

Everyday Mathematics/GLE Alignment

Grade

K

Month

November

Communicate through early math writing.

<u>Activity</u>	<u>Page(s)</u>	<u>GLE</u>	<u>Deeply Aligned</u>	<u>Instructional Considerations</u>
Sandpaper numbers	115	4.2.2	Y	Easily made using die-cut and sandpaper.
No-Mess Finger Painting	116	4.2.2	Y	Can use hair gel instead; use freezer bags.
Numbers in the Sand	117	4.2.2	Y	
Spin a Number (1-10)	118-119	1.1.1	Y	
Writing on Backs	120	1.1.1 4.2.2	N N	Great for reinforcing number identification.
Do the Hokey Pokey	121	1.3.3	N	
Shapes by Feel	122	1.3.2	Y	
Shape Pictures	123	5.2.1	N	Discuss different shapes in pictures to deeply align.
Patterns with Craft Sticks	124	5.1.1	Y	Can use flat toothpicks instead.
Patterns with Color	125	5.1.1	Y	
“Teen” Partner Game (10-20)	126-127	1.1.1	Y	Practice this activity several different times.
Nibble Shapes	128	1.3.2	Y	Use graham crackers (stronger the saltines).
Spin a Number (11-20)	129	1.1.1	Y	
Number Line Mathematics	130	1.1.2	Y	Use long butcher paper to mark off large squares, write numbers, and laminate.
Monster Squeeze Game	132-133	1.1.2	Y	This game is repeated throughout the rest of the spiral.
Children Make Their Own Monster Squeeze Game	134	None	NA	Have each student make their own and take home to play with parents.
Concentration with Number Cards and Dominoes	135	1.1.2	Y	
Number Books: Writing Numbers 1-10	136-137	4.2.2	Y	Ongoing activity; can extend book to 20 with two rows of practice without drawing; then last page copy all numbers 0-20.
Number Stories Throughout the Year	138-139	1.1.5 3.3.1 4.2.2	Y Y Y	Can use stamp and/or stickers for objects and label.
Using the ¢ Sign (Pennies)	140-141	1.1.1	Y	
Slate-Writing Activities	142	4.2.2	Y	Use white boards, dry-erase markers, and felt or a sock for erasers.
Disappearing Train	144-145	1.1.5	Y	Use two colors of Unifix cubes for each student.
Number Cookies	146	4.2.2	Y	
Modeling-Dough Numbers	147	4.2.2	Y	

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Body Measurements of Dinosaurs and Blue Whales	148	1.2.4	Y	
Comparing Body Height with Objects	149	1.2.1	Y	
Animal measures	150-151	1.2.1	N	Extension: have each child guess which length of string goes with which animal.
Fishing “What’s My Rule”	152	1.2.1 1.3.2	Y Y	If sorted by a measurement, then 1.2.1; if sorted by a characteristic, then 1.3.2.
Favorite Colors Graphs	153	1.4.3 1.4.5	Y Y	Great graph kit from Lakeshore Learning that ties into Houghton Mifflin.
Cross Patterning	154	1.5.1	Y	
Follow My Pattern	155	1.5.1	Y	
Grab Bag “What’s My Rule?”	156	1.5.6 (2)	NA	
Symmetry in Simple Decorations	157	1.3.1 (4) 1.5.6 (2)	NA NA	