



## IgnitePanel by Hatch™ and Common Core Kindergarten Alignment



Common Core English Language Arts Standards		IgnitePanel Activities
Literature	Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text IgnitePanel eBooks
Literature	Key Ideas and Details	2. With prompting and support, identify characters, settings, and major events in a story IgnitePanel eBooks
Literature	Key Ideas and Details	3. With prompting and support, identify characters, settings, and major events in a story IgnitePanel eBooks
Literature	Craft and Structure	4. Ask and answer questions about unknown words in a text IgnitePanel eBooks
Literature	Craft and Structure	5. Recognize common types of texts (e.g., storybooks, poems) IgnitePanel eBooks
Literature	Craft and Structure	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story IgnitePanel eBooks
Literature	Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding IgnitePanel eBooks
Informational Text	Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text IgnitePanel eBooks
Informational Text	Key Ideas and Details	2. With prompting and support, identify the main topic and retell key details of a text IgnitePanel eBooks
Informational Text	Key Ideas and Details	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text IgnitePanel eBooks
Informational Text	Craft and Structure	4. With prompting and support, ask and answer questions about unknown words in a text IgnitePanel eBooks
Informational Text	Craft and Structure	5. Identify the front cover, back cover, and title page of a book IgnitePanel eBooks
Informational Text	Craft and Structure	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text IgnitePanel eBooks
Informational Text	Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding IgnitePanel eBooks

Foundational Skills	Print Concepts	<p>1. Demonstrate an understanding of the organization and basic features of print</p> <p>A. Follow words from left to right, top to bottom, and page by page</p>	<p>I Can Read A Book Cover &amp; 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 &amp; 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 &amp; 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> <p>I Can Read A Book Cover &amp; Other Pages - Non-Fiction/Level 5: Students examine the front covers and first pages of several works of non-fiction, 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 &amp; Other Pages - Non-Fiction/Level 6: Students examine the front covers and first pages of several works of non-fiction, 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 &amp; Other Pages - Non-Fiction/Level 7: Students examine the front covers and first pages of several works of non-fiction, 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>
Foundational Skills	Print Concepts	<p>1. Demonstrate an understanding of the organization and basic features of print</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters</p>	<p>I Can Read A Book Cover &amp; 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 &amp; 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 &amp; 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> <p>I Can Read A Book Cover &amp; Other Pages - Non-Fiction/Level 5: Students examine the front covers and first pages of several works of non-fiction, 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 &amp; Other Pages - Non-Fiction/Level 6: Students examine the front covers and first pages of several works of non-fiction, 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 &amp; Other Pages - Non-Fiction/Level 7: Students examine the front covers and first pages of several works of non-fiction, 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>

Foundational Skills	Print Concepts	<p>1. Demonstrate an understanding of the organization and basic features of print</p> <p>C. Understand that words are separated by spaces in print</p>	<p>I Can Read A Book Cover &amp; 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 &amp; 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 &amp; 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> <p>I Can Read A Book Cover &amp; Other Pages - Non-Fiction/Level 5: Students examine the front covers and first pages of several works of non-fiction, 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 &amp; Other Pages - Non-Fiction/Level 6: Students examine the front covers and first pages of several works of non-fiction, 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 &amp; Other Pages - Non-Fiction/Level 7: Students examine the front covers and first pages of several works of non-fiction, 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>
Foundational Skills	Print Concepts	<p>1. Demonstrate an understanding of the organization and basic features of print</p> <p>D. Recognize and name all uppercase and lowercase letters of the alphabet</p>	<p>Compare &amp; Contrast - Uppercase &amp; Lowercase/Level 6: Students sort 10 total uppercase or lowercase letters from a bank (all uppercase or lowercase) into 1 of 2 labeled circles in a Venn Diagram. The activity allows students to distinguish between uppercase and lowercase letters.</p> <p>Compare &amp; Contrast - Uppercase &amp; Lowercase/Level 6: Students sort 10 total uppercase or lowercase letters from a bank (all uppercase or lowercase) into 1 of 2 labeled circles in a Venn Diagram. The activity allows students to distinguish between uppercase and lowercase letters.</p> <p>Compare &amp; Contrast - Uppercase &amp; Lowercase/Level 7: Students sort 8 words (some with initial caps, some all lowercase) from a bank into 1 of 2 labeled circles in a Venn Diagram. The activity allows students to distinguish between uppercase and lowercase letters.</p>
Foundational Skills	Phonological Awareness	<p>2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes)</p> <p>A. Recognize and produce rhyming words</p>	<p>I Can Rhyme/Level 3: Children touch 2 empty circles to hear 2 word sounds, then touch the 5 pictures at the bottom to hear the pictures names. Children then sort 4 of the 5 pictures into the circles that rhyme with the corresponding word sounds.</p>
Foundational Skills	Phonological Awareness	<p>2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes)</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words</p>	<p>Breaking Words Apart/Level 3: Children click on 2 pictures in a series, a compound word and 1 of that compound word's segments, hearing and pronouncing the words that the pictures represent. Next children break apart the compound word, identifying the missing word segment, and then drag the image that matches that sound to the empty circle from the 4 choices at the bottom. This activity is designed to reinforce segmenting compound words by listening.</p> <p>Hearing Parts of Words/Level 3: Children touch 2 separate blank puzzle pieces, hearing the 2 syllables of a word pronounced separately (1 for each), then touch 2 puzzle pieces joined together to hear the syllables blended together. Children choose the image that matches it from the 2 or 3 choices at the bottom and then drag it to the joined puzzle pieces.</p>

Foundational Skills	Phonological Awareness	<p>2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes)</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words</p>	<p>I Can Separate Sounds In Words/Level 6: Students click on 2 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 2 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 First Sounds In More Words/Level 6: Students click on 2 word pictures to hear them spoken, then select the matching initial letter from a bank of 3 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 2 word pictures to hear them spoken, then select the matching initial letter from a bank of 4 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>
Foundational Skills	Phonological Awareness	<p>2. Demonstrate an understanding of spoken words, syllables, and sounds (phonemes)</p> <p>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>I Can Hear Three Sounds To Make A Word/Level 5: Students click on a square divided into 3 parts to hear 3 parts of a word spoken, then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the square. The activity supports the blending of 3 phonemes in CVC Words.</p> <p>I Can Hear Three Sounds To Make A Word/Level 6: Students click on 2 squares divided into 3 parts to hear 3 parts of a word spoken, then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the squares. The activity supports the blending of 3 phonemes in CVC Words.</p> <p>I Can Hear Three Sounds To Make A Word/Level 7: Students click on 2 squares divided into 3 parts to hear 3 parts of a word spoken, then drag 3 strips of a word picture from a bank of 2 word pictures below to fill the squares. The activity supports the blending of 3 phonemes in CVC Words.</p>
Foundational Skills	Phonics and Word Recognition	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>A. Demonstrate a basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</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 2 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 4 images. The activity supports the isolation and pronunciation of onset rime.</p> <p>I Can Blend Sounds to Make Words/Level 7: Students touch 2 empty circles and hear 2 words onset rimes read aloud, then students touch the 5 pictures at the bottom to hear the pictures names. Students then practice matching the corresponding pictures to the onset rimes by dragging an image representing the word answer to the answer space from a bank of 5 images. The activity supports the isolation and pronunciation of onset rime.</p>
Foundational Skills	Phonics and Word Recognition	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</p>	<p>I Can Hear &amp; Make Long E Sounds/Level 5: Students practice spelling the long "E" sound by dragging the appropriate spelling, written on 1 of 2 puzzle pieces, to complete the word above, which is illustrated by an image. The activity supports the understanding that the long "E" sound can be spelled in different ways.</p> <p>I Can Hear &amp; Make Long A Sounds/Level 5: Students practice spelling the long "A" sound by dragging the appropriate spelling, written on 1 of 2 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>

Foundational Skills	Phonics and Word Recognition	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p>	<p>I Can Read Sight Words/Level 5: Students click on 4 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 4 below and drag it to the line. The activity supports the recognition of high-frequency words.</p> <p>I Can Read Sight Words/Level 6: Students click on 4 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 4 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 4 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 4 below and drag it to the line. The activity supports the recognition of high-frequency words.</p>
Foundational Skills	Phonics and Word Recognition	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>I Can Sort Word Families/Level 5: Students sort word cards from a bank of 8 words to match their word family and root word above. Three word cards are dragged to fill empty circles below each of 2 root words, leaving 2 word cards unsorted. The activity supports identification of occurring root words and their inflectional forms.</p>
Foundational Skills	Fluency	<p>4. Read emergent-reader texts with purpose and understanding</p>	<p>IgnitePanel eBooks</p>
Writing	Text Type and Purposes	<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p>	<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 Can Write Stories/ Level 5: Students are provided 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 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 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>
Writing	Production and Distribution of Writing	<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing, as needed</p>	<p>Charts For Helping Students Write/Level 5: The charts found on these pages (KWL, T-Chart, Concept Web, Circle Web) will help to begin the brainstorming and organization of thoughts needed to support the writing process. The activity supports the building of background knowledge necessary for thought organization needed to write.</p> <p>Charts For Helping Students Write/Level 6: The charts found on these pages (KWL, T-Chart, Concept Web, Circle Web) will help to begin the brainstorming and organization of thoughts needed to support the writing process. The activity supports the building of background knowledge necessary for thought organization needed to write.</p> <p>Charts For Helping Students Write/Level 7: The charts found on these pages (KWL, T-Chart, Concept Web, Circle Web) will help to begin the brainstorming and organization of thoughts needed to support the writing process. The activity supports the building of background knowledge necessary for thought organization needed to write.</p>

Writing	Production and Distribution of Writing	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	<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 Can Write Stories/ Level 5: Students are provided 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 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 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>
Speaking and Listening	Comprehension and Collaboration	<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p>	<p>Guess The Picture &amp; Talk About It - Animals/Level 3: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares 1 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 &amp; Talk About It - Community Helpers/Level 3: Children improve their vocabulary by learning to describe community helpers while playing a matching game. Clicking on squares 1 at a time reveals a picture of a community helper. Children guess at the hidden picture then answer questions about the person and job depicted.</p> <p>Guess The Picture &amp; Talk About It - Food/Level 3: Children improve their vocabulary by learning to describe food while playing a matching game. Clicking on squares 1 at a time reveals a picture of a food item. Children guess at the hidden picture then answer questions about the food shown.</p>
Speaking and Listening	Comprehension and Collaboration	<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>B. Continue a conversation through multiple exchanges</p>	<p>Guess The Picture &amp; Talk About It - Hygiene/Level 3: Children improve their vocabulary by learning to describe personal hygiene objects while playing a matching game. Clicking on squares 1 at a time reveals a picture of a personal care item. Children guess at the hidden picture then answer questions about the pictured item.</p> <p>Guess The Picture &amp; Talk About It - Insects/Level 3: Children improve their vocabulary by learning to describe insects while playing a matching game. Clicking on squares 1 at a time reveals a picture of an insect. Children guess at the hidden picture then answer questions about the insect shown.</p> <p>Guess The Picture &amp; Talk About It - People/Level 3: Children improve their vocabulary by learning to describe people while playing a matching game. Clicking on squares 1 at a time reveals a picture of a person 1 square at a time. Children guess at the hidden picture then answer questions about the person shown.</p>
Speaking and Listening	Comprehension and Collaboration	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	IgnitePanel eBooks
Speaking and Listening	Comprehension and Collaboration	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood	IgnitePanel eBooks
Speaking and Listening	Presentation of Knowledge and Ideas	5. Add drawings or other visual displays to descriptions, as desired, to provide additional detail	I Can Write Words/Level 3: Children learn to write new words by viewing photos and labeling parts of them using the drawing tools and teacher assistance.
Speaking and Listening	Presentation of Knowledge and Ideas	6. Speak audibly and express thoughts, feelings, and ideas clearly	<p>I Love to Tell Stories/Level 5: Students learn to tell stories by composing a structured tale aloud and manipulating or drawing their own digital props within an image to illustrate. The activity supports the acquisition and use of words to tell a story.</p> <p>I Love to Tell Stories/Level 6: Students learn to tell stories by composing a structured tale aloud and manipulating or drawing their own digital props within an image to illustrate. The activity supports the acquisition and use of words to tell a story.</p> <p>I Love to Tell Stories/Level 7: Students learn to tell stories by composing a structured tale aloud and manipulating or drawing their own digital props within an image to illustrate. The activity supports the acquisition and use of words to tell a story.</p>

Language	Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>A. Print many uppercase and lowercase letters</p>	<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 &amp; 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.</p> <p>Words are Fun to Write/Level 3: Children are invited to write words on "Word Walls" that show 3 columns containing 3 images per column. Children learn to form letters as they label the images, guided by a column header indicating the initial letter of the word.</p>
Language	Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>B. Use frequently occurring nouns and verbs</p>	<p>I Can Sort Nouns and Verbs/Level 5: Students learn to distinguish nouns from verbs by sorting the subject and verb from a 2-word clause to a "thing" house and to an "action" house. The activity supports the understanding of word usage in sentence construction (nouns and verbs).</p> <p>I Can Sort Word Families/Level 6: Students sort word cards from a bank of 8 words to match their word family and root word above. Three word cards are dragged to fill empty circles below each of 2 root words, leaving 2 word cards unsorted. The activity supports identification of occurring root words and their inflectional forms.</p> <p>I Can Sort Word Families/Level 7: Students sort word cards from a bank of 8 words to match their word family and root word above. Three word cards are dragged to fill empty circles below each of 2 root words, leaving 2 word cards unsorted. The activity supports identification of occurring root words and their inflectional forms.</p>
Language	Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p>	<p>Which Word Means More Than One?/Level 5: Students sort singular and plural nouns from a bank of 6 illustrated word cards. The activity supports understanding of singular and plural nouns.</p> <p>Which Word Means More Than One?/Level 6: Students sort singular and plural nouns from a bank of 6 illustrated word cards. The activity supports understanding of singular and plural nouns.</p> <p>Which Word Means More Than One?/Level 7: Students sort singular and plural nouns from a bank of 6 word cards without images. The activity supports understanding of singular and plural nouns.</p>
Language	Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>F. Produce and expand complete sentences in shared language activities</p>	<p>Guess The Picture &amp; Talk About It - Animals/Level 3: Children improve their vocabulary by learning to describe animals while playing a matching game. Clicking on squares 1 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 &amp; Talk About It - Community Helpers/Level 3: Children improve their vocabulary by learning to describe community helpers while playing a matching game. Clicking on squares 1 at a time reveals a picture of a community helper. Children guess at the hidden picture then answer questions about the person and job depicted.</p> <p>Guess The Picture &amp; Talk About It - Food/Level 3: Children improve their vocabulary by learning to describe food while playing a matching game. Clicking on squares 1 at a time reveals a picture of a food item. Children guess at the hidden picture then answer questions about the food shown.</p>
Language	Conventions of Standard English	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>A. Capitalize the first word in a sentence and the pronoun I</p>	<p>I Like Playing I Spy/Level 5: Students examine a poem, locating and circling the first word in each sentence and punctuation (a period) at the end of each sentence to learn the importance and functions of capitalization and punctuation. The activity supports the ability to locate the first word in a sentence and end with punctuation (period).</p> <p>I Like Playing I Spy/Level 6: Students examine a poem, locating and circling the first word in each sentence and punctuation (a period) at the end of each sentence to learn the importance and functions of capitalization and punctuation. The activity supports the ability to locate the first word in a sentence and end with punctuation (period).</p> <p>I Like Playing I Spy/Level 7: Students examine a poem, locating and circling the first word in each sentence and punctuation (a period) at the end of each sentence to learn the importance and functions of capitalization and punctuation. The activity supports the ability to locate the first word in a sentence and end with punctuation (period).</p>

Language	Conventions of Standard English	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>B. Recognize and name end punctuation</p>	<p>I Like Playing I Spy/Level 5: Students examine a poem, locating and circling the first word in each sentence and punctuation (a period) at the end of each sentence to learn the importance and functions of capitalization and punctuation. The activity supports the ability to locate the first word in a sentence and end with punctuation (period).</p> <p>I Like Playing I Spy/Level 6: Students examine a poem, locating and circling the first word in each sentence and punctuation (a period) at the end of each sentence to learn the importance and functions of capitalization and punctuation. The activity supports the ability to locate the first word in a sentence and end with punctuation (period).</p> <p>I Like Playing I Spy/Level 7: Students examine a poem, locating and circling the first word in each sentence and punctuation (a period) at the end of each sentence to learn the importance and functions of capitalization and punctuation. The activity supports the ability to locate the first word in a sentence and end with punctuation (period).</p> <p>I Can Find Punctuation Marks/Level 3: Children learn to identify punctuation in context by hearing and following along as a poem is read aloud then finding and circling punctuation marks in the poem, as prompted by the teacher.</p>
Language	Conventions of Standard English	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p>	<p>I Can Write Words/Level 3: Children learn to write new words by viewing photos and labeling parts of them using the drawing tools and teacher assistance.</p> <p>I Can Spell Words/ Level 5:Students click on 4 images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on a 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 4 images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on a same page all share a common ending to ease writing. The activity supports the spelling and writing of common words.</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 ability to spell simple words phonetically, drawing on the knowledge of letter-sound relationships.</p>
Language	Conventions of Standard English	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>I Can Write Words/Level 3: Children learn to write new words by viewing photos and labeling parts of them using the drawing tools and teacher assistance.</p> <p>I Can Spell Words/ Level 5:Students click on 4 images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on a 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 4 images per page, hearing image words spoken aloud and writing the words on lines nearby. Words on a same page all share a common ending to ease writing. The activity supports the spelling and writing of common words.</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 ability to spell simple words phonetically, drawing on the knowledge of letter-sound relationships.</p>
Language	Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content</p> <p>B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>I Can Sort Word Families/Level 5: Students sort word cards from a bank of 8 words to match their word family and root word above. Three word cards are dragged to fill empty circles below each of 2 root words, leaving 2 word cards unsorted. The activity supports identification of occurring root words and their inflectional forms.</p> <p>I Can Sort Word Families/Level 6: Students sort word cards from a bank of 8 words to match their word family and root word above. Three word cards are dragged to fill empty circles below each of 2 root words, leaving 2 word cards unsorted. The activity supports identification of occurring root words and their inflectional forms.</p> <p>I Can Sort Word Families/Level 7: Students sort word cards from a bank of 8 words to match their word family and root word above. Three word cards are dragged to fill empty circles below each of 2 root words, leaving 2 word cards unsorted. The activity supports identification of occurring root words and their inflectional forms.</p>



Language	Vocabulary Acquisition and Use	<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</p>	<p>Why Do These Words Belong Together?/Level 5: Students sort like objects represented by word pictures from a bank of 5 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 5 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 5 into a circle above, leaving unlike objects outside. The activity supports the understanding that common objects belong to categories.</p>
Language	Vocabulary Acquisition and Use	<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings</p> <p>B. Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p>	<p>I Know Synonyms &amp; Antonyms/Level 5: Students learn to identify synonyms and antonyms by dragging 2 word pictures from a bank of 3 to spaces beside 2 word pictures with meanings that are the same or opposite. The activity supports the understanding that words are different and the same in meaning.</p> <p>I Know Synonyms &amp; Antonyms/Level 6: Students learn to identify synonyms and antonyms by dragging 2 word pictures from a bank of 5 to spaces beside 2 words with meanings that are the same or opposite. The activity supports the understanding that words are different and the same in meaning.</p> <p>I Know Synonyms &amp; Antonyms/Level 7: Students learn to identify synonyms and antonyms by dragging 2 word cards from a bank of 7 to spaces beside 2 words with meanings that are the same or opposite. The activity supports the understanding that words are different and the same in meaning.</p>
<b>Common Core Mathematics Standards</b>			<b>IgnitePanel Activities</b>
Counting and Cardinality	Know number names and the count sequence	1. Count to 100 by ones and by tens	<p>Go! I Can Count/Level 5: Students practice counting by ones, tens, and twos by completing a counting sequence of number-word cards on the body of a bookworm. Students recognize the nature of the sequence, then drag number-word cards to fill the sequence gaps. Numbers range from 1-100. The activity supports students in recognizing number words.</p> <p>Go! I Can Count/Level 6: Students practice counting by ones, tens, and twos by completing a counting sequence of number-word cards on the body of a bookworm. Students recognize the nature of the sequence, then drag number-word cards to fill the sequence gaps. Numbers range from 1-100. The activity supports students in recognizing number words.</p> <p>I Can Count By Tens/Level 5: Students complete connect-the-dot drawings of constellations by counting the dots labeled in sequence by 10s up to 100. The activity helps students to write numbers in sequence.</p>
Counting and Cardinality	Know number names and the count sequence	2. Count forward, beginning from a given number within the known sequence (instead of having to begin at 1)	<p>I Can Count/Level 6: Students complete connect-the-dot drawings of common shapes by counting the dots in sequence. Counting ranges increase between ranges of 1-10, 10-20, 20-30. The activity supports students ability to recognize and write numerals in sequence.</p> <p>I Can Count/Level 7: Students complete connect-the-dot drawings of common shapes by counting the dots in sequence. Counting ranges increase between ranges of 1-10, 10-20, 20-30. The activity supports students ability to recognize and write numerals in sequence.</p> <p>I Can Count &amp; Count/Leve 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 3 correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.</p> <p>I Can Count &amp; Count/Leve 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 3 correct labels provide a start for each page's sequence. The activity supports students as they count in sequence using numbers.</p>
Counting and Cardinality	Know number names and the count sequence	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	I Can Write Numbers/Level 5: Students practice writing numbers 1-30 (10 per page) by a completing a sequence arranged on the planks of a white picket fence. The activity supports students ability to write numbers in sequence.

Counting and Cardinality	Count to tell the number of objects	<p>4. Understand the relationship between numbers and quantities and connect counting to cardinality</p> <p>A. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object</p>	I Can See How Many Make A Set/Level 5: Students click on a question mark and drag orange dots into gridded columns to build a visual representation of a 2-digit number spoken. The activity supports student's knowledge of composing numbers 11-19 into tens and ones, e.g., by using pictures and writing numerals to match the pictures.
Counting and Cardinality	Count to tell the number of objects	<p>4. Understand the relationship between numbers and quantities and connect counting to cardinality</p> <p>B. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted</p>	I Can See How Many Make A Set/Level 5: Students click on a question mark and drag orange dots into gridded columns to build a visual representation of a 2-digit number spoken. The activity supports student's knowledge of composing numbers 11-19 into tens and ones, e.g., by using pictures and writing numerals to match the pictures.
Counting and Cardinality	Count to tell the number of objects	<p>4. Understand the relationship between numbers and quantities and connect counting to cardinality</p> <p>C. Understand that each successive number name refers to a quantity that is one larger</p>	<p>I Can Count/Level 6: Students complete connect-the-dot drawings of common shapes by counting the dots in sequence. Counting ranges increase between ranges of 1-10, 10-20, 20-30. The activity supports students ability to recognize and write numerals in sequence.</p> <p>I Can Count/Level 7: Students complete connect-the-dot drawings of common shapes by counting the dots in sequence. Counting ranges increase between ranges of 1-10, 10-20, 20-30. The activity supports students ability to recognize and write numerals in sequence.</p>
Counting and Cardinality	Count to tell the number of objects	5. Count to answer "how many" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number 1–20, count out that many objects	I Can See How Many Make A Set/Level 5: Students click on a question mark and drag orange dots into gridded columns to build a visual representation of a 2-digit number spoken. The activity supports student's knowledge of composing numbers 11-19 into tens and ones, e.g., by using pictures and writing numerals to match the pictures.
Counting and Cardinality	Compare numbers	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies)	<p>I Can Compare Numbers/Level 5: Students view 4 sets of objects labeled for count with a numeral. Students count to evaluate which set contains the most or least objects. Sets number up to 10. The activity supports comparing of numbers to locate the number that shows more or less.</p> <p>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 of numbers that are equal.</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 0-10. The activity supports comparison of the terms "greater than," "less than" or "equal to" other numbers (1-20).</p>
Counting and Cardinality	Compare numbers	7. Compare two numbers between 1 and 10 presented as written numerals	<p>I Can Compare Numbers/Level 5: Students view 4 sets of objects labeled for count with a numeral. Students count to evaluate which set contains the most or least objects. Sets number up to 10. The activity supports comparing of numbers to locate the number that shows more or less.</p> <p>I Know What Many Numbers Stand For/Level 5: Students spin a spinner to select a number, then count as they drag the correct number of counters (infinite clones) to a mat/container. Spinner numbers range from 1-10. The activity supports students understanding of the relationship between numbers and quantities, connects counting to cardinality.</p>
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations	<p>I Can Draw A Picture To Add/Level 5: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students ability to understand addition and subtraction while using pictures to problem solve.</p> <p>I Can Draw A Picture To Add/Level 6: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students ability to understand addition and subtraction while using pictures to problem solve.</p> <p>I Can Draw A Picture To Add/Level 7: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students ability to understand addition and subtraction while using pictures to problem solve.</p>

Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	2. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem)	<p>I Like Addition Stories/Level 5: Students draw pictures to illustrate an addition story, then draw upon their visuals to solve the story. The activity supports students ability to understand addition and subtraction while using pictures to problem solve.</p> <p>I Like Subtraction Stories/Level 5: Students move a specified number of counters from a set inside a fence to the outside. Students then count the remaining objects and record the answer in a nearby blank. The activity supports students ability to decompose groups of objects numbering 1-19.</p>
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ )	I Know How To Change Numbers/Level 5: Students view 3 equations, each adding 10 to a number between 1 and 10. Answers are illustrated in sets of dots on dominoes. Students must add all of the equations to identify and circle the 1 true equation. The activity supports adding in base ten.
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	4. For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation	<p>I Know How To Change Numbers/Level 5: Students view 3 equations, each adding 10 to a number between 1 and 10. Answers are illustrated in sets of dots on dominoes. Students must add all of the equations to identify and circle the 1 true equation. The activity supports adding in base ten.</p> <p>I Can Add To Make Ten/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 Ten/Level 6: Students drag counters from a set outside the fence to join a set inside the fence, creating a total of 10. Students express the value of the 2 initial sets and the total by filling blanks in a "number sentence." The activity supports students understanding of addition as putting together, adding to and composing numbers to make 10.</p>
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	5. Fluently add and subtract within 5	<p>I Know How To Change Numbers/Level 5: Students view 3 equations, each adding 10 to a number between 1 and 10. Answers are illustrated in sets of dots on dominoes. Students must add all of the equations to identify and circle the 1 true equation. The activity supports adding in base ten.</p> <p>I Can Add To Make Ten/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 Ten/Level 6: Students drag counters from a set outside the fence to join a set inside the fence, creating a total of 10. Students express the value of the 2 initial sets and the total by filling blanks in a "number sentence." The activity supports students understanding of addition as putting together, adding to and composing numbers to make 10.</p>
Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value	1. Compose and decompose numbers from 11 to 19 into ten 1s and some further 1s (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten 1s and one, two, three, four, five, six, seven, eight, or nine 1s	<p>I Know Many Ways To Make Twenty/ Level 5: Students spin a die to generate a number between 11 and 19, then build that number from sets of white dots dragged to places on 2 dominoes. The activity supports students understanding of composing numbers 11-19 into tens and ones using pictures.</p> <p>I Know Many Ways To Make Twenty/ Level 6: Students count the number of dots on 2 dominoes, one containing a full set of ten, and one a partial set. Students record the 2 numbers in an equation below and total the equation. The activity supports students understanding of composing numbers 11-19 into tens and ones using pictures.</p> <p>I Know Many Ways To Make Twenty/ Level 7: Students fill blanks in equations with stacks of colored blocks to reach a specified total. Students must choose the stacks from a bank below, deciding which will combine to reach the correct total. The activity supports students understanding of composing numbers 11-19 into tens and ones using pictures.</p>

Measurement and Data	Describe and compare measurable attributes	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<p>Can You Weigh &amp; 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 1 of 2 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 &amp; Measure How Tall?/Level 6: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 1 of 2 columns in a T-chart on the right, labeled "yes" or "no." The number of weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p> <p>Can You Weigh &amp; Measure How Tall?/Level 7: Students view a bank of word cards (illustrated in early pages) and decide whether or not they can weigh the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 1 of 2 columns in a T-chart on the right, labeled "yes" or "no." The number of weighable objects is written below. The activity supports organization, representation, and interpretation of data for the purpose of answering questions.</p>
Measurement and Data	Describe and compare measurable attributes	2. Directly compare two objects with a measurable attribute in common to see which object has more of/less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	<p>I Can Compare How Tall?/Level 5: Students view 2 images and circle the taller or shorter of the 2 as guided by instructions. The activity supports students ability to visualize the difference in length of 2 or more objects.</p> <p>I Can Compare How Tall?/Level 6: Students view 3 images and circle the tallest or shortest of the 3 as guided by instructions. The activity supports students ability to visualize the difference in length of 2 or more objects.</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 weigh and measure the objects. The answer is yes for all. Students confirm their answers by dragging the word cards to 1 of 2 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>
Geometry	Identify and describe shapes	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to	<p>I Know Where I Am/Level 5: Students circle 1 of 2 objects that has a specified spatial relationship to a central object. The activity supports students understanding of positions of objects in terms of "above," "beside," "next to," etc.</p> <p>I Know Where I Am/Level 6: Students circle 1 of 3 objects that has a specified spatial relationship to a central object. The activity supports students understanding of positions of objects in terms of "above," "beside," "next to," etc.</p> <p>I Know Where I Am/Level 7: Students circle 1 of 4 objects that has a specified spatial relationship to a central object. The activity supports students understanding of positions of objects in terms of "above," "beside," "next to," etc.</p>
Geometry	Identify and describe shapes	2. Correctly name shapes regardless of their orientations or overall size	<p>What Makes A Square A Square?/Level 5: Students learn the definition of a square by choosing and dragging 4 lines from a set of lines in a box to build a square over a square outline, then counting and labeling the shape to represent the number of sides. Some boxes will contain lines that do not fit the square. The activity supports students ability to compose and name shapes regardless of orientation, size and other attributes.</p> <p>What Makes A Rectangle A Rectangle?/Level 5: Students learn the definition of a rectangle by choosing and dragging 4 lines from a set of lines in a box to build a rectangle over a rectangle outline, then counting and labeling the shape to represent the number of sides. Some boxes will contain lines that do not fit the rectangle. The activity supports students ability to compose and name shapes regardless of orientation, size and other attributes.</p> <p>What Makes a Hexagon/Level 5: Students learn the definition of a hexagon by choosing and dragging 6 lines from a set of lines in a box to build a hexagon over a hexagon outline, then counting and labeling the shape to represent the number of sides. Some boxes will contain lines that do not fit the hexagon. The activity supports students ability to compose and name shapes regardless of orientation, size and other attributes.</p>
Geometry	Identify and describe shapes	3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")	I Can Compare Shapes/Level 7: Students find, circle, and label 2-D and 3-D shapes as they appear in a classroom. The activity supports students recognition of 2-D and 3-D shapes in an environment.

Geometry	Analyze, compare, create, and compose shapes	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length)	I Can Compare Shapes/Level 7: Students find, circle, and label 2-D and 3-D shapes as they appear in a classroom. The activity supports students recognition of 2-D and 3-D shapes in an environment.
Geometry	Analyze, compare, create, and compose shapes	5. Analyze, compare, create, and compose shapes	<p>I Can Make Shape Pictures/Level 5: Students drag 2-D block shapes from a bank to outlines of matching color to build a picture. The activity supports students ability to utilize smaller shapes to make a larger picture.</p> <p>What Makes A Square A Square?/Level 5: Students learn the definition of a square by choosing and dragging 4 lines from a set of lines in a box to build a square over a square outline, then counting and labeling the shape to represent the number of sides. Some boxes will contain lines that do not fit the square. The activity supports students ability to compose and name shapes regardless of orientation, size and other attributes.</p> <p>What Makes A Rectangle A Rectangle?/Level 5: Students learn the definition of a rectangle by choosing and dragging 4 lines from a set of lines in a box to build a rectangle over a rectangle outline, then counting and labeling the shape to represent the number of sides. Some boxes will contain lines that do not fit the rectangle. The activity supports students ability to compose and name shapes regardless of orientation, size and other attributes.</p>
Geometry	Analyze, compare, create, and compose shapes	6. Compose simple shapes to form larger shapes (e.g., "Can you join these two triangles with full sides touching to make a rectangle?")	I Can Put Shapes Together/Level 7: Students reinforce the understanding of building a shape from smaller shapes by dragging and rotating 2-D shapes to fill a larger shape outline. The activity supports students ability to compose larger shapes using smaller shapes.