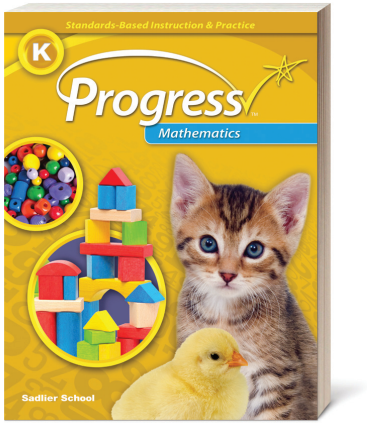
SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

Georgia Standards of Excellence 2015–2016: Mathematics

Kindergarten

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Counting and Cardinality K.CC

Standards		Sadlier *Progress Mathematics*, Kindergarten	
Know number names and the count sequence.			
MGSEK.CC.1	Count to 100 by ones and by tens.	**Lesson 38**	**Count by Ones and Tens to 100**—pp. 175–178
MGSEK.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**Lesson 38**	**Count by Ones and Tens to 100**—pp. 175–178
MGSEK.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**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
Count to tell the number of objects.			
MGSEK.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) b. Understand that the last number name said tells the number of objects counted. (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	**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
		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

Counting and Cardinality K.CC

Standards	
MGSEK.CC.5	Count to answer 'how many?" questions. a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration. b. Given a number from 1-20, count out that many objects. c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)

Sadlier *Progress Mathematics*, Kindergarten	
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
Lesson 37	**Make and Break Apart 11 to 19**—pp. 171–174

Counting and Cardinality K.CC

Standards		Sadlier *Progress Mathematics*, Kindergarten	
Compare numbers.			
MGSEK.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	**Lesson 7**	**Match to Compare**—pp. 35–38
		Lesson 12	**Count to Compare**—pp. 55–58
MGSEK.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	**Lesson 14**	**Compare Numbers**—pp. 63–66

Operations and Algebraic Thinking K.OA

Standards		Sadlier *Progress Mathematics*, Kindergarten	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
MGSEK.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**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
MGSEK.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**Lesson 18**	**Problem Solving: Addition**—pp. 87–90
		Lesson 21	**Problem Solving: Subtraction**—pp. 99–102
MGSEK.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).	**Lesson 22**	**Break Apart Numbers to 5—**pp. 103–106
		Lesson 25	**Break Apart Numbers to 10**—pp. 115–118
MGSEK.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**Lesson 26**	**Make Ten**—pp. 119–122
MGSEK.OA.5	Fluently add and subtract within 5.	**Lesson 23**	**Addition: Sums to 5 (Fluency)**—pp. 107–110
		Lesson 24	**Subtract: From 5 or Less (Fluency)**—pp. 111–114

Number and Operations in Base Ten — K.NBT

Standards		Sadlier *Progress Mathematics*, Kindergarten	
Work with numbers 11–19 to gain foundations for place value.			
MGSEK.NBT.1	*Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine* ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)	**Lesson 37**	**Make and Break Apart 11 to 19**—pp. 171–174

Measurement and Data — K.MD

Standards		Sadlier *Progress Mathematics*, Kindergarten	
Describe and compare measurable attributes.			
MGSEK.MD.1	Describe several measurable attributes of an object, such as length or weight. *For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!"*	**Lesson 39**	**Describe Measurements**—pp. 187–190
MGSEK.MD.2	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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**Lesson 40**	**Compare Measurements**—pp. 191–194
Classify objects and count the number of objects in each category.			
MGSEK.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	**Lesson 41**	**Sort and Count**—pp. 195–198

Geometry K.G

Standards		Sadlier *Progress Mathematics*, Kindergarten	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
MGSEK.G.1	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*.	**Lesson 48**	**Above, Below, Beside, Next To**—pp. 231–234
		Lesson 49	**In Front of, Behind**—pp. 235–238
MGSEK.G.2	Correctly name shapes regardless of their orientations or overall size.	**Lesson 42**	**Circles and Triangles**—pp. 207–210
		Lesson 43	**Squares, Rectangles, and Hexagons**—pp. 211–214
		Lesson 45	**Solid Shapes**—pp. 219–222
MGSEK.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**Lesson 47**	**Identify Flat and Solid Shapes**—pp. 227–230
Analyze, compare, create, and compose shapes.			
MGSEK.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).	**Lesson 44**	**Compare Flat Shapes**—pp. 215–218
		Lesson 46	**Compare Solid Shapes**—pp. 223–226
MGSEK.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**Lesson 50**	**Building Shapes**—pp. 239–242
MGSEK.G.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**Lesson 51**	**Building Larger Shapes**—pp. 243–246