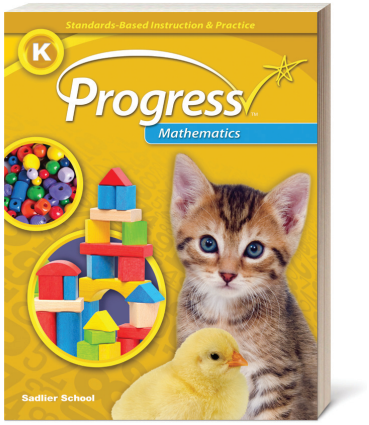
SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

Colorado Academic Standards for Mathematics

Kindergarten

Contents

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1. Number Sense, Properties, and Operations

Prepared Graduates:

- Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities

Concepts and skills students master:

1. Whole numbers can be used to name, count, represent, and order quantity

Kindergarten Evidence Outcomes	Sadlier *Progress Mathematics*, Kindergarten
Students can:	
a. Use number names and the count sequence. (CCSS: K.CC)	
i. Count to 100 by ones and by tens. (CCSS: K.CC.1)	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178
ii. Count forward beginning from a given number within the known sequence. (CCSS: K.CC.2)	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178
iii. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. (CCSS: K.CC.3)	**Lesson 2** **Count and Write 1 and 2**—pp. 15–18
	Lesson 4 **Count and Write 3 and 4**—pp. 23–26
	Lesson 6 **Count and Write 0 and 5**—pp. 31–34
	Lesson 9 **Count and Write 6 and 7**—pp. 43–46
	Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54
	Lesson 13 **Count to Tell How Many**—pp. 59–62
	Lesson 28 **Count and Write 11 and 12**—pp. 135–138
	Lesson 30 **Count and Write 13 and 14**—pp. 143–146
	Lesson 32 **Count and Write 15 and 16**—pp. 151–154
	Lesson 34 **Count and Write 17 and 18**—pp. 159–162
	Lesson 36 **Count and Write 19 and 20**—pp. 167–170
b. Count to determine the number of objects. (CCSS: K.CC)	
i. Apply the relationship between numbers and quantities and connect counting to cardinality. (CCSS: K.CC.4)	**Lesson 1** **Count and Model 1 and 2**—pp. 11–14
	Lesson 3 **Count and Model 3 and 4**—pp. 19–22
	Lesson 5 **Count and Model 0 and 5**—pp. 27–30
	Lesson 8 **Count and Model 6 and 7**—pp. 39–42
	Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50
	Lesson 27 **Count and Model 11 and 12**—pp. 131–134

Kindergarten Evidence Outcomes	Sadlier *Progress Mathematics*, Kindergarten	
	Lesson 29	**Count and Model 13 and 14**—pp. 139–142
	Lesson 31	**Count and Model 15 and 16**—pp. 147–150
	Lesson 33	**Count and Model 17 and 18—**pp. 155–158
	Lesson 35	**Count and Model 19 and 20**—pp. 163–166
ii. Count and represent objects to 20. (CCSS: K.CC.5)	**Lesson 1**	**Count and Model 1 and 2**—pp. 11–14
	Lesson 2	**Count and Write 1 and 2**—pp. 15–18
	Lesson 3	**Count and Model 3 and 4**—pp. 19–22
	Lesson 4	**Count and Write 3 and 4**—pp. 23–26
	Lesson 5	**Count and Model 0 and 5**—pp. 27–30
	Lesson 6	**Count and Write 0 and 5**—pp. 31–34
	Lesson 8	**Count and Model 6 and 7**—pp. 39–42
	Lesson 9	**Count and Write 6 and 7**—pp. 43–46
	Lesson 10	**Count and Model 8, 9 and 10**—pp. 47–50
	Lesson 11	**Count and Write 8, 9, and 10**—pp. 51–54
	Lesson 12	**Count to Compare**—pp. 55–58
	Lesson 13	**Count to Tell How Many**—pp. 59–62
	Lesson 27	**Count and Model 11 and 12**—pp. 131–134
	Lesson 28	**Count and Write 11 and 12**—pp. 135–138
	Lesson 29	**Count and Model 13 and 14**—pp. 139–142
	Lesson 30	**Count and Write 13 and 14**—pp. 143–146
	Lesson 31	**Count and Model 15 and 16**—pp. 147–150
	Lesson 32	**Count and Write 15 and 16**—pp. 151–154
	Lesson 33	**Count and Model 17 and 18—**pp. 155–158
	Lesson 34	**Count and Write 17 and 18**—pp. 159–162
	Lesson 35	**Count and Model 19 and 20**—pp. 163–166
	Lesson 36	**Count and Write 19 and 20**—pp. 167–170

Kindergarten Evidence Outcomes	Sadlier *Progress Mathematics*, Kindergarten	
c. Compare and instantly recognize numbers. (CCSS: K.CC)		
i. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (CCSS: K.CC.6)	**Lesson 7**	**Match to Compare**—pp. 35–38
ii. Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.7)	**Lesson 14**	**Compare Numbers**—pp. 63–66
iii. Identify small groups of objects fewer than five without counting.	**Lesson 1**	**Count and Model 1 and 2**—pp. 11–14
	Lesson 2	**Count and Write 1 and 2**—pp. 15–18
	Lesson 3	**Count and Model 3 and 4**—pp. 19–22
	Lesson 4	**Count and Write 3 and 4**—pp. 23–26
	Lesson 5	**Count and Model 0 and 5**—pp. 27–30
	Lesson 6	**Count and Write 0 and 5**—pp. 31–34

1. Number Sense, Properties, and Operations

Prepared Graduates:

- Apply transformation to numbers, shapes, functional representations, and data

Concepts and skills students master:

2. Composing and decomposing quantity forms the foundation for addition and subtraction

Kindergarten Evidence Outcomes	Sadlier *Progress Mathematics*, Kindergarten	
Students can:		
a. Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings. (CCSS: K.OA)		
i. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (CCSS: K.OA.1)	**Lesson 16**	**Put Together to Add**—pp. 79–82
	Lesson 17	**Add to Find How Many**—pp. 83–86
	Lesson 19	**Take Away to Subtract**—pp. 91–94
	Lesson 20	**Subtract to Find How Many Left**—pp. 95–98
ii. Solve addition and subtraction word problems, and add and subtract within 10. (CCSS: K.OA.2)	**Lesson 18**	**Problem Solving: Addition**—pp. 87–90
	Lesson 21	**Problem Solving: Subtraction**—pp. 99–102

Kindergarten Evidence Outcomes	Sadlier *Progress Mathematics*, Kindergarten	
iii. Decompose numbers less than or equal to 10 into pairs in more than one way. (CCSS: K.OA.3)	**Lesson 22**	**Break Apart Numbers to 5**—pp. 103–106
	Lesson 25	**Break Apart Numbers to 10**—pp. 115–118
iv. For any number from 1 to 9, find the number that makes 10 when added to the given number. (CCSS: K.OA.4)	**Lesson 26**	**Make Ten**—pp. 119–122
v. Use objects including coins and drawings to model addition and subtraction problems to 10 (PFL)	**Lesson 18**	**Problem Solving: Addition**—pp. 87–90
	Lesson 21	**Problem Solving: Subtraction**—pp. 99–102
b. Fluently add and subtract within 5. (CCSS: K.OA.5)	**Lesson 23**	**Addition: Sums to 5 (Fluency)**—pp. 107–110
	Lesson 24	**Subtract: From 5 or less (Fluency)**—pp. 111–114
c. Compose and decompose numbers 11–19 to gain foundations for place value using objects and drawings. (CCSS: K.NBT)	**Lesson 37**	**Make and Break Apart 11 to 19**—pp. 171–174

2. Patterns, Functions, and Algebraic Structures

Prepared Graduates:
The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Expectations for this standard are integrated into the other standards at preschool through third grade.

3. Data Analysis, Statistics, and Probability

Prepared Graduates:
The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Expectations for this standard are integrated into the other standards at preschool through kindergarten.

4. Shape, Dimension, and Geometric Relationships

Prepared Graduates:

- Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics

Concepts and skills students master:

1. Shapes can be described by characteristics and position and created by composing and decomposing

Kindergarten Evidence Outcomes	Sadlier *Progress Mathematics*, Kindergarten	
Students can:		
a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (CCSS: K.G)		
i. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. (CCSS: K.G.1)	**Lesson 48**	**Above, Below, Beside, Next To**—pp. 231–234
	Lesson 49	**In Front of, Behind**—pp. 235–238
ii. Correctly name shapes regardless of their orientations or overall size. (CCSS: K.G.2)	**Lesson 42**	**Circles and Triangles**—pp. 207–210
	Lesson 43	**Squares, Rectangles, and Hexagons**—pp. 211–214
	Lesson 45	**Solid Shapes**—pp. 219–222
iii. Identify shapes as two-dimensional or three dimensional. (CCSS: K.G.3)	**Lesson 42**	**Circles and Triangles**—pp. 207–210
	Lesson 47	**Identify Flat and Solid Shapes**—pp. 227–230
b. Analyze, compare, create, and compose shapes. (CCSS: K.G)		
i. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts3 and other attributes. (CCSS: K.G.4)	**Lesson 44**	**Compare Flat Shapes**—pp. 215–218
	Lesson 46	**Compare Solid Shapes**—pp. 223–226
ii. Model shapes in the world by building shapes from components and drawing shapes. (CCSS: K.G.5)	**Lesson 50**	**Building Shapes**—pp. 239–242
iii. Compose simple shapes to form larger shapes. (CCSS: K.G.6)	**Lesson 51**	**Building Larger Shapes**—pp. 243–246

4. Shape, Dimension, and Geometric Relationships

Prepared Graduates:

- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

Concepts and skills students master:

2. Measurement is used to compare and order objects

Kindergarten Evidence Outcomes	Sadlier *Progress Mathematics*, Kindergarten
Students can:	
a. Describe and compare measurable attributes. (CCSS: K.MD)	
i. Describe measurable attributes of objects, such as length or weight. (CCSS: K.MD.1)	**Lesson 39** **Describe Measurements**—pp. 187–190
ii. Describe several measurable attributes of a single object. (CCSS: K.MD.1)	**Lesson 39** **Describe Measurements**—pp. 187–190
iii. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (CCSS: K.MD.2)	**Lesson 40** **Compare Measurements**—pp. 191–194
iv. Order several objects by length, height, weight, or price (PFL)	**Lesson 40** **Compare Measurements**—pp. 191–194
b. Classify objects and count the number of objects in each category. (CCSS: K.MD)	
i. Classify objects into given categories. (CCSS: K.MD.3)	**Lesson 41** **Sort and Count**—pp. 195–198
ii. Count the numbers of objects in each category. (CCSS: K.MD.3)	**Lesson 41** **Sort and Count**—pp. 195–198
iii. Sort the categories by count. (CCSS: K.MD.3)	**Lesson 41** **Sort and Count**—pp. 195–198