds to Make More Words/Level 3: Children touch an empty circle and hear a one- or two-sound word read. Children then touch the three pictures at the bottom to hear the pictures' names. Children practice blending sounds together to make words by dragging the picture that corresponds to the one- or two-sound word into the circle.</p> <p>I Can Hear Sounds to Make More Words/Level 4: Children touch an empty circle and hear a one- or two-sound word read. Children then touch the four pictures at the bottom to hear the pictures' names. Children practice blending sounds together to make words by dragging the picture that corresponds to the one- or two-sound word into the circle.</p> <hr/> <p>I Can Hear First Sounds in More Words/Level 5: Students click on two word pictures to hear them spoken, then select the matching initial letter from a bank of two letters (infinite cloners) below and drag it to the space beside the word pictures. The word pictures share the same initial letter. The activity supports the understanding that the first letter in a word has a sound.</p> <p>I Can Hear First Sounds in More Words/Level 6: Students click on two word pictures to hear them spoken, then select the matching initial letter from a bank of three letters (infinite cloners) below and drag it to the space beside the word pictures. The word pictures share the same initial letter. The activity supports the understanding that the first letter in a word has a sound.</p> <p>I Can Hear First Sounds in More Words/Level 7: Students click on two word pictures to hear them spoken, then select the matching initial letter from a bank of four letters (infinite cloners) below and drag it to the space beside the word pictures. The word pictures share the same initial letter. The activity supports the understanding that the first letter in a word has a sound.</p> <p>I Can Hear Same Sounds/Level 1: Children learn to match a letter to its initial sound by first touching a picture to hear its name, then touching the two letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the picture.</p>

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		<p>I Can Hear Same Sounds/Level 2: Children learn to match a letter to its initial sound by first touching two pictures to hear their names, then touching the three letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the pictures. The letters are infinite cloners to allow the child to choose the same letter for both pictures if applicable.</p> <p>I Can Hear Same Sounds/Level 3: Children learn to match a letter to its initial sound by first touching two pictures to hear their names, then touching the four letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the pictures. The letters are infinite cloners to allow the child to choose the same letter for both pictures if applicable.</p> <p>I Can Hear Same Sounds/Level 4: Children learn to match a letter to its initial sound by first touching two pictures to hear their names, then touching the five letter choices that are below to hear their initial sounds. Children then find and drag the corresponding letter to the pictures. The letters are infinite cloners to allow the child to choose the same letter for both pictures if applicable.</p>
	a. Demonstrate knowledge of the most frequent sound for each consonant.	<p>Vowels Are Valuable/Level 5: Students view and hear the names of two images labeled with words. Students circle the letter(s) in each word that represent the vowel sound. The activity supports the letter–sound connection.</p> <p>Vowels Are Valuable/Level 6: Students view and hear the names of two images that share a common vowel sound. The names of two vowel sounds are listed below. Students circle the vowel sound name that matches both words above. The activity supports the letter–sound connection.</p> <p>Vowels Are Valuable/Level 7: Students view and hear the names of two images labeled with words. Students copy the letter(s) in each word that represents the vowel sound onto a line below. The activity supports the letter–sound connection.</p> <p>Vowels Are Valuable in More Words/Level 5: Students view two images with word labels below containing the same vowel sound. Students identify the common vowel (in red font) and circle it. The activity supports the letter–sound connection.</p> <p>Vowels Are Valuable in More Words/Level 6: Students complete two words by dragging identical vowel puzzle pieces (infinite cloners) from a bank of five vowels below. The activity supports the letter–sound connection.</p>



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		<p>Vowels Are Valuable in More Words/Level 7: Students complete two words by dragging two vowel puzzle pieces from a bank of five vowels (infinite clones) below. The activity supports the letter–sound connection.</p> <p>I Can Hear and Make Long “A” Sounds/Level 5: Students practice spelling the long “A” sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long “A” sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long “A” Sounds/Level 6: Students practice spelling the long “A” sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long “A” sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long “A” Sounds/Level 7: Students practice spelling the long “A” sound by dragging the appropriate spelling, written on one of three puzzle pieces showing different vowel sounds, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long “A” sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long “E” Sounds/Level 5: Students practice spelling the long “E” sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long “A” sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long “E” Sounds/Level 6: Students practice spelling the long “E” sound by dragging the appropriate spelling, written on one of two puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long “A” sounds can be spelled in different ways.</p> <p>I Can Hear and Make Long “E” Sounds/Level 7: Students practice spelling the long “E” sound by dragging the appropriate spelling, written on one of three puzzle pieces showing different vowel sounds, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long “E” sounds can be spelled in different ways.</p>
	<p>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</p>	<p>I Can Make New Words/Level 5: Students create words by dragging letters from a bank to lines below, then copying the built words into a writing space. The activity supports the ability to spell simple words phonetically, drawing on the knowledge of letter–sound relationships.</p>

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	c. Decode consonant-vowel-consonant (CVC) words.	<p>I Can Make New Words/Level 6: Students create words by dragging letters from a bank to lines below, then copying the built words into a writing space. The activity supports the ability to spell simple words phonetically, drawing on the knowledge of letter-sound relationships.</p> <p>I Can Make New Words/Level 7: Students create words by dragging letters from a bank to lines below, then copying the built words into a writing space. The activity supports the ability to spell simple words phonetically, drawing on the knowledge of letter-sound relationships.</p>
	d. Encode consonant-vowel-consonant (CVC) words.	<p>I Can Spell Words/ Level 5: Students click on four images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on the same page all share a common ending to ease writing. The activity supports the spelling and writing of common words.</p> <p>I Can Spell Words/ Level 6: Students click on four images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on the same page have two common endings to ease writing. The activity supports the spelling and writing of common words.</p> <p>I Can Spell Words/ Level 7: Students click on three images per page, hearing image words spoken aloud and writing the words on lines nearby. Each word features a different ending sound. The activity supports the spelling and writing of common words.</p>
ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.		<p>I Can Match Sight Words/Level 5: Students turn over cards to discover, read, and match common words. The activity supports the acquisition of high-frequency or sight words.</p> <p>I Can Match Sight Words/Level 6: Students turn over cards to discover, read, and match common words. The activity supports the acquisition of high-frequency or sight words.</p> <p>I Can Match Sight Words/Level 7: Students turn over cards to discover, read, and match common words. The activity supports the acquisition of high-frequency or sight words.</p> <p>I Can Read Sight Words/Level 5: Students click on four green dots, each containing a number and positioned on a blank line. The dot cues the student to select a word card from a bank of four below and drag it to the line. The activity supports the recognition of high-frequency words.</p>

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	ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.	<p>I Can Read Sight Words/Level 6: Students click on four green dots, each containing a number and positioned on a blank line. The dot cues the student to select a word card from a bank of four below and drag it to the line. The activity supports the recognition of high-frequency words.</p> <p>I Can Read Sight Words/Level 7: Students click on four green dots, each containing a number and positioned on a blank line. The dot cues the student to select a word card from a bank of four below and drag it to the line. The activity supports the recognition of high-frequency words.</p>
ELA.K.R.1 Reading Prose and Poetry	ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.	All e-book activities
	ELA.K.R.1.3: Explain the roles of author and illustrator of a story.	All e-book activities
	ELA.K.R.1.4: Identify rhyme in a poem.	<p>Cloze and Reveal/Level 1: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what the missing words are, then uncover the missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.</p> <p>Cloze and Reveal/Level 2: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what the missing words are, then uncover the missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.</p> <p>Cloze and Reveal/Level 3: Children learn basic reading skills by tracking a teacher's progression through several poems that have some words covered by blocks. Children guess what the missing words are, then uncover the missing words. A descriptive graphic reinforces the poem's content, and the charts can be touched to be heard aloud.</p>
ELA.K.R.2 Reading Informational Text	ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	All About Sloths/Level 5: Discover all about sloths, including where they live, what they eat, and the different types of sloths. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!

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		<p>All About Sloths/Level 6: Discover all about sloths, including where they live, what they eat, and the different types of sloths. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!</p> <p>All About Sloths/Level 7: Discover all about sloths, including where they live, what they eat, and the different types of sloths. This book is a nonfiction interactive e-book that engages young readers with fun, age-appropriate, interactive text. Interactive e-books help motivate struggling readers with audio narration or highlighted words, build vocabulary for English-language learners, are ideal for auditory learners, promote fluency, and are easy to use!</p>	
	ELA.K.R.2.2: Identify the topic of and multiple details in a text.	All nonfiction e-book activities (Animal Homes, Flower Parts, Community Helpers, Arctic Foxes, All About Sloths)	
	ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.		
ELA.K.R.3 Reading Across Genres	ELA.K.R.3.1: Identify and explain descriptive words in text(s).	All e-book activities	
	ELA.K.R.3.2: Retell a text orally to enhance comprehension:	a. Use main character(s), setting, and important events for a story.	All fiction e-book activities (Zion and the Yellow Jacket, Silly Milly, Leela's Morning Routine, Gus the Farmer, Nivi's Song)
		b. Use topic and details for an informational text.	All nonfiction e-book activities (Animal Homes, Flower Parts, Community Helpers, Arctic Foxes, All About Sloths)
	ELA.K.R.3.3: Compare and contrast characters' experiences in stories.	All fiction e-book activities (Zion and the Yellow Jacket, Silly Milly, Leela's Morning Routine, Gus the Farmer, Nivi's Song)	
		<p>How Many Letters Can You Write/Level 4: Children demonstrate their ability to identify and write uppercase and lowercase letters by touching a "letter domino," then writing the lowercase and uppercase letters that appear on the domino.</p> <p>I Can Hear and Write Letters/Level 1: Children touch a green dot to hear a letter named. Children repeat the letter name aloud, then draw the letter beside the dot to build basic writing skills.</p> <p>I Can Hear and Write Letters/Level 2: Children touch a green dot to hear a letter named. Children repeat the letter name aloud, then draw the letter beside the dot to build basic writing skills.</p>	

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	ELA.K.C.1.1: Print many upper- and lowercase letters.	I Can Hear and Write Letters/Level 3: Children touch a green dot to hear a letter named. Children repeat the letter name aloud, then draw the letter beside the dot to build basic writing skills.
	ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	<p>I Can Write Stories/Level 5: Students are provided with images and word cards as prompts for writing, as well as several pages of blank line space. Students use the drawing tools and word cards to compose a story. The activity supports students' production of writing products utilizing various prompts and topics.</p> <p>I Can Write Stories/Level 6: Students are provided with images and word cards as prompts for writing, as well as several pages of blank line space. Students use the drawing tools and word cards to compose a story. The activity supports students' production of writing products utilizing various prompts and topics.</p> <p>I Can Write Stories/Level 7: Students are provided with images and word cards as prompts for writing, as well as several pages of blank line space. Students use the drawing tools and word cards to compose a story. The activity supports students' production of writing products utilizing various prompts and topics.</p>
	ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	
	ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	
ELA.K.C.1 Communicating Through Writing	ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	
ELA.K.C.2 Communicating Orally	ELA.K.C.2.1: Present information orally using complete sentences.	All TeachSmart activities
ELA.K.C.3 Following Conventions	ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<p>I Can Find Punctuation Marks/Level 1: Children learn to identify punctuation in content by hearing and following along as a poem is read aloud and then finding and circling punctuation marks in the poem, as prompted by the teacher.</p> <p>I Can Find Punctuation Marks/Level 2: Children learn to identify punctuation in content by hearing and following along as a poem is read aloud and then finding and circling punctuation marks in the poem, as prompted by the teacher.</p>

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		<p>I Can Find Punctuation Marks/Level 3: Children learn to identify punctuation in content by hearing and following along as a poem is read aloud and then finding and circling punctuation marks in the poem, as prompted by the teacher.</p> <p>I Can Find Uppercase Letters and Punctuation Marks/Level 1: Children learn to identify capital letters and punctuation in content by hearing and following along as a poem is read aloud, then finding and circling capital letters and punctuation marks in the poem, as prompted by the teacher.</p> <p>I Can Find Uppercase Letters and Punctuation Marks/Level 2: Children learn to identify capital letters and punctuation in content by hearing and following along as a poem is read aloud, then finding and circling capital letters and punctuation marks in the poem, as prompted by the teacher.</p> <p>I Can Find Uppercase Letters and Punctuation Marks/Level 3: Children learn to identify capital letters and punctuation in content by hearing and following along as a poem is read aloud, then finding and circling capital letters and punctuation marks in the poem, as prompted by the teacher.</p>
ELA.K.C.4 Researching	ELA.K.C.4.1: Recall information to answer a question about a single topic.	
ELA.K.C.5 Creating and Collaborating	ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.	<p>I Like to Write in My Scrapbook/Level 5: Students are invited to compose a scrapbook illustrated with images from the media bank or hand-drawn illustrations. Using the drawing tools, students write a story describing their pictures in full sentences on blank lines. The activity supports students' production of writing products utilizing various prompts and topics.</p> <p>I Like to Write in My Scrapbook/Level 6: Students are invited to compose a scrapbook illustrated with images from the media bank or hand-drawn illustrations. Using the drawing tools, students write a story describing their pictures in full sentences on blank lines. The activity supports students' production of writing products utilizing various prompts and topics.</p> <p>I Like to Write in My Scrapbook/Level 7: Students are invited to compose a scrapbook illustrated with images from the media bank or hand-drawn illustrations. Using the drawing tools, students write a story describing their pictures in full sentences on blank lines. The activity supports students' production of writing products utilizing various prompts and topics.</p>

## English Language Arts

B.E.S.T Standards	TeachSmart®
<p>ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p>Guess the Picture and Talk About It - Animals/Level 1: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown.</p> <p>Guess the Picture and Talk About It - Animals/Level 2: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown.</p> <p>Guess the Picture and Talk About It - Animals/Level 3: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares one at a time reveals a picture of an animal. Children guess at the hidden picture, then answer questions about the creature shown.</p> <p>Guess the Picture and Talk About It - Construction/Level 1: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.</p> <p>Guess the Picture and Talk About It - Construction/Level 2: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.</p> <p>Guess the Picture and Talk About It - Construction/Level 3: Children improve their vocabulary by learning to describe construction vehicles while playing a matching game. Clicking on squares one at a time reveals a picture of a vehicle. Children guess at the hidden picture, then answer questions about the vehicle shown.</p>
<p>ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.</p>	
<p>ELA.K.V.1 Finding Meaning</p> <p>ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p>	<p>Why Do These Words Belong Together?/Level 5: Students sort like objects represented by word pictures from a bank of five into a circle above, leaving unlike objects outside. The activity supports the understanding that common objects belong to categories.</p> <p>Why Do These Words Belong Together?/Level 6: Students sort like objects represented by word pictures from a bank of five into a circle above, leaving unlike objects outside. The activity supports the understanding that common objects belong to categories.</p> <p>Why Do These Words Belong Together?/Level 7: Students sort like objects represented by word pictures from a bank of five into a circle above, leaving unlike objects outside. The activity supports the understanding that common objects belong to categories.</p>

## Mathematics

B.E.S.T Standards		TeachSmart®
MA.K.NSO.1 Develop an understanding for counting using objects in a set.	MA.K.NSO.1.1 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.	<p>I Like to Count/Level 3: Children practice counting and sequencing by dragging 20 numeral beads onto a necklace.</p> <p>I Can Write Numbers/Level 5: Students practice writing numbers 1–30 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students’ ability to write numbers in sequence.</p> <p>I Can Write Numbers/Level 6: Students practice writing numbers 31–60 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students’ ability to write numbers in sequence.</p> <p>I Can Write Numbers/Level 7: Students practice writing numbers 61–100 (10 per page) by completing a sequence arranged on the plants of a white picket fence. The activity supports students’ ability to write numbers in sequence.</p>
	MA.K.NSO.1.2 Given a number from 0 to 20, count out that many objects.	<p>I Like to Count/Level 3: Children practice counting and sequencing by dragging 20 numeral beads onto a necklace.</p> <p>I Can Compare Numbers/Level 7: Students spin a spinner to specify a number, then follow instructions to identify which numbers from a bank below are greater than, less than, or equal to the spinner number. Numbers range from 0 to 10. The activity supports the comparison of the terms greater than, less than, or equal to other numbers (1–20).</p>
	MA.K.NSO.1.3 Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”	<p>The Train Game/Level 1: Children find the first and last train cars in a sequence of two cars to learn ordinal numbers and vocabulary words.</p> <p>The Train Game/Level 2: Children find the second and third train cars in a sequence of three to five cars to learn ordinal numbers and vocabulary words.</p> <p>The Train Game/Level 3: Children draw the missing second, third, and fourth train cars in a sequence where the first car is given to demonstrate and practice their understanding of ordinal numbers.</p> <p>The Train Game/Level 4: Children draw the missing first, second, third, and fourth train cars in a sequence where the last car is given to demonstrate and practice their understanding of ordinal numbers.</p>



## Mathematics

### B.E.S.T Standards

### TeachSmart®

MA.K.NSO.1.4 Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

I Can Compare Numbers/Level 5: Students view four sets of objects labeled for counting with a numeral. Students count to evaluate which set contains the most or least objects. Sets number up to 10. The activity supports comparing numbers to locate the number that shows more or less.

I Can Compare Numbers/Level 6: Students count and label the number of objects in a set contained within a circle. Students then drag counters to a nearby circle to build an equally sized set of objects, then label the set. The activity supports comparing numbers that are equal.

I Can Compare Numbers/Level 7: Students spin a spinner to specify a number, then follow instructions to identify which numbers from a bank below are greater than, less than, or equal to the spinner number. Numbers range from 0 to 10. The activity supports the comparison of the terms greater than, less than, or equal to other numbers (1–20).

MA.K.NSO.2.1 Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

I Can Count and Count/Level 5: Students label a row of dinosaurs with numbers arranged in counting order to learn new numbers, to practice counting in sequence, and to develop an understanding of cardinality. Numbers range between 1 and 40, and three correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.

I Can Count and Count/Level 6: Students label a row of dinosaurs with numbers arranged in counting order to learn new numbers, to practice counting in sequence, and to develop an understanding of cardinality. Numbers range between 41 and 80, and three correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.

I Can Count and Count/Level 7: Students label a row of dinosaurs with numbers arranged in counting order to learn new numbers, to practice counting in sequence, and to develop an understanding of cardinality. Numbers range between 81 and 120, and three correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.

I Can Count by Tens/Level 5: Students complete connect-the-dot drawings of constellations by counting the dots labeled in sequence by tens up to 100. The activity helps students to write numbers in sequence.

I Can Count by Tens/Level 6: Students complete connect-the-dot drawings of constellations by counting the dots labeled in sequence by tens up to 100. The activity helps students to write numbers in sequence.

## Mathematics

B.E.S.T Standards		TeachSmart®	
Number Sense and Operations	MA.K.NSO.2 Recite number names sequentially within 100 and develop an understanding for place value.		
		MA.K.NSO.2.2 Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.	<p>I Can Count by Tens/Level 7: Students complete connect-the-dot drawings of constellations by counting the dots labeled in sequence by tens up to 100. The activity helps students to write numbers in sequence.</p> <p>I Know How to Make Tens and Ones/Level 5: Students drag counters from a bank into two gridded columns to build a specified number ranging between 10 and 20 to represent place value. The activity supports students' understanding of making groups of tens and ones.</p> <p>I Know How to Make Tens and Ones/Level 6: Students total the number of dinosaur counters displayed in gridded columns (a full and partial set of 10), then choose a number representing the total and drag it into a dinosaur house. Numbers range up to 50. The activity supports students' understanding of making groups of tens and ones and selecting a numeral.</p> <p>I Know How to Make Tens and Ones/Level 7: Students practice adding full and partial sets of ten by counting sets of ten counters (a full gridded column) and counting individual counters (in a partially filled column). Students record the number of tens and ones in an equation and write the equation total (1–20) to express place value. The activity supports students' understanding of making groups of tens and ones and writing a number equation.</p>
		MA.K.NSO.2.3 Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.	<p>I Can Count and Count/Level 5: Students label a row of dinosaurs with numbers arranged in counting order to learn new numbers, to practice counting in sequence, and to develop an understanding of cardinality. Numbers range between 1 and 40, and three correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.</p>
		MA.K.NSO.3.1 Explore addition of two whole numbers from 0 to 10, and related subtraction facts.	<p>I Know How to Add/Level 1: A short audio story guides children as they practice adding one counter to sets, counting the total objects (two to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Know How to Add/Level 3: A short audio story guides children as they practice adding counters to sets, counting the total objects (four to five) and writing numerals by labeling the set with the correct numeral.</p> <p>I Can Solve a Math Story - Addition/Level 3: Children practice solving basic word problems by following instructions to add roses, up to five to a vase.</p> <p>I Can Solve a Math Story - Subtraction/Level 3: Children practice solving basic word problems by following instructions to take away roses, up to five to a vase.</p>

## Mathematics

### B.E.S.T Standards

### TeachSmart®

MA.K.NSO.3 Develop an understanding of addition and subtraction operations with onedigit whole numbers.

MA.K.NSO.3.2 Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability

I Know How to Add/Level 1: A short audio story guides children as they practice adding one counter to sets, counting the total objects (two to five) and writing numerals by labeling the set with the correct numeral.

I Know How to Add/Level 3: A short audio story guides children as they practice adding counters to sets, counting the total objects (four to five) and writing numerals by labeling the set with the correct numeral.

I Like Addition Stories/Level 5: Students practice adding two sets of numbers by dragging a set of bird counters one at a time to a mat (tree) to create a total number of birds. Students write the total number as a numeral in the space below. The activity supports adding numbers with objects (1–10).

I Like Addition Stories/Level 6: Students practice adding two sets of numbers by dragging a set of bird counters one at a time to a mat (tree) to create a total number of birds. Students record the numbers from the two initial sets in the blanks of an equation or a number sentence below, then record the total number of birds in the combined set. The activity supports adding numbers with objects (1–10).

I Like Addition Stories/Level 7: Students translate two visual equations that add sets of objects into numeral equations below. Students total both equations to show that the answers are equal. The activity supports adding numbers with objects (1–10).

I Can Solve a Math Story - Addition/Level 3: Children practice solving basic word problems by following instructions to add roses, up to five to a vase.

I Can Solve a Math Story - Subtraction/Level 3: Children practice solving basic word problems by following instructions to take away roses, up to five to a vase.

I Like Subtraction Stories/Level 5: Students move a specified number of counters from a set inside of a fence to the outside. Students then count the remaining objects and record the answer in a nearby blank space. The activity supports students' ability to decompose groups of objects numbering 1–19.

I Like Subtraction Stories/Level 6: Students move a specified number of counters from a set inside of a fence to the outside. Students fill in blanks in a subtraction equation or number sentence to represent the original set, the number subtracted, and the difference. The activity supports students' ability to decompose groups of objects numbering 1–19.

I Like Subtraction Stories/Level 7: Students view two complete subtraction equations, two of which are false. Students identify and circle the true equation. The activity supports students' ability to decompose groups of objects numbering 1–19.

Mathematics

B.E.S.T Standards

TeachSmart®

Algebraic Reasoning	MA.K.AR.1 Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts	MA.K.AR.1.1 For any number from 1 to 9, find the number that makes 10 when added to the given number.	<p>I Can Add to Make 10/Level 5: Students drag counters from a set outside the fence to join a set inside the fence, totaling 10. Students record the total as a numeral in the blank space provided. The activity supports students' understanding of addition as putting together, adding to, and composing numbers to make 10.</p> <p>I Can Add to Make 10/Level 6: Students drag counters from a set outside the fence to join a set inside the fence, totaling 10. Students express the value of the two initial sets and the total by filling in blanks in a number sentence. The activity supports students' understanding of addition as putting together, adding to, and composing numbers to make 10.</p>
		MA.K.AR.1.2 Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.	<p>I Know Two Ways to Solve a Problem/Level 5: Students view two sets of objects and three equations. Students must count and add the sets of objects to decide which two of the three equations are best illustrated by the sets shown above. The activity supports students' ability to compose and decompose numbers 1–19 with drawings or equations.</p> <p>I Know Two Ways to Solve a Problem/Level 6: Students view two sets of objects and three equations. Students must count and add the sets of objects to decide which two of the three equations are best illustrated by the sets shown above. The activity supports students' ability to compose and decompose numbers 1–19 with drawings or equations.</p> <p>I Know Two Ways to Solve a Problem/Level 7: Students view two sets of objects and three equations. Students must count and add the sets of objects to decide which two of the three equations are best illustrated by the sets shown above. The activity supports students' ability to compose and decompose numbers 1–19 with drawings or equations.</p>
		MA.K.AR.1.3 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.	<p>I Can See How Many Make a Set/Level 7: Students count the number of dots in two separate columns, recording numerals representing each column in spaces in an equation. Students then total the dots. The activity supports students' ability to recognize a picture and write a number equation to reflect the picture.</p> <p>I Like Addition Stories/Level 6: Students practice adding two sets of numbers by dragging a set of bird counters one at a time to a mat (tree) to create a total number of birds. Students record the numbers from the two initial sets in the blanks of an equation or a number sentence below, then record the total number of birds in the combined set. The activity supports adding numbers with objects (1–10).</p>

## Mathematics

B.E.S.T Standards		TeachSmart®
		<p>I Like Addition Stories/Level 7: Students translate two visual equations that add sets of objects into numeral equations below. Students total both equations to show that the answers are equal. The activity supports adding numbers with objects (1–10).</p> <p>I Like Subtraction Stories/Level 6: Students move a specified number of counters from a set inside of a fence to the outside. Students fill in blanks in a subtraction equation or number sentence to represent the original set, the number subtracted, and the difference. The activity supports students' ability to decompose groups of objects numbering 1–19.</p> <p>I Like Subtraction Stories/Level 7: Students view three complete subtraction equations, two of which are false. Students identify and circle the true equation. The activity supports students' ability to decompose groups of objects numbering 1–19.</p>
MA.K.AR.2 Develop an understanding of the equal sign.	MA.K.AR.2.1 Explain why addition or subtraction equations are true using objects or drawings.	I Can See How Many Make a Set/Level 7: Students count the number of dots in two separate columns, recording numerals representing each column in spaces in an equation. Students then total the dots. The activity supports students' ability to recognize a picture and write a number equation to reflect the picture.
	MA.K.M.1.1 Identify the attributes of a single object that can be measured such as length, volume or weight	<p>Can You Measure How Tall?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>Can You Measure How Tall?/Level 6: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>Can You Measure How Tall?/Level 7: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p>

Mathematics

B.E.S.T Standards

TeachSmart®

Measurement	MA.K.M.1 Identify and compare measurable attributes of objects.	<p>Can You Weigh and Measure How Tall?/Level 5: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>Can You Weigh and Measure How Tall?/Level 6: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>Can You Weigh and Measure How Tall?/Level 7: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to one of two columns in a T-chart on the right, labeled "yes" or "no." The number of weighable/measurable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p>
	MA.K.M.1.2 Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.	<p>Shortest, Longest, and Tallest/Level 1: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p> <p>Shortest, Longest, and Tallest/Level 2: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p> <p>Shortest, Longest, and Tallest/Level 3: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p>
	MA.K.M.1.3 Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.	<p>Shortest, Longest, and Tallest/Level 1: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p> <p>Shortest, Longest, and Tallest/Level 2: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.</p>

Mathematics

B.E.S.T Standards

TeachSmart®

Geometric Reasoning

MA.K.GR.1 Identify, compare and compose two- and three-dimensional figures

MA.K.GR.1.1 Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

Shortest, Longest, and Tallest/Level 3: Children develop their understanding of measurement units by using bear counters to measure and describe the height or length of various school supplies.

I Know More Shapes/Level 5: Students touch a dice to select a 2D shape, say the name of the shape, and draw the shape in a box next to the matching shape. The activity supports students' understanding of identifying and describing 2D shapes.  
  
I Know More Shapes/Level 6: Students view 3D shapes (a cylinder, a square, and a cube) and touch a dice to decide which shape to label with a word card. The activity supports students' understanding of identifying and describing 3D shapes.

MA.K.GR.1.2 Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.

I Know More Shapes/Level 7: Students sort 2D and 3D shapes into gridded charts with columns and rows, respectively, labeled for the shape type. The activity supports students' understanding of 2D and 3D shapes based on attributes.

MA.K.GR.1.3 Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.

I Know More Shapes/Level 6: Students view 3D shapes (a cylinder, a square, and a cube) and touch a dice to decide which shape to label with a word card. The activity supports students' understanding of identifying and describing 3D shapes.  
  
I Know More Shapes/Level 7: Students sort 2D and 3D shapes into gridded charts with columns and rows, respectively, labeled for the shape type. The activity supports students' understanding of 2D and 3D shapes based on attributes.

MA.K.GR.1.4 Find real-world objects that can be modeled by a given two- or threedimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

I Can Compare Shapes/Level 7: Students find, circle, and label 2D and 3D shapes as they appear in a classroom. The activity supports students' recognition of 2D and 3D shapes in an environment.

MA.K.GR.1.5 Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares

I Can Find Shapes/Level 6: Students view shapes composed of smaller shape outlines, then identify and count one specified type of smaller shape component. The activity supports students' ability to visualize and compose simple shapes to form larger shapes.

Mathematics

B.E.S.T Standards

TeachSmart®

Data Analysis & Probability

MA.K.DP.1 Develop an understanding for collecting, representing and comparing data.

MA.K.DP.1.1 Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings

I Can Sort/Level 1: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.

I Can Sort/Level 2: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.

I Can Sort/Level 3: Children sort objects by dragging items into one of two bowls. Children practice observing differences and similarities as they sort items based on comparing a single attribute, such as color and/or shape. The number of objects and attributes grows more complex within the activity set.

How Are We Alike?/Level 1: Children practice recognizing visual attributes of numerals by sorting them into columns based on the stick and round attributes.

How Are We Alike?/Level 2: Children practice recognizing visual attributes of numerals by sorting them into columns based on the stick and round attributes.

How Are We Alike?/Level 3: Children practice recognizing visual attributes of numerals by sorting them into columns based on the stick and round attributes.