Mathematics Scope & Sequence Grades K - 3

Strands and topics are sequenced to allow for fundamental skills and concepts to be introduced and built upon throughout the year to deepen understanding and make connections between mathematical concepts. Each strand is linked to the MathUp topics. (You can create your own path on mathup.ca to match the following scope and sequence.)
Specific Expectations are noted, as well as any cross-strand connections. Please refer to the curriculum *teacher supports* for further details.

There should be an ongoing focus on the following expectations:

A1: Social and Emotional Learning

- apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the curriculum

C4: Mathematical Modeling

- apply the process of mathematical modelling to represent, analyse, make predictions and provide insight into real-life situations

B2.1 Properties and Relationships

- Gr 1: use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations
- Gr. 2: use the properties of addition and subtraction, and the relationship between addition and multiplication and between subtraction and division to solve problems and check calculations
- Gr. 3: use the properties of operations and the relationship between multiplication and division to solve problems and check calculations

B2.2: Math Facts

- Gr. 1: recall and demonstrate addition facts for numbers up to 10, and related subtraction facts
- Gr. 2: recall and demonstrate addition facts for numbers up to 20, and related subtraction facts
- Gr. 3: recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts
- Gr. 4: recall and demonstrate multiplication facts for 1 × 1 to 10 × 10, and related division facts

B2.3 Mental Math

- Gr. 1: Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used
- Gr. 2: Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 50, and explain the strategies used
- Gr. 3: Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000, and explain the strategies used
- Gr. 4: Use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used
- *Number Talks* by Shari Parish should be used 3 times a week to reinforce math facts and fluency (Click Here)

Resources & Tools for Creating a Balanced Mathematics Program							
Engaging Math Tasks	Ministry Supports	Math @ Home	Math Skills Practice	Digital Manipulatives	How to Videos: Teaching with MathUp	MathUP Masters	Assessment
youcubed	High-Impact Instructional Practices	PVNCCDSB Math	Knowledgehook	Polypad Intro to Polypad Video	Part 1: Minds On Part 2: Action Part 3: Consolidate Part 4: Your Turn	Math Printable Masters	Math Assessment & Evaluation (It's more than a mark)
3-Act-Math Tasks	Math Curriculum Documents	Free Math Tutoring	IXL Ontario Curriculum	Toy Theatre		Teaching Combined Grades	EQAO Assessments
Learning Progression Document: Number Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8							

*If you see a grey box, please make a note of areas to return to if students are struggling. If you do not have a combined grade, you can simply move on to the next topic.

Adapted from Northeastern Catholic District School Boards Fall 2022 Document: https://www.ncdsb.on.ca/2022%20Mathematics%20Scope%20&%20Sequence%20(4-8).pdf

PVNCCDSB K-3 Mathematics Scope and Sequence 2025-2026

Mathematical High Impact Practices include:

Learning Goals, Success Criteria & Descriptive Feedback | **Direct Instruction** | **Problem-Solving Tasks** | **Tools & Representation** | **Math Conversations** | **Small-Group Instruction** | **Deliberate Practice** | **Flexible Groupings**

Effective math instruction begins when educators have high expectations of students and believe that all students have the potential to learn and do math. It uses culturally relevant practices and differentiated learning experiences to meet individual students' learning needs. It focuses on the development of conceptual understanding and procedural fluency, skill development, communication, and problem-solving skills. And it involves educators choosing from and using a variety of high-impact instructional practices (Hattie, 2009; National Council of Teachers of Mathematics, 2014).

TERM 1 - PROGRESS REPORT

Dates	Strands/Overall Expectation	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
About 20 days	Social-Emotional Learning Skills First 20 Days A1 *Embed throughout	PURPOSE: ★ Foster well-being ★ Support math learning to high levels for all learners ★ Develop SEL skills and the mathematical processes ★ Contribute to equitable opportunities and outcomes Develop self-awareness and sense of identity	EXPECTATIONS: Identify and manage emotions Recognize sources of stress and cope with challenges Maintain positive motivation and perseverance Build relationships and communicate effectively Think critically and creatively		
About 11 - 15 days	Kindergarten 15 20 Grade 1 -3 Number B1	COUNTING • A number's position in the counting sequence determines its magnitude (ex. 1 is before 2 because it is a smaller number) • One-to-one correspondence • Stable order: 1 is followed by 2…etc • Order irrelevance (ex. concept that the number of objects in a set will be the same regardless of which object is used to begin the counting) • Estimate the number in a small set • Number relationships from 0-10 • Use, read, and represent numbers to 10 SUBITIZING • Subitize quantities to 5 without having to count • Use, read, and represent whole numbers to 10	COUNTING • Counting forward to 50 by 1s, 2s, 5s, and 10s Counting backwards from 50 • Ordinal Numbers: first, second, third	COUNTING • Counting forward to 200, including by 20s, 25s, and 50s	SKIP COUNTING • Skip Count to 1000, including by 50s • Skip count backwards by 1s, 2s, 5s, 10s, and 20s starting from numbers up to 200 • Recognize counting patterns
	Kindergarten 15 20 Grade 1 - 3 Number B1 Algebra C1, C4	REPRESENTING NUMBERS • Use concrete materials to investigate counting, quantity, and number relationships • Use structured tools and numerals to represent small numbers • Identify quality and equality with the same number of objects • One-to-one correspondence • Number relationships 0-10 • Use, read and represent numbers to 10	REPRESENTING NUMBERS TO 50 • Read and represent whole numbers to and including 50 • Describe ways numbers are used in everyday life (postal codes, addresses, jerseys, race position…) • Compose and decompose whole numbers up to and including 50 • Create and describe patterns to illustrate relationships among whole numbers up to 50	REPRESENTING WHOLE NUMBERS • Read, represent, compose and decompose whole numbers up to and including 200 • Describe what makes a number even or odd	REPRESENTING WHOLE NUMBERS • Read, represent, compose and decompose whole numbers up to and including 1000 • Use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials • Create and describe patterns to illustrate relationships among whole numbers up to 1000 • Use math models to represent real-life situations
About 6 - 7 days	Kindergarten 15 20 Grade 1 - 3 Number B1	ESTIMATING QUANTITIES • Use information to estimate the number in a small set (ex. Use 5 or 10 as a benchmark number)	ESTIMATING & COMPARING WHOLE NUMBERS • Compare and order whole numbers up to and including 50 • Estimate the number of objects in collections of up to 50, and verify their estimates by counting	ESTIMATING & COMPARING WHOLE NUMBERS • Compare and order whole numbers up to and including 200: • locate numbers on a number line & use place value • Estimate the number of objects in collections of up to 200 and verify their estimates by counting	ESTIMATING & COMPARING WHOLE NUMBERS • Compare and order whole numbers up to and including 1000 • Rebound whole numbers to the nearest ten or hundred • Count to 1000, including 50s, 100s, and 200s (building a number line using a scale)
About 6 - 7 days	Kindergarten 18 20 Grade 1 - 3 Algebra C1	PATTERNS • Recognize, explore, describe, and compare patterns • Extend, translate, and create patterns using the core of a pattern • Predict what comes next • Compose patterns with 2D shapes • Investigate and describe how objects can be collected, grouped, and organized according to similarities and differences	PATTERNS • Identify and describe the regularities in a variety of patterns, including patterns found in real life • Create and translate patterns using movements, sounds, objects, shapes, letters, and numbers • Determine pattern rules and use them to extend patterns • Make and justify predictions • Identify missing elements in patterns • Create and describe patterns to illustrate relationships among whole numbers up to 50	PATTERNS • Identify and describe a variety of patterns involving geometric designs • Create and translate patterns using shapes and numbers • Determine pattern rules and use them to extend patterns • Make and justify predictions • Identify missing elements in patterns • Create and describe patterns to illustrate relationships among whole numbers up to 100	PATTERNS • Identify and describe repeating elements and operations in patterns on charts and number lines • Create and translate patterns with shapes, numbers and tables of values • Determine pattern rules and use them to extend patterns • Make and justify predictions • Identify missing elements in patterns

TERM 1 - AFTER PROGRESS REPORTS

Dates	Strands	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3

About 4 - 8 days	Kindergarten
	15
	20
	
	Grade 1 - 3
	Number
	B2
	
	Algebra
	C4
		COMPOSING & DECOMPOSING NUMBERS
		• Compose and decompose quantities to 10
		• Relationships for numbers 0-10
		• Use, read, and represent whole numbers to 10
			MEANINGS OF ADDITION AND SUBTRACTION
			• Properties of addition:
			  • Adding as joining; part-part-whole
			  • Subtracting as taking away and as comparing
			  • Relationship between addition and subtraction
			• Use objects, diagrams, and equations to represent, describe and solve situations involving addition and subtraction of whole numbers that add up to no more than 50
			• Use math models to represent real-life situations
				MEANINGS OF ADDITION AND SUBTRACTION
				• Solve problems using addition and subtraction
				• Recognize the relationship between addition and subtraction
				• Use objects, diagrams, and equations to represent, describe and solve
				• situations involving addition and subtraction of whole numbers that add up to no more than 100
				• Use math models to represent real-life situations
					ADDING & SUBTRACTING NUMBERS LESS THAN 100
					• Relationship between addition and subtraction
					• Use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000
					• Represent and solve problems involving addition and subtraction of whole numbers that add up to no more than 1000
					• Use math models to represent real-life situations

About 6 - 7 days	Kindergarten 16 20 Grade 1 - 3 Spatial Sense E2 Algebra C4	COMPARING MEASUREMENTS DIRECTLY • Select an attribute / object to measure and determine an appropriate non-standard unit of measure • Measure and compare two or more objects. • Compare objects, materials and spaces in terms of their length, mass, capacity, area and temperature	LENGTH & TIME • Compare lengths of 2D & 3D shapes • Compare everyday objects and order them by length • Read the date on the calendar • Identify days, weeks, months, holidays and seasons	LENGTH • Measure length using non-standard units • Measure and draw lengths in cm and m and use benchmarks • Estimate lengths using standard units	LENGTH & TIME • Relationship between mm, cm, m, and km • Use benchmarks of units to estimate lengths • Measure using various units of different sizes and recognize that different sized units produce a different count • Use analog & digital clocks and timers to tell time in hours, minutes, and seconds • Use math models to represent real-life situations
About 5 - 7 days	Kindergarten 19 20 Grade 1 - 3 Data D1 Number B2	SORTING • Sort objects in multiple ways and recognize how objects can be re-sorted in everyday situations • Ask questions that can be answered through data collection • Collect data and make representations of their observations • Investigate and describe how objects can be collected, grouped, and organized according to similarities and differences	COLLECTING & ORGANIZING DATA • Sort and classify data about people based on a single attribute • Gather data through observations, experiments and interviews to answer a question • Record data using a method of their choice and create tally charts	COLLECTING & ORGANIZING DATA/REPRESENTING DATA WITH GRAPHS • Sort sets of data according to two attributes, using tables and diagrams • Collect data to answer questions that focus on two pieces of information • Display data using concrete graphs, simple bar graphs, pictographs and line plots	COLLECTING, ORGANIZING & DESCRIBING DATA • Sort sets of data according to 2 or 3 attributes using tables and diagrams: venn, carroll, tree • Collect data to answer questions on qualitative and quantitative data • Use frequency tables • Determine the mean and mode(s) • Make and test predictions about the likelihood of the mean and mode(s) • Multiplication facts of 2, 5, and 10 and related division facts • Mental math strategies to add and subtract up to 1000
About 4 - 5 days	Kindergarten 15 20 Grade 1 - 3 Financial Literacy F1	COMPARING QUANTITIES • A numbers position in the counting sequence determines its magnitude • Recognize quantity and equality by identifying and comparing sets with more, fewer, or the same number of objects • One-to-one correspondence in counting and matching groups • Explore different Canadian coins and their value • Demonstrate an understanding of number relationships for numbers from 0 to 10	MONEY • Identify the names and values of coins • Represent money up to $50 with coins and bills	MONEY • Represent money up to 200¢ or $200 with dollar amounts using various combinations of coins and bills	FINANCIAL LITERACY • Estimate and calculate change for transactions involving whole dollar amounts of less than $1 • Represent money amounts • Skip counting • Subtracting and rounding

About 6 - 8 days	Kindergarten
	15
	20
	
	Grade 1 - 3
	Number
	B1, B2
	
	Algebra
	C4
		WHERE DO WE USE NUMBERS?
		• Explore and communicate the function of numbers in a variety of contexts
		  • Door #s in school
		  • Bus numbers
		  • House numbers
		  • Candles on a cake
		  • Page numbers
		• Explore and communicate the function/purpose of numbers in a variety of contexts
			ADDING & SUBTRACTING
			• Addition strategy of counting on
			• Subtraction strategies of counting on or counting back
			• Count on to 50 by 1s, 2s, 5s, and 10s
			• Recall addition facts up to 10 and related subtraction facts
			• Mental Math strategies up to 20
			• Represent and solve equal-group problems where the total number is no more than 10
			• Use math models to represent real-life situations
				ADDING & SUBTRACTING SMALL NUMBERS
				• Recall and demonstrate addition facts for numbers up to 20, and related subtraction facts:
				  • Doubles
				  • Doubles +1 or -1
				  • Making 10
					ADDING & SUBTRACTING GREATER NUMBERS
					• Mental math strategies: estimating and adding/subtracting
					• Understand algorithms to add 3-digit numbers
					• Represent and solve problems
					• Use math models to represent real-life situations

About 4 - 6 days	Kindergarten
	19
	20
	
	Grade 1 - 3
	Data
	D1, D2
	
	Number
	B2
		DATA COLLECTION & GRAPHING
		• Ask questions that can be answered through data collection
		• Collect data and make representations of their observations using graphs
		• Interpret data presented in graphs and draw conclusions
		• Respond to and pose questions about data collection and graphs
		• Describe how objects can be collected, grouped, and organized according to similarities and differences
		• Use mathematical language in informal discussions to describe probability in familiar, everyday situations
			DISPLAYING & INTERPRETING DATA
			• Display data on concrete graphs and pictographs using:
			  • a scale of 1
			  • titles
			  • labels
			  • proper sources
			• Read and interpret graphs, pictographs and tally charts by answering questions about the data and drawing conclusions
				INTERPRETING DATA
				• Read and interpret concrete graphs, pictographs, line plots, and bar graphs
				• Pose and answer questions about and draw conclusions from data
					DISPLAYING & INTERPRETING DATA
					• Collect data to answer questions that focus on qualitative and quantitative data
					• Organize data into frequency tables
					• Display data in pictographs and bar graphs, using titles, labels, and scales
					• Analyze sets of data in various ways
					• Use the ratios of 1:2, 1:5, 1:10 to scale up numbers and to solve problems

Dates	Strands	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3
TERM 2					

About 4 - 6 days	Kindergarten 17 20 Grade 1 - 3 Spatial Sense E1 Algebra C3, C4	LOCATION & MOVEMENT • Communicate an understanding of basic spatial relationship • Use positional language and vocabulary to describe the location and movement of objects through investigation • Compose pictures, designs, shapes and patterns using 2D shapes	LOCATION & MOVEMENT • Describe the locations of objects or people using positional language • Give directions for moving from one location to another • Create concrete maps • Use math models to represent real-life situations	LOCATION & MOVEMENT • Write and execute code to represent mathematical situations • Read and alter existing code • Create and interpret simple maps of familiar place • Describe the relative positions of several objects and the movements need to get from one object to another	LOCATION & MOVEMENT • Give and follow multi-step instructions involving movement from one location to another • Include distances and ½ and ¼ turns
About 4 - 8 days	Kindergarten 17 20 Grade 1 - 3 Spatial Sense E1, E2	SIMPLE OBJECTS • Describe, build, sort, classify and compare 3D figures • Compare the attributes of 3D figures • Investigate and explain the relationship between 2D and 3D figures in objects they have mad	SYMMETRY & SORTING SHAPES • Sort 2D shapes according to one attribute • Identify sorting rules • Identify lines of symmetry • Identify and create symmetrical shapes and designs	DESCRIBING & SORTING SHAPES • Sort and identify 2D shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry • Identify congruent lengths and angles in 2D shapes • Determine if shapes are congruent	PERIMETER • Use units of length to estimate, measure and compare the perimeters of polygons and curved shapes • Construct polygons with a given perimeter • Recognize that shapes can have the same perimeter but look different
About 4 - 8 days	Grade 1 - 3 Number B2 Algebra C1	Return to areas students may be struggling with.	Return to areas students may be struggling with.	INTRODUCING MULTIPLICATION & DIVISION • Represent multiplication as repeated equal groups • Represent division of up to 12 items as the equal sharing of a quantity	REPRESENTING MULTIPLICATION & DIVISION • Relationship between multiplication and division to solve and check problems • Represent multiplication of numbers up to 10 x 10 and divisions up to 100 ÷ 10 • Use of arrays and repeating addition • Solving problems that involve ½, ¼ and ⅓, using tools and drawings • Recognize patterns in multiplying and dividing • Create and describe patterns to illustrate among whole numbers up to 1000
About 3 - 4 days	Kindergarten 19 20 Grade 1 - 3 Data D2	PROBABILITY • Ask questions that can be answered through data collection • Respond to and pose questions about data collection • Use mathematical language in informal discussions to describe probability in familiar, everyday situations	PROBABILITY • Likelihood of an event: impossible, possible, and certain • Make predictions and informed decisions • Make and test predictions about the likelihood of everyday events	PROBABILITY • Likelihood of an event: impossible, possible, and certain • Make and test predictions about the likelihood that the mode will be the same for data from a different population	PROBABILITY • Likelihood of an event: impossible, unlikely, equally likely, likely and certain • Make predictions and informed decisions • Relate fairness
About 13 days	Grade 3 Spatial Sense E2	Return to areas students may be struggling with.	Return to areas students may be struggling with.	Return to areas students may be struggling with.	AREA: NON-STANDARD UNITS • Estimate and measure area using units of different shapes • Compare the area of 2D shapes by matching, covering, or decomposing and recomposing the shapes • Demonstrate that different shapes can have the same area Non-standard units to measure area STANDARD UNITS • Use cm2 and m2 to estimate, measure and compare the area of 2D shapes, including those with curved sides
About 5 - 8 days	Kindergarten 17 20 Grade 1 - 3 Spatial Sense E2 Algebra C4	SIMPLE SHAPES • Describe, sort, classify, build, and compare 2D shapes through investigation • Explore, sort and compare the attributes and properties of traditional and non-traditional 2D shapes • Predict and explore reflective symmetry in 2D shapes • Investigate and describe how objects can be collected, grouped and organized according to similarities and differences	AREA, CAPACITY & MASS • Identify measurable attributes of 2D shapes and 3D objects, including area, mass, capacity, and angle • Compare everyday objects and order them according to area, mass, and capacity	TIME • Measure time using non-standard units • Measure time in seconds and minutes • Relate seconds, minutes and hours • Use math models to represent real-life situations	MASS & CAPACITY • Use non-standard units to estimate, measure and compare capacity and mass • Explain the effect that overfilling or underfilling, and gaps between units, have on accuracy • Use a pan balance for mass • Use various units to measure the same attribute and demonstrate that the size of the attribute remains the same even though there is a different count • Use math models to represent real-life situations
MARCH BREAK					

Dates	Strands	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3

About 8 - 10 days	Kindergarten 15 20 Grade 1 - 3 Number B1, B2 Algebra C1, C4	ADDING & SUBTRACTING • Investigate addition in everyday experiences • Investigate subtraction in everyday experiences • Use modelling strategies, manipulatives and counting to add and subtract • Demonstrate an understanding of number relationships for numbers from 0 to 10	RETURN TO ADDING AND SUBTRACTING • Addition strategy of counting on • Subtraction strategies of counting on or counting back • Solve problems • Count on to 50 by 1s, 2s, 5s, and 10s • Recall addition facts up to 10 and related subtraction facts • Mental Math strategies up to 20 • Represent and solve equal-group problems where the total number is no more than 10 • Use math models to represent real-life situations	ADDING & SUBTRACTING 2-DIGIT NUMBERS; SOLVING PROBLEMS • Use mental math strategies, including estimation, to add and subtract whole numbers up to 50 • Explain strategies used; place value with base ten blocks • Solve addition and subtraction of whole numbers that add up to no more than 100	MULTIPLYING & DIVIDING • Relationship between multiplying and dividing to solve and check calculations • Recall multiplication facts of 2, 5, 10, and related division facts • Represent multiplication of numbers up to 10 x 10 and divisions up to 100 ÷ 10 • Use the ratios of 1:2, 1:5, and 1:10 to solve problems • Link to C1: Sharing • Recognize patterns in multiplying and dividing • Describe patterns among whole numbers up to 1000
About 4 - 6 days	Kindergarten 17 20 Grade 1 - 3 Algebra C2, C3 Spatial Sense E1, E2	COMPOSING & DECOMPOSING SHAPES & OBJECTS • Explore, sort, and compare the attributes and the properties of traditional and non-traditional 2-D shapes • Explore sort and compare the attributes / properties of 3-D figures • Compose pictures, designs, shapes, and patterns, using 2-D shapes • decompose 2-D shapes into smaller shapes and rearrange the pieces into other shapes, using various tools and materials • Build 3-D structures using a variety of materials and identify the 3-D figures their structure contains	CODING • Create code to sequence movements and execute code that involves sequential events • Alter code and describe how changes to the code affect the outcomes • Give and follow directions moving from one location to another	LOCATION, MOVEMENT, AND CODING • Create maps and use them to describe relative position and movement • Create and execute code for sequential and concurrent movements • Solve problems by writing and executing code • Read and alter existing code	CODING • Create and execute code for sequential, concurrent and repeating events • Repeat and alter code • Describe how changes to the code affect the outcomes
About 5 - 7 days	Grade 1 - 3 Number B1, B2 Algebra C1		FRACTIONS • Represent halves and fourths of simple shapes • Recognize that one half and two fourths of the same whole are equal • Use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10 • Use drawings to represent and solve fair-share problems that involve 2 and 4 sharers and have remainders of 1 or 2	FRACTIONS • Model and compare fair-share situations (up to 6 sharers) • Represent whole numbers, mixed numbers, and fractional amounts • Recognize that one third and two sixths of the same whole are equal	FRACTIONS • Represent, solve and compare fair-share problems up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers • Whole numbers, mixed numbers and fractional amounts • Equivalent fractions that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths • Represent the connection between the numerator of a fraction and the repeated addition of the unit fraction • Create and describe patterns to illustrate relationships among whole numbers up to 1000
About 4 - 6 days	Grade 1 - 3 Algebra C2		ALGEBRA • Variables: Identify quantities that can change and quantities that always remain the same in real-life contexts • Explore equivalent relationships involving addition and subtraction for whole numbers up to 50	ALGEBRA • Symbols as variables, describe how they are being used • Show that both expressions describe the same amount • Identify and use equivalent relationships for whole numbers up to 100	ALGEBRA • Describe how variables are used and use them in various contexts • Determine whether sets of addition, subtraction, multiplication or division expressions are equivalent or not • Identify and use equivalent relationships for whole numbers up to 1000 • Determine missing values in addition and subtraction equations
About 4 - 9 days	Kindergarten 16 20 Grade 1 - 3 Spatial Sense E1	USING NON-STANDARD UNITS TO MEASURE • Select an attribute / object to measure and determine an appropriate non-standard unit of measure • Measure and compare two or more objects • Investigate strategies and materials used when measuring with non-standard units of measure	3D OBJECTS • Sort 3D objects according to one attribute • Identify sorting rules • Construct 3D objects and identify 2D shapes contained within the structures/objects • Construct and describe 3D objects that have matching halves	COMPOSING AND DECOMPOSING SHAPES • Compose and decompose 2D shapes • Show the area of a shape remains constant	WORKING WITH 3D OBJECTS; • Sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing faces, edges, vertices, and angles • Compose and decompose structures • Identify 2D shapes and 3D objects in structures • Identify congruent lengths, angles, and faces of 3D objects REPRESENTING 3D OBJECTS • Construct skeletons and nets of 3D objects • Use the nets models to build 3D figures