Grade K | Tennessee Academic Standards for Mathematics Correlation to *Eureka Math*®

About *Eureka Math*

Created by Great Minds®, a mission-driven Public Benefit Corporation, Eureka Math® helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students' mastery of math.

Teachers and students using Eureka Math find the trademark "Aha!" moments in Eureka Math to be a source of joy and inspiration, lesson after lesson, year after year.

Aligned

Great Minds offers detailed analyses that demonstrate how each grade of Eureka Math aligns with specific state standards. Access these free alignment studies at greatminds.org/state-studies.

Data

Schools and districts nationwide are experiencing student growth and impressive test scores after using Eureka Math. See their stories and data at greatminds.org/data.

Full Suite of Resources

Great Minds offers the Eureka Math curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at greatminds.org/math/curriculum.

The teacher-writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:

- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources

Standards for Mathematical Practice	Aligned Components of *Eureka Math*
MP.1 Make sense of problems and persevere in solving them.	Lessons in every module engage students in mathematical practices. These are designated in the Module Overview and labeled in lessons. For example:
MP.2 Reason abstractly and quantitatively.	
MP.3 Construct viable arguments and critique the reasoning of others.	
MP.4 Model with mathematics.	
MP.5 Use appropriate tools strategically.	
MP.6 Attend to precision.	
MP.7 Look for and make use of structure.	
MP.8 Look for and express regularity in repeated reasoning.	

A STORY OF UNITS   Lesson 4   K•2

Note: Students can become frustrated as they attempt to articulate the difference between a circle and an oval. Though they may not be able to describe the concept of equidistance from a center, they can tell you that if they had a race car, they would rather have wheels in the shape of a circle than in the shape of an oval. "Circles can roll better!" "They are not squished!"

MP.1

T: We are going to have another detective hunt today. You and your partner will search for these shapes in the classroom. Use your clipboards and detective equipment, and draw any circles and hexagons that are hiding! (Allow students to investigate for five minutes before they return to their seats.)

T: Would anyone like to show and share one of the circles or hexagons they found in the classroom today? How is your circle or hexagon different from the other shapes we've learned? (Allow time for sharing and discussion.)

A NOTE ON
MULTIPLE MEANS
OF REPRESENTATION:

Once the vocabulary words *hexagon* and *circle* have been introduced, post these on the word wall with a visual of a circle and many different examples of hexagons.

Counting and Cardinality
K.CC.A Know number names and the counting sequence.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.A.1 Count to 100 by ones, fives, and tens. Count backward from 10.	GK M1 Lesson 33: Order quantities from 10 to 1, and match numerals. GK M1 Lesson 34: Count down from 10 to 1, and state 1 less than a given number. GK M1 Lesson 35: Arrange number towers in order from 10 to 1, and describe the pattern. GK M1 Lesson 36: Arrange, analyze, and draw sequences of quantities that are 1 less in configurations other than towers. GK M5 Topic D: Extend the Say Ten and Regular Count Sequence to 100 *Supplemental material is necessary to address counting to 100 by fives.*
K.CC.A.2 Count forward by ones beginning from any given number within the known sequence (instead of having to begin at 1).	GK M1 Topic G: One More Than with Numbers 0–10 GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations. GK M5 Lesson 16: Count within tens by ones. GK M5 Lesson 17: Count across tens when counting by ones through 40. GK M5 Lesson 18: Count across tens by ones to 100 with and without objects. GK M5 Lesson 19: Explore numbers on the Rekenrek.
K.CC.A.3 Write numbers from 0 to 20. Represent a quantity of objects with a written number 0–20.	GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place counts on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.A.3 *continued*	GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M5 Lesson 6: Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards. GK M5 Lesson 7: Model and write numbers 10 to 20 as number bonds. GK M5 Lesson 8: Model teen numbers with materials from abstract to concrete. GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations. GK M6 Lesson 8: Culminating task.
K.CC.A.4 Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern.	*Supplemental material is necessary to address this standard.*

Counting and Cardinality
K.CC.B Count to tell the number of objects.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.B.5 Understand the relationship between numbers and quantities; connect counting to cardinality.	*This standard is fully addressed by the lessons aligned to its subsections.*
K.CC.B.5a When counting objects 1–20, say the number names in the standard order, using one-to-one correspondence.	GK M1 Lesson 5: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total. GK M1 Lesson 6: Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario. GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object. GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M1 Topic G: One More with Numbers 0–10 GK M1 Topic H: One Less Than with Numbers 0–10 GK M5 Lesson 1: Count straws into piles of ten; count the piles as 10 ones.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.B.5a *continued*	GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and _____ ones.
	GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and _____ ones.
	GK M6 Lesson 4: Describe the relative position of shapes using ordinal numbers.
K.CC.B.5b Recognize 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.	GK M1 Lesson 5: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total.
	GK M1 Lesson 6: Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario.
	GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions
	GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5
	GK M1 Topic E: Working with Numbers 6–8 in Different Configurations
	GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place counts on 5-group mat. Match with numeral 9.
	GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object.
	GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10.
	GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10.
	GK M1 Lesson 27: Count 10 objects, and move between all configurations.
	GK M1 Topic G: One More Than with Numbers 0–10
	GK M1 Topic H: One Less Than with Numbers 0–10

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.B.5c Recognize that each successive number name refers to a quantity that is one greater and each previous number is one less.	GK M1 Topic G: One More Than with Numbers 0–10 GK M1 Topic H: One Less Than with Numbers 0–10 GK M3 Lesson 23: Reason to identify and make a set that has 1 more. GK M3 Lesson 24: Reason to identify and make a set that has 1 less. GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations. GK M5 Lesson 10: Build a Rekenrek to 20. GK M5 Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger. GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.
K.CC.B.6 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1–20, count out that many objects.	GK M1 Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions GK M1 Topic D: The Concept of Zero and Working with Numbers 0–5 GK M1 Topic E: Working with Numbers 6–8 in Different Configurations GK M1 Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9. GK M1 Lesson 24: Strategize to count 9 objects in circular (around a paper plate) and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object. GK M1 Lesson 25: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on the 5-group mat. Dialogue about 9 and 10. Write numeral 10. GK M1 Lesson 27: Count 10 objects, and move between all configurations. GK M1 Lesson 37: Culminating task.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.B.6 *continued*	GK M5 Lesson 1: Count straws into piles of ten; count the piles as 10 ones.
	GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and _____ ones.
	GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and _____ ones.
	GK M5 Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of 1 smaller.
	GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations.
	GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations.
	GK M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers
	GK M6 Lesson 8: Culminating task.

Counting and Cardinality
K.CC.C Compare numbers.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.C.7 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other. GK M3 Topic E: Are There Enough? GK M3 Topic F: Comparison of Sets Within 10 GK M3 Topic G: Comparison of Numerals

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.CC.C.8 Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.	GK M3 Lesson 20: Relate more and less to length. GK M3 Lesson 22: Identify and create a set that has the same number of objects. GK M3 Lesson 23: Reason to identify and make a set that has 1 more. GK M3 Lesson 24: Reason to identify and make a set that has 1 less. GK M3 Topic G: Comparison of Numerals

Operations and Algebraic Thinking

K.OA.A Represent and solve problems involving addition and subtraction.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.OA.A.1 Represent addition and subtraction with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations.	GK M1 Lesson 28: Act out result unknown story problems without equations. GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5 GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs GK M4 Topic C: Addition with Totals of 6, 7, and 8 GK M4 Topic D: Subtraction from Numbers to 8 GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs GK M4 Topic F: Addition with Totals of 9 and 10 GK M4 Topic G: Subtraction from 9 and 10 GK M4 Topic H: Patterns with Adding 0 and 1 and Making 10 GK M6 Lesson 8: Culminating task.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.OA.A.2 Add and subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem.	GK M4 Lesson 16: Solve add to with result unknown word problems to 8 with equations. Box the unknown. GK M4 Lesson 17: Solve put together with total unknown word problems to 8 using objects and drawings. GK M4 Lesson 18: Solve both addends unknown word problems to 8 to find addition patterns in number pairs. GK M4 Topic D: Subtraction from Numbers to 8 GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs GK M4 Lesson 31: Solve add to with total unknown and put together with total unknown problems with totals of 9 and 10. GK M4 Lesson 32: Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings. GK M4 Lesson 34: Represent subtraction story problems by breaking off, crossing out, and hiding a part. GK M4 Lesson 35: Decompose the number 9 using 5-group drawings, and record each decomposition with a subtraction equation. GK M4 Lesson 36: Decompose the number 10 using 5-group drawings, and record each decomposition with a subtraction equation. GK M4 Lesson 37: Add or subtract 0 to get the same number and relate to word problems wherein the same quantity that joins a set, separates. GK M4 Lesson 38: Add 1 to numbers 1–9 to see the pattern of the next number using 5-group drawings and equations. GK M4 Lesson 39: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. GK M6 Lesson 8: Culminating task.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.OA.A.3 Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation.	GK M1 Lesson 8: Answer how many questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count to five fingers. GK M1 Lesson 9: Within linear and array dot configurations of numbers 3, 4, and 5, find hidden partners. GK M1 Lesson 10: Within circular and scattered dot configurations of numbers 3, 4, and 5, find hidden partners. GK M1 Lesson 11: Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as $1 + 2$ and $2 + 1$. GK M1 Lesson 14: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, $3 = 2 + 1$ and $3 = 1 + 2$. GK M1 Lesson 16: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations. GK M1 Lesson 37: Culminating task. GK M3 Lesson 7: Compare objects using the same as. GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5 GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs GK M4 Lesson 13: Represent decomposition and composition addition stories to 6 with drawings and equations with no unknown. GK M4 Lesson 14: Represent decomposition and composition addition stories to 7 with drawings and equations with no unknown. GK M4 Lesson 15: Represent decomposition and composition addition stories to 8 with drawings and equations with no unknown. GK M4 Lesson 18: Solve both addends unknown word problems to 8 to find addition patterns in number pairs. GK M4 Lesson 20: Solve take from with result unknown expressions and equations using the minus sign with no unknown.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.OA.A.3 *continued*	GK M4 Lesson 21: Represent subtraction story problems using objects, drawings, expressions, and equations. GK M4 Lesson 22: Decompose the number 6 using 5-group drawings by breaking off or removing a part, and record each decomposition with a drawing and subtraction equation. GK M4 Lesson 23: Decompose the number 7 using 5-group drawings by hiding a part, and record each decomposition with a drawing and subtraction equation. GK M4 Lesson 24: Decompose the number 8 using 5-group drawings and crossing off a part, and record each decomposition with a drawing and subtraction equation. GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs GK M4 Topic F: Addition with Totals of 9 and 10 GK M4 Topic G: Subtraction from 9 and 10 GK M4 Lesson 41: Culminating task.
K.OA.A.4 Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.	GK M4 Lesson 39: Find the number that makes 10 for numbers 1–9, and record each with a 5-group drawing. GK M4 Lesson 40: Find the number that makes 10 for numbers 1–9, and record each with an addition equation. GK M5 Lesson 10: Build a Rekenrek to 20. GK M6 Lesson 8: Culminating task.
K.OA.A.5 Use mental strategies flexibly to develop fluency in addition and subtraction within 10.	GK M4 Topic A: Compositions and Decompositions of 2, 3, 4, and 5 GK M4 Topic B: Decompositions of 6, 7, and 8 into Number Pairs GK M4 Topic E: Decompositions of 9 and 10 into Number Pairs

Number and Operations in Base Ten
K.NBT.A Work with numbers 11–19 to gain foundations for place value.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (e.g., 18 equals 10 + 8). Record the composition or decomposition using a drawing or by writing an equation.	GK M5 Lesson 2: Count 10 objects within counts of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 3: Count and circle 10 objects within images of 10 to 20 objects, and describe as 10 ones and ____ ones. GK M5 Lesson 4: Count straws the Say Ten way to 19; make a pile for each ten. GK M5 Lesson 5: Count straws the Say Ten way to 20; make a pile for each ten. GK M5 Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers GK M5 Lesson 11: Show, count, and write numbers 11 to 20 in tower configurations increasing by 1—a pattern of 1 larger. GK M5 Lesson 12: Represent numbers 20 to 11 in tower configurations decreasing by 1—a pattern of 1 smaller. GK M5 Lesson 13: Show, count, and write to answer how many questions in linear and array configurations. GK M5 Lesson 14: Show, count, and write to answer how many questions with up to 20 objects in circular configurations. GK M5 Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers

Measurement and Data

K.MD.A Describe and compare measurable attributes.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.MD.A.1 Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light).	GK M3 Topic A: Comparison of Length and Height GK M3 Lesson 4: Compare the length of linking cube sticks to a 5-stick. GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other. GK M3 Lesson 6: Compare the length of linking cube sticks to various objects. GK M3 Topic C: Comparison of Weight GK M3 Topic D: Comparison of Volume GK M3 Topic H: Clarification of Measurable Attributes
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute.	GK M3 Topic A: Comparison of Length and Height GK M3 Lesson 4: Compare the length of linking cube sticks to a 5-stick. GK M3 Lesson 5: Determine which linking cube stick is longer than or shorter than the other. GK M3 Lesson 6: Compare the length of linking cube sticks to various objects. GK M3 Topic C: Comparison of Weight GK M3 Topic D: Comparison of Volume GK M3 Topic H: Clarification of Measurable Attributes GK M6 Lesson 8: Culminating task.

Measurement and Data

K.MD.B Work with money.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.MD.B.3 Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each.	G1 M6 Lesson 20: Identify pennies, nickels, and dimes by their image, name, or value. Decompose the values of nickels and dimes using pennies and nickels. G1 M6 Lesson 21: Identify quarters by their image, name, or value. Decompose the value of a quarter using pennies, nickels, and dimes.

Measurement and Data

K.MD.C Classify objects and count the number of objects in each category.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.MD.C.4 Sort a collection of objects into a given category, with 10 or fewer in each category. Compare the categories by group size.	GK M1 Topic A: Attributes of Two Related Objects GK M1 Topic B: Classify to Make Categories and Count GK M2 Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.

Geometry

K.G.A Identify and describe shapes and solids.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.G.A.1 Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.	GK M2 Lesson 5: Describe and communicate positions of all flat shapes using the words above, below, beside, in front of, next to, and behind. GK M2 Lesson 8: Describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to, and behind.
K.G.A.2 Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size.	GK M2 Lesson 2: Explain decisions about classifications of triangles into categories using variants and non-examples. Identify shapes as triangles. GK M2 Lesson 3: Explain decisions about classifications of rectangles into categories using variants and non-examples. Identify shapes as rectangles. GK M2 Lesson 4: Explain decisions about classifications of hexagons and circles, and identify them by name. Make observations using variants and non-examples. GK M2 Lesson 7: Explain decisions about classification of solid shapes into categories. Name the solid shapes. GK M2 Lesson 8: Describe and communicate positions of all solid shapes using the words above, below, beside, in front of, next to, and behind.
K.G.A.3 Identify shapes (squares, circles, triangles, rectangles, and hexagons) as two-dimensional and solids (cubes, cones, cylinders, and spheres) as three-dimensional.	GK M2 Lesson 9: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.

Geometry

K.G.B Analyze, compare, create, and compose shapes.

Tennessee Academic Standards for Mathematics	Aligned Components of *Eureka Math*
K.G.B.4 Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations.	GK M2 Topic A: Two-Dimensional Flat Shapes GK M2 Topic B: Three-Dimensional Solid Shapes GK M2 Topic C: Two-Dimensional and Three-Dimensional Shapes GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers. GK M6 Lesson 2: Build flat shapes with varying side lengths and record with drawings. GK M6 Lesson 3: Compose solids using flat shapes as a foundation. GK M6 Lesson 5: Compose flat shapes using pattern blocks and drawings.
K.G.B.5 Model shapes/solids in the world by building or drawing them.	GK M6 Lesson 1: Describe the systematic construction of flat shapes using ordinal numbers. GK M6 Lesson 2: Build flat shapes with varying side lengths and record with drawings. GK M6 Lesson 3: Compose solids using flat shapes as a foundation.
K.G.B.6 Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure.	GK M6 Topic B: Composing and Decomposing Shapes