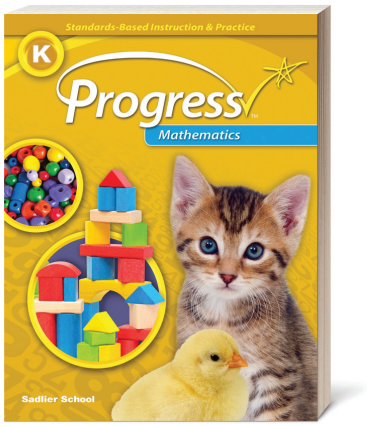
SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to

Ohio's Learning Standards

Mathematics | 2017

Kindergarten

Contents

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Counting and Cardinality K.CC

Standards	Sadlier *Progress Mathematics*, Kindergarten
Know number names and the count sequence.	
K.CC.1 Count to 100 by ones and by tens.	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178
K.CC.2 Count forward within 100 beginning from any given number other than 1.	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178
K.CC.3 Write numerals 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.	
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies. a. When counting objects, establish a one-to-one relationship by saying 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. b. Understand 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. 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	
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

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.			
K.CC.6	Orally identify (without using inequality symbols) whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, e.g., by using matching and counting strategies, not to exceed 10 objects in each group.	**Lesson 7** **Lesson 12**	**Match to Compare**—pp. 35–38 **Count to Compare**—pp. 55–58
K.CC.7	Compare (without using inequality symbols) two numbers between 0 and 10 when 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.			
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	**Lesson 16** **Lesson 17** **Lesson 19** **Lesson 20**	**Put Together to Add**—pp. 79–82 **Add to Find How Many**—pp. 83–86 **Take Away to Subtract**—pp. 91–94 **Subtract to Find How Many Left**—pp. 95–98
K.OA.2	Solve addition and subtraction word problems (written or oral), and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**Lesson 18** **Lesson 21**	**Problem Solving: Addition**—pp. 87–90 **Problem Solving: Subtraction**—pp. 99–102
K.OA.3	Decompose numbers and record compositions for numbers less than or equal to 10 into pairs in more than one way by using objects and, when appropriate, drawings or equations.	**Lesson 22** **Lesson 24**	**Break Apart Numbers to 5—**pp. 103–106 **Break Apart Numbers to 10**—pp. 115–118
K.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, when appropriate, an equation.	**Lesson 26**	**Make Ten**—pp. 119–122
K.OA.5	Fluently add and subtract within 5.	**Lesson 23** **Lesson 24**	**Addition: Sums to 5 (Fluency)**—pp. 107–110 **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.	
K.NBT.1 Compose and decompose numbers from 11 to 19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Lesson 37** **Make and Break Apart 11 to 19**—pp. 171–174

Measurement and Data — K.MD

Standards	Sadlier *Progress Mathematics*, Kindergarten
Identify, describe, and compare measurable attributes.	
K.MD.1 Identify and describe measurable attributes (length, weight, and height) of a single object using vocabulary terms such as long/short, heavy/light, or tall/short.	**Lesson 39** **Describe Measurements**—pp. 187–190
K.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.	
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. The number of objects in each category should be less than or equal to ten. Counting and sorting coins should be limited to pennies.	**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).			
K.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
K.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
K.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
Describe, analyze, compare, create, and compose shapes.			
K.G.4	Describe, and compare two- or three-dimensional shapes, in different sizes and orientations, using informal language to describe their commonalities, differences, parts, and other attributes.	**Lesson 44**	**Compare Flat Shapes**—pp. 215–218
		Lesson 46	**Compare Solid Shapes**—pp. 223–226
K.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
K.G.6	Describe, compose simple shapes to form larger shapes.	**Lesson 51**	**Building Larger Shapes**—pp. 243–246