Cobb County School District
5/20/21

Kindergarten Mathematics Teaching & Learning Framework 2021-22

Quarter 1		Quarter 2		Quarter 3	Quarter 4	
Unit 1 5 weeks	**Unit 2** 4 weeks	**Unit 3** 6 weeks	**Unit 4** 3 weeks	**Unit 5** 9 weeks	**Unit 6** 5 weeks	**Unit 7** 4 weeks
Counting with Friends	**Sophisticated Shapes**	**Comparing Numbers**	**Measuring and Analyzing Data**	**Investigating Addition and Subtraction (within 5)**	**Further Investigation of Addition and Subtraction (within 10)**	**Review, Mastery and Extend**
Topic 1: Counting & cardinality ***MGSEK.CC.1** (Count to 100 by **ones**) **MGSEK.CC.3** (Write numbers from **0-10**) **MGSEK.CC.2** (Counting from a known sequence) **Topic 2: Count to tell the number of objects** ***MGSEK.CC.5** (Counting objects in a line, circle, array up to **10 items**) ***MGSEK.CC.4** (Relationship between numbers and quantities from **0-5**)	**Topic 1: Identify and describe shapes** ***MGSEK.G.2** (Name shapes-orientation/size) **MGSEK.G.1** (Describe shapes using names and positions) ***MGSEK.G.3** (Name 2D and 3D shapes) **Topic 2: Analyze, compare, create, and compose shapes** ***MGSEK.G.4** (Analyze and compare 2D and 3D shapes) **MGSEK.G.5** (Model shapes) **MGSEK.G.6** (Compose simple shapes) **Topic 3: Classify objects** ***MGSEK.MD.3** (Classify objects using shapes)	**Topic 1: Know number names and the count sequence** **MGSEK.CC.3** (Write numbers from 0-20) ***MGSEK.CC.1** (Count to 100 by **ones)** **Topic 2: Count to tell the number of objects** ***MGSEK.CC.5** (Counting objects in a line, circle, array up to **20 items, up to 10 in scattered**) ***MGSEK.CC.4** (Relationship between numbers and quantities from **0-10**) **Topic 3: Compare numbers** **MGSEK.CC.7** (Comparing numerals 1-10) ***MGSEK.CC.6** (Comparing objects up to 10)	**Topic 1: Measurement and Data** ***MGSEK.MD.3** (Classify objects) ***MGSEK.MD.2** (Compare objects) ***MGSEK.MD.1** (Describe attributes of objects)	**Topic 1: Counting and comparing numbers** ***MGSEK.CC.7** (Comparing numerals 1-10) ***MGSEK.CC.1** (Count to 100 by **ones and tens)** ***MGSEK.CC.6** (Comparing objects up to 10) **Topic 2: Addition and subtraction** ***MGSEK.OA.5** ***(Fluently add and subtract within 5)*** ***MGSEK.OA.1** (Represent addition and subtraction within **5**) **MGSEK.OA.3** (Decompose numbers **5 or less)** **MGSEK.OA.4** (Find the number to make **5**) ***MGSEK.OA.2** (Solve addition and subtraction word problems within **5)** *Additional standard assessed on the report card: CC.4-5*	**Topic 1: Composing and decomposing numbers** **MGSEK.NBT.1** (Compose and decompose numbers from 11-19) **Topic 2: Addition and subtraction** ***MGSEK.OA.5** ***(Fluently add and subtract within 5)*** ***MGSEK.OA.1** (Represent addition and subtraction **within 10**) **MGSEK.OA.3** (Decompose numbers **to 10)** **MGSEK.OA.4** (Find any number to make **10**) ***MGSEK.OA.2** (Solve addition and subtraction word problems **within 10**) *Additional standards assessed on the report card: CC.2,4-5,7; OA.1-2,5; G.1,6; MD.1-3*	**Review all standards based on student needs.** **Mastery:** **MGSEK.OA.5** ***(Fluently add & subtract within 5)*** **MGSEK.OA.2** (Solve addition and subtraction word problems **within 10**) ***MGSEK.CC.4** (Relationship between numbers and quantities from **0-10**) **Extend:** **MGSE1.OA.6** (Add and subtract within 20) **MGSE1.NBT.1** (Count to 120)

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.
All units will include the Mathematical Practices and indicate skills to maintain

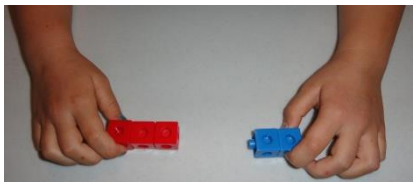
NOTE*: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics*.

Grades K-2 Key: MGSE= Mathematics Georgia Standards of Excellence CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking

*Assessed on the report card

Solving problems

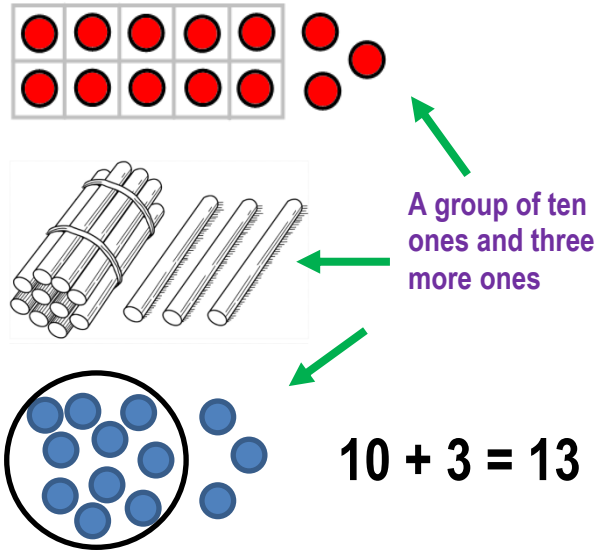
Children will solve simple word problems. In this example, the child used red and blue cubes to understand and solve the problem.



There are some children in a group. Three (3) of the students are girls and two (2) are boys. How many children are in the group?

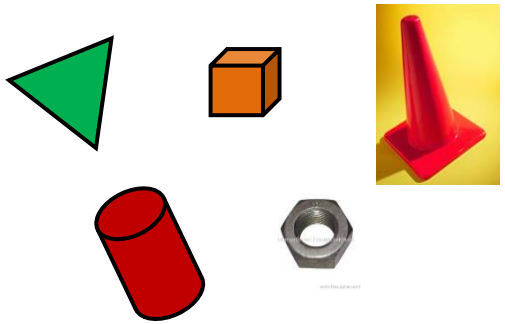
Working with the Teens Numbers 11 - 19

Numbers from 11 to 19 should be seen as a group of ten ones and some more ones. Kindergarteners record this using a drawing or equation.



Geometry

Along with counting, geometry is another focal area for kindergarten students. They will work with both plane and solid figures as well as learn to identify and describe shapes such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres in their environment. They will be able to recognize these shapes regardless of orientation or size.



Kindergarten students should be exposed to addition and subtraction equations. Students are encouraged to write equations, however, it is not required.

Parent Math Strategy Guide

Kindergarten

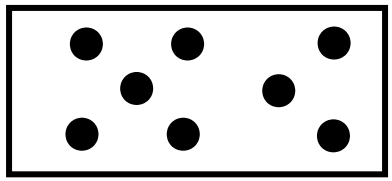
Counting Strategies and Geometry

Cobb County Schools

Math

Early Counting Strategies

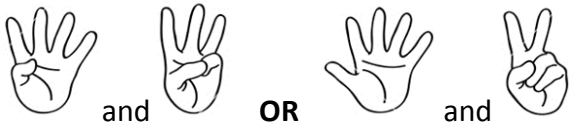
Dot Cards



The goal for students is to be able to count all, count on or rearrange the dots in order to add. In this example, a child may start with seeing five dots and count on three more dots to see a total of eight dots. It is also possible to see two groups of three dots to make six dots and then add two more dots to get eight dots.

Math Hands

Making 7

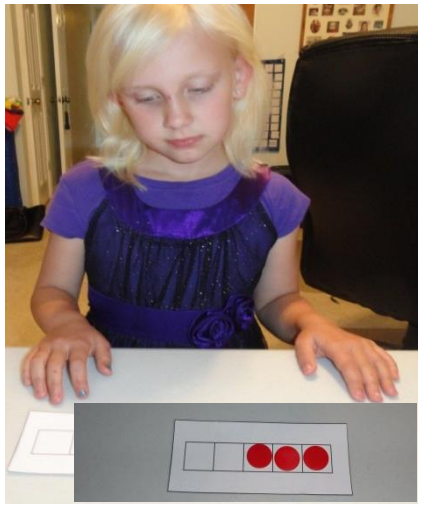


and **OR** and

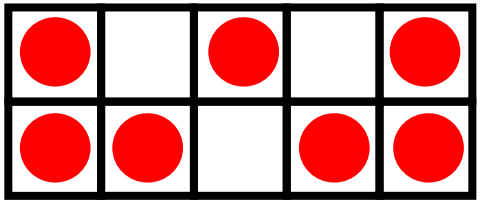
4 + 3 = 7 **5 + 2 = 7**

Kindergarteners build numbers using their fingers. They show different combinations or ways to make a number. In this example, the student made 7 with 4 fingers and 3 fingers as well as with 5 fingers and 2 fingers.

Five-Frames



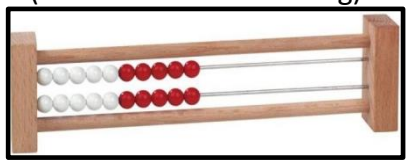
Ten-Frames



The goal for Kindergarteners is to be able to recognize dot arrangements in varying patterns on five- and ten-frames. The use of five- and ten-frames fosters instant recognition of sets of objects *(subitization)*, fluency and computation with addition and subtraction. In the above example, the student may see three dots on the top row and four dots on the bottom row to recognize seven dots. They may also see seven as two groups of three dots and one more dot.

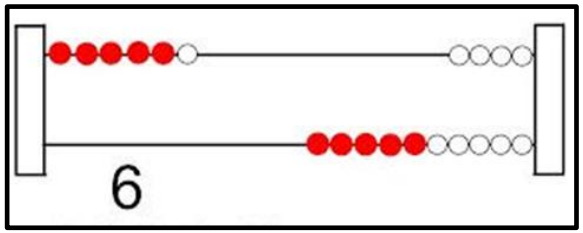
Rekenreks

(Beads used for counting)



The goal for students is to be able to quickly recognize the quantity of beads using their understanding of 5.

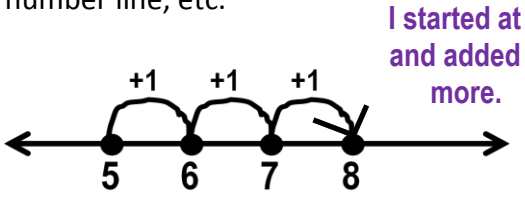
The use of rekenreks fosters subitization, fluency, and computation with addition and subtraction.



In the above example, the child should see the number 6 as 5 red beads and 1 white bead.

Counting On

When adding 3 + 5, children are encouraged to start with the largest number and count on as this is more efficient than counting all. A child can do this in many ways – counters, buttons, a number line, etc.



5 + 3 = 8

Kindergarten Unit 1
Counting with Friends

Volume 1 Issue 1

References

Helpful Links:
http://counton.org/games/circus/

http://www.primarygames.com/

http://gamequarium.com/

http://pbskids.org/sesame/

Dear Parents

Welcome to the new school year! We are eager to work with you and your students as we learn new mathematical concepts. The State of Georgia is using Mathematics Georgia Standards of Excellence (MGSE) that call for students to be actively engaged in the learning process. During this student's learning focus will be counting and comparing numbers. Your child should receive a consumable My Math workbook and online access for practice.

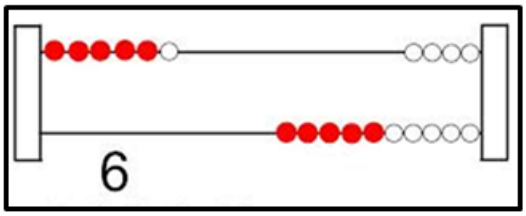
Concepts Students will Use and Understand

- Count by ones from 0 to 100
- Counting on from a given number
- Write numbers from 0 to 10
- Understand that when counting, the next number said is one larger (5 is one more than 4)
- Count to match objects in a set

Vocabulary

- **Rote Counting**: Orally counting in sequential order (0,1,2,3,4,5 etc.)
- **Counting on**: Instead of counting from one, counting forward from a given number.
- **Number**: A concept used to describe the count, size or position of objects
- **Numeral**: symbol or mark to represent a number
- **Number Words**: Names of numbers such as, one, two, three
- **Set**: Collection of numbers, figures, or other objects that have some characteristics in common.

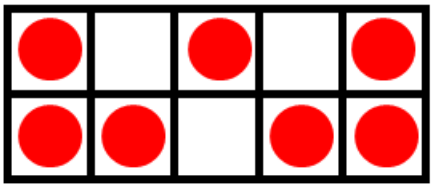
Example 1



The goal for students is to be able to quickly recognize the quantity of beads using their understanding of 5.

The use of rekenreks fosters subitization, fluency, and computation with addition and subtraction.

Example 2

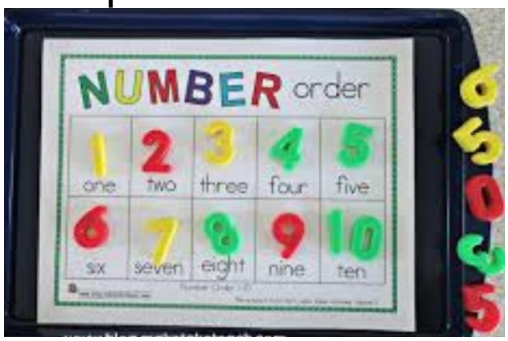


The goal for Kindergarteners is to be able to recognize dot arrangements in varying patterns on five- and ten-frames. The use of five- and ten-frames fosters instant recognition of sets of objects *(subitization)*, fluency and computation with addition and subtraction. In the above example, the student may see three dots on the top row and four dots on the bottom row to recognize seven dots. They may also see seven as two groups of three dots and one more dot.

Example 3

This is a fun activity for your child to work on fine motor skills as well as counting. Have them string the correct amount of beads onto each pipe cleaner.

Example 4



Students can practice counting with the beginning number concepts templates. There are two number concepts templates: 1-5 and 6-10

Home Activities

Make a set of 10 pennies. With your child, count the set of pennies making sure that your child touches and slides each penny across the table as he counts. Repeat with different amounts. As your child makes a set, ask him if that number is closer to five or to ten.	With your child, write the number words zero to ten and numerals 0 – 10 on separate pieces of paper. Match the number word to the numeral. Repeat until all number words are correctly matched to the numerals. You could also use these to play concentration.
Play "Count On." Let your child to choose any numeral from 0-8. Ask your child count beginning from the numeral chosen until he reaches 10. For example, if your child chooses the number 6, he should count 7, 8, 9, 10.	 Count the number of objects above. Write the numeral and number word to label the set.

- Have your child count the number of spoons in the drawer.
- Help your child learn to count forward from 1 to 50. Don't always begin at 1; start at other numbers like counting up from 15 etc.
- While your child is taking a bath, spray a little shaving cream on the wall and have your child write the numbers 0 – 9.
- Lay out your child's toys, and have your child touch and count each one.
- Place money in a straight line and have your child touch and count each coin (they do not need to know the name or value of the coins, just using them as a counter).
- Play games that require counting and using dice, such as Chutes and Ladders.

Kindergarten Unit 2
Sophisticated Shapes

Volume 1 Issue 2

References

Helpful Links:
http://www.primarygames.com/science/spacestation/index.htm

http://games.disney.com/

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Concepts Students will Use and Understand

- Recognize, name, build, draw, compare, and sort simple two- and three-dimensional shapes
- Describe attributes and parts of two- and three-dimensional shapes,
- Group objects according to common properties
- Investigate and predict the results of putting together and taking apart simple two- and three-dimensional shapes
- Describe, name, and interpret relative positions in space and apply ideas about relative position

Vocabulary

- Triangle: a polygon with three sides
- Rectangle: a parallelogram with four angles
- Squares: a rectangle with four equal sides
- Circle: the set of all points in a plane that are the same distance from a fixed point
- Hexagon: a closed figure with six straight sides
- Cylinder: an object shaped like a tube or pole
- Cone: an object that has a flat, round base and narrows to a point at the top
- Sphere: s solid round object like a ball
- Cube: a solid figure with six square faces

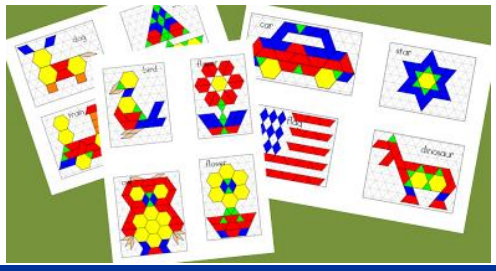
Example 1

What shapes are needed to make this house?

Example 2

What shapes were used to make the house?

Example 3



Home Activities

Ask your child to put things into groups. When you do the laundry, let your child separate items of clothing: all the socks in one pile, all the shirts in another pile, and all the pants in another pile.	Take your child on a geometry hunt. Begin by locating plane shapes in and around your home. Then move to solid figures. Be sure to point out the difference between a plane shape and a solid. For example, a door has a face of a rectangle but it is a rectangular prism made up of many plane (flat or 2 dimensional) shapes.
Draw a picture with your child; discuss how a circle is used to draw a head, a rectangle or square is used to draw a body, 4 rect-angles are used to draw arms and legs.	Play the game "Positions." Call out a position such as beside, below, in front of, behind, inside, and outside. Have your child move their favorite stuffed animal into these positions.

- Help your child learn various words to compare objects she sees in her world. For example, when she sees two dogs, it could be one is taller, and one shorter.
- Locate different shapes outside, e.g. the window pane of a house is a square, the sun is a sphere.
- Correctly find and name the shape of objects throughout the grocery store and in her surroundings, e.g. ice cream cones have cones.
- Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?".

Kindergarten Unit 3
Comparing Numbers

Volume 1 Issue 3

References

Helpful Links:

Links for Parents to build background knowledge:

- http://www.math.com/parents/articles/domath.html
- http://www.hbschool.com/glossary/math2/indexk.html
- https://gregtangmath.com/howmany
- http://mathforum.org/library/drmath/drmath.elem.html

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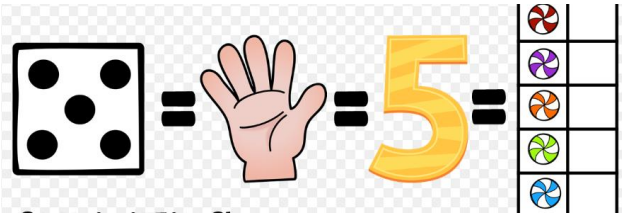
Concepts Students will Use and Understand

- Count by ones from 0 to 100
- Counting on from a given number
- Write numbers from 0 to 20
- Understand that when counting, the next number said is one larger (5 is one more than 4)
- Count to match objects in a set
- Compare objects as greater than, less than or equal to with up to 10 objects in a set
- Compare 2 numbers between 1 and 10 as written numerals

Vocabulary

- **Rote Counting**: Orally counting in sequential order (0,1,2,3,4,5 etc.)
- **Counting on**: Instead of counting from one, counting forward from a given number.
- **Number**: A concept used to describe the count, size or position of objects
- **Numeral**: symbol or mark to represent a number
- **Number Words**: Names of numbers such as, one, two, three
- **Set**: Collection of numbers, figures, or other objects that have some characteristics in common.

Example 1



The goal for students is to be able to quickly recognize the quantity of beads using their understanding of 5 and 10.

The use of cards fosters subitization, fluency, and computation with addition and subtraction.

Example 2

Students need to work on fine motor skills as well as counting. Have them connect clothes pins to paper plates with numerals written on them.

Example 3

Students can practice counting with objects such as this number line. Students will see numbers in sequential order and the numbers increase as they go up the line.

Example 4

Kindergartens will compare objects greater than, less than and equal to in sets up to 10.
The yellow bunnies are less than the pink bunnies.

Home Activities

Play concentration with your child. Use flash cards (1 – 20 and one to twenty) to match number word and numeral. As a challenge, encourage your child to create his own set of number flash cards that he can match to the numeral and number word. The child's set would have objects such as stars and balls.

Place the flashcards mentioned above face down. Let your child draw a card and read it .Then help her make a set of pennies to match the card.

Compare sets of objects around your home. For example, is your set of forks greater than your set of spoons?

Invite your child to help with chores. Let him count the number of forks as he sets the table. Ask him to estimate the number of socks in the laundry and then count, pair them, and count the pairs.

Play "Count On." Choose any numeral from 0-10. Ask your child to count beginning from the numeral chosen until he reaches 20.

- Have your child count the number of spoons and folks in the drawer. Compare to see which set is greater or less than a set.
- Help your child learn to count forward from 1 to 100. They can start at 58 and count to 75, or start at 28 and count to 63
- Place money in a straight line and have your child touch and count each coin (they do not need to know the name or value of the coins, just using them as a counter).
- Play games that require counting and using dice, such as Trouble, Chutes and Ladders.
- First, your child separates the buttons into different piles based on color (all the blue buttons are in one pile, all the orange buttons are in a different pile, etc.). Then the student counts the number of buttons in each pile: blue (5), green (4), orange (3).
- Help your child learn various words to compare objects she sees in her world. For example, when she sees two dogs, it could be one is taller, and one shorter
- Students may use observation to compare two quantities (e.g., by looking at two sets of objects, they may be able to tell which set has more or less without counting).
- Use benchmark numbers such as 0, 5, 10 to help students develop sense of quantity. Then the student state whether the number of objects in a set is more, less, or equal to a set that has 0, 5, or 10 objects.

Kindergarten Unit 4
Measuring and Analyzing Data

Volume 1 Issue 4

References

Helpful Links:
https://gpb.pbslearningmedia.org/resource/cg8.sci.phys.measup/curious-george-measure-up/support-materials/

https://pbskids.org/dinosaurtrain/games/bridgebuilder.html

https://www.iknowit.com/lessons/k-measurement-longer-taller-shorter.html

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Concepts Students will Use and Understand

- Measure and compare objects
- Compare and order objects relating to length, height, weight, capacity, and size
- Pose questions and collect data relating to geometric shapes
- Organize and record information concerning basic shapes using objects, pictures and
- Count items

Vocabulary

Capacity: the amount of space inside or the largest amount that can be held by a container.
Heavier: describing an object that has more weight than another object.
Lighter: describing an object that has less weight than another object.
Picture Graph: a graph in which the data is displayed in a chart using pictures and symbols.
Weight: how heavy an object is.

Books to consider:

House for Birdie by Stuart Murphy

Cook-a-doodle-doo by Janet Stevens

The Best Bug Parade: Comparing Sizes by Stuart Murphy

The Crayon Box that Talked by Shane Derolf and Michael Letzig

Monster Math by Anne Miranda

Example 1

Classroom Cases:

1. Compare the heights of the children below.

Sam Ruby Tommy

A. Which one is taller?
B. Which one is shorter?
C. Are there any that are the same height?

Case Closed - Evidence:
A. Ruby is taller than Sam and Tommy is taller than Sam.
B. Sam is shorter than Ruby and Tommy.
C. Ruby and Tommy are the same height.

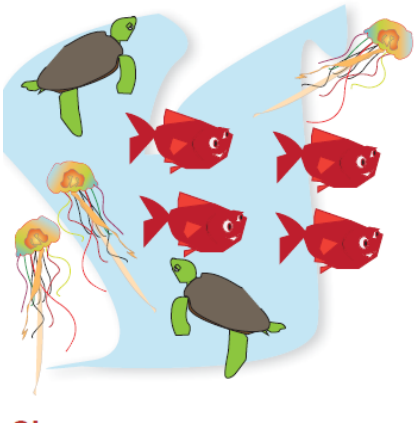
Example 2

2. Put these containers in order based on which holds the least to which holds the most.

Case Closed - Evidence:
Cup, bucket, pool

Example 3

3. Count the number of objects. Make a chart to show how many you have of each object.



Case Closed - Evidence:

Turtles				
Fish				
Jellyfish				

Home Activities

- Let your child build a tower with blocks or make a line of cars or pillows. Then you build a tower or make a line of cars or pillows. Compare the two. Which one is longer or taller? Which one is shorter? Are they the same length? Repeat the activity with different size objects.
- Cut a piece of string to match your child's height. Help your child find objects in your home that are longer/taller, shorter, or the same length as the piece of string.
- While shopping at the grocery store,, weigh a sweet potato and an orange or other produce. Which one is heavier? Which one is lighter? Repeat the activity with other objects from the produce department.
- Which will hold more: a tall narrow can or a short wide one? Let your child test out his guess by pouring water from one container into another in the sink or tub.

Kindergarten Unit 5
Investigating Addition and Subtraction

Volume 5 Issue 1

References

Helpful Links:

Links for Parents to build background knowledge:

http://www.education.com/games/math/kindergarten/

http://www.abcya.com/addition.htm

http://www.turtlediary.com/kindergarten-games/math-games/learn-to-add.html

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Concepts Students will Use and Understand

- Represent the combining of two sets within 5
- Represent the separating of a set into two sets within 5
- Model addition and subtraction problem situations using various representations
- Represent number combinations up to 5
- Solve Word Problems within 5
- Decomposing and composing Numbers within 5
- Count to 100 by ones and tens
- Identify and compare two numbers on whether they are greater than, less than, or equal

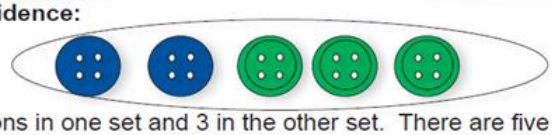
Vocabulary

- **Combine**: put sets together, join sets, add
- **Separate**: take away, remove, subtract
- **Quantity**: the amount of objects
- **Decompose**: to break down
- **Compare**: to examine the value of numbers or objects

Example 1

1. Combine the two sets below. Tell how many buttons are in the new set.

Case Closed - Evidence:

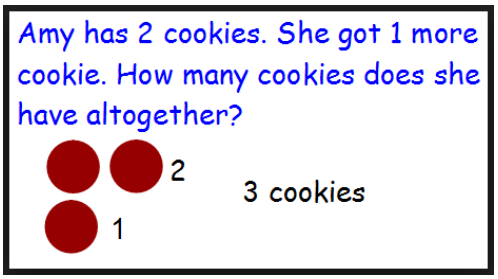


There were 2 buttons in one set and 3 in the other set. There are five in the new set.

Example 2

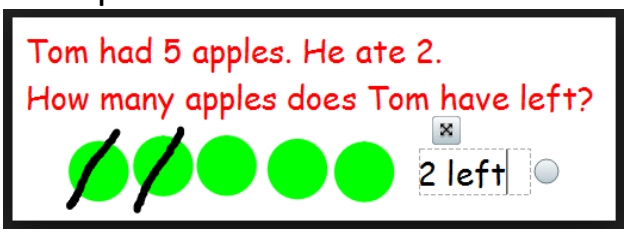
Combine two sets with different house hold items. Reinforce symbols and definitions.

Example 3



Design different story problems. Have student's model using manipulatives. Combinations should be within 5.

Example 4



Design different story problems. Have student's model using manipulatives. Combinations should be within 5.

Home Activities

- Gather 5 pennies and ask your child to separate them into two sets. Help them understand the combinations.
- Suggest subtraction problems to your child and allow them to model the problem with objects.
- Have your child count items around the house by ones and then group them into groups of 10 and count by 10: buttons, , coins, straws, crayons, pencils
- Students may use observation to compare two quantities (e.g., by looking at two sets of objects, they may be able to tell which set has more or less without counting).
- Compose and decompose 5 objects in different ways, e.g. Mom has a vase of 5 flowers. The flowers are red and purple. How many different combinations of red and purple flowers can there be? Draw a picture of all your ideas.
- Tell students story problems and have them represent addition and subtraction with objects (such as beans, buttons) or by drawing. An example of a story problem might be – My dog has 3 bones. My uncle gives him 2 more.

Kindergarten Unit 6
Further Investigation of Addition and Subtraction

Volume 6 Issue 1

References

Helpful Links:

Links for Parents to build background knowledge:

http://www.education.com/games/math/kindergarten/

http://www.abcya.com/addition.htm

http://www.turtlediary.com/kindergarten-games/math-games/learn-to-add.html

Dear Parents

Welcome to the end of the school year! We are eager to work with you and your students as we learn new mathematical concepts. The State of Georgia is using Mathematics Georgia Standards of Excellence (MGSE) that call for students to be actively engaged in the learning process. During this student's learning focus will be adding and subtracting numbers.

Concepts Students Will Use and Understand

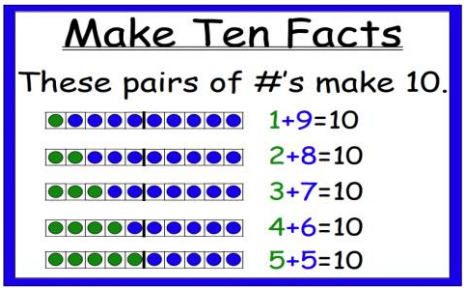
- Represent the combining of two sets within 10
- Represent the separating of a set into two sets within 10
- Model addition and subtraction problem situations using various representations
- Represent number combinations up to 10
- Decomposing and composing Numbers within 10

Vocabulary

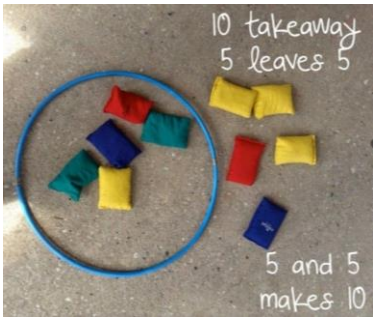
- Combine: put sets together, join sets, add
- Separate: take away, remove, subtract
- Quantity: the amount of objects

Try http://intermath.coe.uga.edu/dictnary/homepg.asp or http://www.amathsdictionaryforkids.com/ for further examples.

Example 1



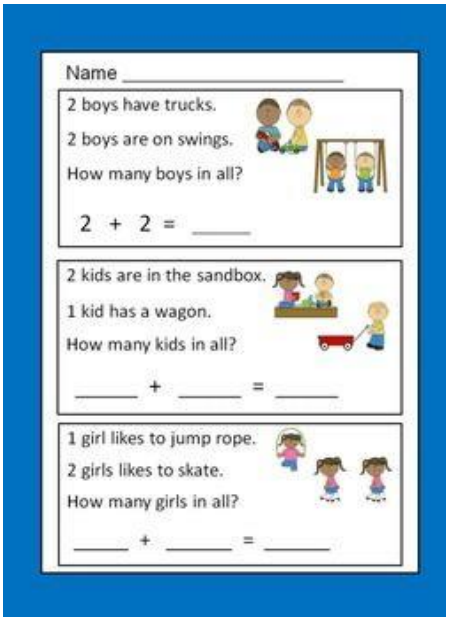
Example 2



Combine and separate two sets with different house hold items. Reinforce symbols and definitions.

Example 3

Example 4



Design different story problems. Have student's model using manipulatives. Combinations should be within 10.

Activities to try at home

- Gather 10 pennies and ask your child to separate them into two sets. Help them understand the combinations.
- Suggest subtraction problems to your child and allow them to model the problem with objects.
- Students may use observation to compare two quantities (e.g., by looking at two sets of objects, they may be able to tell which set has more or less without counting).
- Compose and decompose 10 objects in different ways, e.g. Mom has a vase of 10 flowers. The flowers are red and purple. How many different combinations of red and purple flowers can there be? Draw a picture of all your ideas.
- Tell students story problems and have them represent addition and subtraction with objects (such as beans, buttons) or by drawing. An example of a story problem might be – My dog has 3 bones. My uncle gives him 2 more.

Kindergarten Unit 7
Review, Mastery and Extend

Volume 7 Issue 1

References

Helpful Links:
Links for Parents to build background knowledge to preview 1st Grade:

https://www.khanacademy.org/math/cc-1st-grade-math/cc-1st-add-subtract

http://www.abcya.com/first_grade_word_problems_add_subtract.htm

https://www.youtube.com/watch?v=RgbAcoPpxwk

Dear Parents

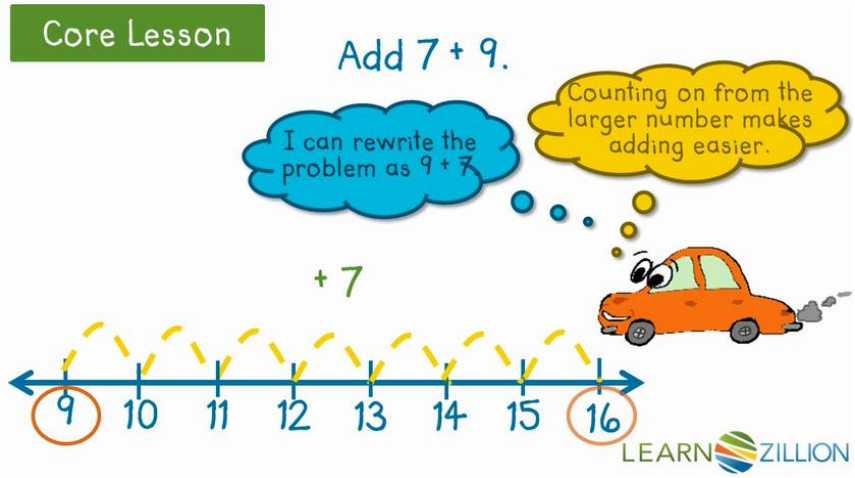
Kindergarten is coming to an end! At this time, students are reviewing standards learned, mastering standards and possibly previewing standards for first grade. The kindergarten focus was to:

- Know number names and the count sequence
- Count to tell the number of objects
- Understand addition and subtraction through 10
- Work with numbers 11-19 for place value
- Describe and compare measurable attributes
- Classify objects into categories
- Identify, describe, analyze, compare, create and compose shapes

Concepts Students May Preview for 1st Grade

- Add and subtract within 20
- Solve word problems within 20
- Solve word problems with three whole numbers
- Count to 120

Example 1



Example 2

Tracy's mom made 18 cupcakes and 4 were eaten right away. How many are left?

Example 3

Juan, Mia, and Jennifer brought their pets for a pet show. Juan brought his 2 birds, Mia brought her 3 dogs, and Jennifer brought her 4 hamsters. How many pets did they all bring for the pet show?

Example 4

Draw a number line with endpoints of 0 and 120. Place a dot on the number line. What number on the number line does the dot represent?

Home Activities

- Count objects such as jellybeans in a bowl, pennies in a jar, cheerios in a baggie, etc.
- Find numbers in newspapers, magazines, or on items around the house.
- Practice counting with your student while doing various activities-driving in the car, jumping rope, waiting in line at a store, etc.
- Roll single digit numbers and add them together.
- Roll 2-digit or 3-digit numbers and add them together.
- Add all the digits of your house number together.
- Start with 20 counters (beans, pennies, etc.) and roll two dice to make a 2-digit number. Subtract counters until you get to 0.
- Give your student an addition or subtraction number sentence and ask them to make up a story problem to go with the number sentence.