SADLIER

Progress in Mathematics

Aligned to the

Archdiocese of Detroit

Kindergarten Mathematics Standards

Kindergarten

Sadlier
William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

Counting & Cardinality

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
Know number names and the count sequence.		
K.CC.A.1	Count to 100 by ones, two's, fives, and by tens.	**12-1 Count to 100** (count by 1s)—pp. 405–406 Objective(s): To count orally by ones using a hundred chart. To recognize and describe patterns. To identify numbers in order from 1 to 100 ***12-1A Count Forward to 100**—Online Objective(s): To count orally by ones using a hundred chart. To rote count forward to 100 To identify numbers in order from 1 to 100. To count forward to 100 from a given number that is less than 100. ***12-1B Recognize Counting Patterns**—Online Objective(s): To recognize patterns when counting to 100. To use pictures to count to 100. **12-2 Explore Tens**—pp. 407–408 Objective(s): To explore tens using manipulatives or pictures. To write how many tens. **12-4 Count by 2s**—pp. 413–414 Objective(s): To skip count orally by 2s using pictures or manipulatives. To recognize and describe patterns. To count orally by 2s using a hundred chart. **12-5 Count by 5s**—pp. 415–416 Objective(s): To skip count orally by 5s using pictures or manipulatives. To recognize and describe patterns. To count orally by 5s using a hundred chart. **12-6 Count by 10s**—pp. 417–418 Objective(s): To skip count orally by 10s using pictures or manipulatives. To recognize and describe patterns. To count orally by 10s using a hundred chart.
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**4-14 Number Line**—pp. 141–142 Objective(s): To count on and count back on a number line. To explore counting patterns on a number line. ***5-7B Count Numbers to 20**—Online Objective(s): To count and write numbers to 20, just before, just after, or between other numbers. To count from 11- 20, beginning with any number. **9-2 Count On from Pennies and Nickels**—pp. 301–302 Objective(s): To identify the value of a penny as 1 cent and a nickel as 5 cents. To count on from pennies and nickels. **9-4 Count On from Dimes and Quarters—**pp. 305–306 Objective(s): To identify the value of a dime as 10 cents and a quarter as 25 cents. To count on from dimes and quarters. **12-1 Count to 100**—pp. 405–406 Objective(s): To count orally by ones using a hundred chart. To recognize and describe patterns. To identify numbers in order from 1 to 100
K.CC.A.3	Write numbers from 0 to 30. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**4-6 Identify and Write 0 and 1**—pp. 123–124 Objective(s): To identify, show, and draw groups of 0 and 1 object. To read and write the numbers 0 and 1. **4-7 Identify and Write 2 and 3**—pp. 125–126 Objective(s): To identify, show, and draw groups of 2 and 3 objects. To read and write the numbers 2 and 3.

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		4-8 Identify and Write 4 and 5—pp. 127–128 Objective(s): To identify, show, and draw groups of 4 and 5 objects. To read and write the numbers 4 and 5. **4-10 Identify and Write 6 and 7**—pp. 133–134 Objective(s): To identify, show, and draw groups of 6 and 7. To read and write the numbers 6 and 7. **4-11 Identify and Write 8 and 9**—pp. 135–136 Objective(s): To identify, show, and draw groups of 8 and 9. To read and write the numbers 8 and 9. **4-12 Identify and Write 10**—pp. 137–138 Objective(s): To identify, show, and draw groups of 10. To read and write the number 10. **4-13 Numbers 1–10**—pp. 139–140 Objective(s): To recognize the order of numbers 1–10. **5-1 Identify and Write 11 and 12**—pp. 159–160 Objective(s): To identify, show, and draw groups of 11 and 12. To read and write the numbers 11 and 12. **5-3 Order Numbers to 12**—pp. 163–164 Objective(s): To count and order numbers from 0 to 12. To identify and write numbers to 12, just before, just after, or between other numbers. **5-4 Identify and Write 13 and 14**—pp. 165–166 Objective(s): To identify, show, and draw groups of 13 and 14. To read and write the numbers 13 and 14. **5- 5 Identify and Write 15 and 16**—pp. 167–168 Objective(s): To identify, show, and draw groups of 15 and 16. To read and write the numbers 15 and 16. **5-6 Identify and Write 17 and 18**—pp. 169–170 Objective(s): To identify, show, and draw groups of 17 and 18. To read and write the numbers 17 and 18. **5-7 Identify and Write 19 and 20**—pp. 171–172 Objective(s): To identify, show, and draw groups of 19 and 20. To read and write the numbers 19 and 20. **5-11 Order Numbers to 31**—pp. 181–182 Objective(s): To count and order numbers to 31. To identify numbers to 31 as just before, between, and just after given numbers. **10-2 Calendar**—pp. 339–340 Objective(s): To identify the parts of a calendar. To read numbers to 31. **10-3 Calendar: Yesterday, Today, Tomorrow**—pp. 341–342 Objective(s): To understand the concepts of yesterday, today, and tomorrow.
K.CC.A.4	Count objects in sets up to 30.	**5-1 Identify and Write 11 and 12**—pp. 159–160 Objective(s): To identify, show, and draw groups of 11 and 12. To read and write the numbers 11 and 12. **5-2 Compare Numbers to 12**—pp. 161–162 Objective(s): To compare numbers up to 12. To identify a number as being less than, equal to, or greater than another number. **5-3 Order Numbers to 12**—pp. 163–164 Objective(s): To count and order numbers from 0 to 12. To identify and write numbers to 12, just before, just after, or between other numbers. **5-4 Identify and Write 13 and 14**—pp. 165–166 Objective(s): To identify, show, and draw groups of 13 and 14. To read and write the numbers 13 and 14.

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		5- 5 Identify and Write 15 and 16—pp. 167–168 Objective(s): To identify, show, and draw groups of 15 and 16. To read and write the numbers 15 and 16. **5-6 Identify and Write 17 and 18**—pp. 169–170 Objective(s): To identify, show, and draw groups of 17 and 18. To read and write the numbers 17 and 18. **5-7 Identify and Write 19 and 20**—pp. 171–172 Objective(s): To identify, show, and draw groups of 19 and 20. To read and write the numbers 19 and 20. ***5-7B Count Numbers to 20**—Online Objective(s): To count and write numbers to 20, just before, just after, or between other numbers. To count from 11- 20, beginning with any number. **5-8 Identify and Write 21–25**—pp. 175–176 Objective(s): To identify, show, and draw groups of 21 to 25. To read and write the numbers 21 to 25. **5-9 Identify and Write 26–31**—pp. 177–178 Objective(s): To identify, show, and draw groups of 26 to 31. To read and write the numbers 26 to 31.
Count to tell the number of objects		
K.CC.B.5	Understand the relationship between numbers and quantities; connect counting to cardinality.	
K.CC.B.5a	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.	**4-6 Identify and Write 0 and 1**—pp. 123–124 Objective(s): To identify, show, and draw groups of 0 and 1 object. To read and write the numbers 0 and 1. **4-7 Identify and Write 2 and 3**—pp. 125–126 Objective(s): To identify, show, and draw groups of 2 and 3 objects. To read and write the numbers 2 and 3. **4-8 Identify and Write 4 and 5**—pp. 127–128 Objective(s): To identify, show, and draw groups of 4 and 5 objects. To read and write the numbers 4 and 5. **4-10 Identify and Write 6 and 7**—pp. 133–134 Objective(s): To identify, show, and draw groups of 6 and 7. To read and write the numbers 6 and 7. **4-11 Identify and Write 8 and 9**—pp. 135–136 Objective(s): To identify, show, and draw groups of 8 and 9. To read and write the numbers 8 and 9. **4-12 Identify and Write 10**—pp. 137–138 Objective(s): To identify, show, and draw groups of 10. To read and write the number 10. ***4-12C Count to Compare Numbers**—Online Objective(s): To compare numbers from 1–10 using counting strategies. To use one-to-one correspondence to count objects, pairing each number name with one object. **4-13 Numbers 1–10**—pp. 139–140 Objective(s): To recognize the order of numbers 1–10. **5-1 Identify and Write 11 and 12**—pp. 159–160 Objective(s): To identify, show, and draw groups of 11 and 12. To read and write the numbers 11 and 12. **5-4 Identify and Write 13 and 14**—pp. 165–166 Objective(s): To identify, show, and draw groups of 13 and 14. To read and write the numbers 13 and 14. **5- 5 Identify and Write 15 and 16**—pp. 167–168 Objective(s): To identify, show, and draw groups of 15 and 16. To read and write the numbers 15 and 16.

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		5-6 Identify and Write 17 and 18—pp. 169–170 Objective(s): To identify, show, and draw groups of 17 and 18. To read and write the numbers 17 and 18. **5-7 Identify and Write 19 and 20**—pp. 171–172 Objective(s): To identify, show, and draw groups of 19 and 20. To read and write the numbers 19 and 20.
K.CC.B.5b	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.	**4-10 Identify and Write 6 and 7** (different arrangements)—pp. 133–134 Objective(s): To identify, show, and draw groups of 6 and 7. To read and write the numbers 6 and 7. **4-11 Identify and Write 8 and 9** (different arrangements)—pp. 135–136 Objective(s): To identify, show, and draw groups of 8 and 9. To read and write the numbers 8 and 9.
K.CC.B.5c	Understand that each successive number name refers to a quantity that is one larger.	**4-6 Identify and Write 0 and 1**—pp. 123–124 Objective(s): To identify, show, and draw groups of 0 and 1 object. To read and write the numbers 0 and 1. **4-7 Identify and Write 2 and 3**—pp. 125–126 Objective(s): To identify, show, and draw groups of 2 and 3 objects. To read and write the numbers 2 and 3. **4-8 Identify and Write 4 and 5**—pp. 127–128 Objective(s): To identify, show, and draw groups of 4 and 5 objects. To read and write the numbers 4 and 5. **4-10 Identify and Write 6 and 7** (different arrangements)—pp. 133–134 Objective(s): To identify, show, and draw groups of 6 and 7. To read and write the numbers 6 and 7. **4-11 Identify and Write 8 and 9** (different arrangements)—pp. 135–136 Objective(s): To identify, show, and draw groups of 8 and 9. To read and write the numbers 8 and 9. **4-12 Identify and Write 10**—pp. 137–138 Objective(s): To identify, show, and draw groups of 10. To read and write the number 10. **4-13 Numbers 1–10**—pp. 139–140 Objective(s): To recognize the order of numbers 1–10. **5-1 Identify and Write 11 and 12**—pp. 159–160 Objective(s): To identify, show, and draw groups of 11 and 12. To read and write the numbers 11 and 12. **5-4 Identify and Write 13 and 14**—pp. 165–166 Objective(s): To identify, show, and draw groups of 13 and 14. To read and write the numbers 13 and 14. **5- 5 Identify and Write 15 and 16**—pp. 167–168 Objective(s): To identify, show, and draw groups of 15 and 16. To read and write the numbers 15 and 16. **5-6 Identify and Write 17 and 18**—pp. 169–170 Objective(s): To identify, show, and draw groups of 17 and 18. To read and write the numbers 17 and 18. **5-7 Identify and Write 19 and 20**—pp. 171–172 Objective(s): To identify, show, and draw groups of 19 and 20. To read and write the numbers 19 and 20.

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K.CC.B.6	Count to answer "how many?" questions about as many as 30 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 1–30, count out that many objects.	**4-6 Identify and Write 0 and 1**—pp. 123–124 Objective(s): To identify, show, and draw groups of 0 and 1 object. To read and write the numbers 0 and 1. **4-7 Identify and Write 2 and 3**—pp. 125–126 Objective(s): To identify, show, and draw groups of 2 and 3 objects. To read and write the numbers 2 and 3. **4-8 Identify and Write 4 and 5**—pp. 127–128 Objective(s): To identify, show, and draw groups of 4 and 5 objects. To read and write the numbers 4 and 5. ***4-8 A Count to Tell How Many**—Online Objective(s): To count to tell the number of objects in a group. To count objects in different arrangements or in different orders. To count and identify the number of objects in a set and know that the last number counted tells "how many." **4-10 Identify and Write 6 and 7**—pp. 133–134 Objective(s): To identify, show, and draw groups of 6 and 7. To read and write the numbers 6 and 7. **4-11 Identify and Write 8 and 9**—pp. 135–136 Objective(s): To identify, show, and draw groups of 8 and 9. To read and write the numbers 8 and 9. **4-12 Identify and Write 10**—pp. 137–138 Objective(s): To identify, show, and draw groups of 10. To read and write the number 10. **4-13 Numbers 1–10**—pp. 139–140 Objective(s): To recognize the order of numbers 1–10. **5-1 Identify and Write 11 and 12**—pp. 159–160 Objective(s): To identify, show, and draw groups of 11 and 12. To read and write the numbers 11 and 12. **5-4 Identify and Write 13 and 14**—pp. 165–166 Objective(s): To identify, show, and draw groups of 13 and 14. To read and write the numbers 13 and 14. **5- 5 Identify and Write 15 and 16**—pp. 167–168 Objective(s): To identify, show, and draw groups of 15 and 16. To read and write the numbers 15 and 16. **5-6 Identify and Write 17 and 18**—pp. 169–170 Objective(s): To identify, show, and draw groups of 17 and 18. To read and write the numbers 17 and 18. **5-7 Identify and Write 19 and 20**—pp. 171–172 Objective(s): To identify, show, and draw groups of 19 and 20. To read and write the numbers 19 and 20. ***5-7A Count Out That Many**—Online Objective(s): To count out 1- 20 objects To count and identify the number of objects in a set and know that the last number counted tells "how many."
K.CC.B.7	Use one-to-one correspondence to compare and order sets of objects to 30 using phrases such as "same number," "more than," less than."	***4-12B One More, One Fewer**—Online Objective(s): To identify the number that tells one more than. To identify the number that tells one fewer. ***4-12C Count to Compare Numbers**—Online Objective(s): To compare numbers from 1–10 using counting strategies. To use one-to-one correspondence to count objects, pairing each number name with one object. **5-2 Compare Numbers to 12**—pp. 161–162 Objective(s): To compare numbers up to 12. To identify a number as being less than, equal to, or greater than another number.

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		5-10 Compare Numbers to 31—pp. 179–180 Objective(s): To compare numbers up to 31. To identify a number as being less than, equal to, or greater than another number.
K.CC.B.8	Read and write numbers to 30 and connect them to the quantities they represent.	**4-6 Identify and Write 0 and 1**—pp. 123–124 Objective(s): To identify, show, and draw groups of 0 and 1 object. To read and write the numbers 0 and 1. **4-7 Identify and Write 2 and 3**—pp. 125–126 Objective(s): To identify, show, and draw groups of 2 and 3 objects. To read and write the numbers 2 and 3. **4-8 Identify and Write 4 and 5**—pp. 127–128 Objective(s): To identify, show, and draw groups of 4 and 5 objects. To read and write the numbers 4 and 5. **4-10 Identify and Write 6 and 7**—pp. 133–134 Objective(s): To identify, show, and draw groups of 6 and 7. To read and write the numbers 6 and 7. **4-11 Identify and Write 8 and 9**—pp. 135–136 Objective(s): To identify, show, and draw groups of 8 and 9. To read and write the numbers 8 and 9. **4-12 Identify and Write 10**—pp. 137–138 Objective(s): To identify, show, and draw groups of 10. To read and write the number 10. **5-1 Identify and Write 11 and 12**—pp. 159–160 Objective(s): To identify, show, and draw groups of 11 and 12. To read and write the numbers 11 and 12. **5-4 Identify and Write 13 and 14**—pp. 165–166 Objective(s): To identify, show, and draw groups of 13 and 14. To read and write the numbers 13 and 14. **5- 5 Identify and Write 15 and 16**—pp. 167–168 Objective(s): To identify, show, and draw groups of 15 and 16. To read and write the numbers 15 and 16. **5-6 Identify and Write 17 and 18**—pp. 169–170 Objective(s): To identify, show, and draw groups of 17 and 18. To read and write the numbers 17 and 18. **5-7 Identify and Write 19 and 20**—pp. 171–172 Objective(s): To identify, show, and draw groups of 19 and 20. To read and write the numbers 19 and 20.
Compare numbers		
K.CC.C.9	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.	**4-1 As Many As**—pp. 111–112 Objective(s): To show one-to-one correspondence. To identify groups with the same number of objects. To make groups with as many objects as a given group. **4-2 More**—pp. 113–114 Objective(s): To compare and draw a group with more objects than a given group. To identify groups with more objects. **4-3 Fewer**—pp. 115–116 Objective(s): To compare and draw a group with fewer objects than a given group. To identify groups with fewer objects. **4-4 Fewest, Most**—pp. 117–118 Objective(s): To identify groups with the most and fewest objects. **4-5 Equalizing Sets**—pp. 119–120 Objective(s): To equalize sets by drawing more or crossing out objects.

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		***4-12C Count to Compare Numbers**—Online Objective(s): To compare numbers from 1–10 using counting strategies. To use one-to-one correspondence to count objects, pairing each number name with one object. **5-2 Compare Numbers to 12**—pp. 161–162 Objective(s): To compare numbers up to 12. To identify a number as being less than, equal to, or greater than another number.
K.CC.C.10	Compare two numbers between 1 and 30 presented as written numerals.	***4-12C Count to Compare Numbers**—Online Objective(s): To compare numbers from 1–10 using counting strategies. To use one-to-one correspondence to count objects, pairing each number name with one object. **5-2 Compare Numbers to 12**—pp. 161–162 Objective(s): To compare numbers up to 12. To identify a number as being less than, equal to, or greater than another number. **5-3 Order Numbers to 12**—pp. 163–164 Objective(s): To count and order numbers from 0 to 12. To identify and write numbers to 12, just before, just after, or between other numbers. **5-10 Compare Numbers to 31**—pp. 179–180 Objective(s): To compare numbers up to 31. To identify a number as being less than, equal to, or greater than another number. **5-11 Order Numbers to 31**—pp. 181–182 Objective(s): To count and order numbers to 31. To identify numbers to 31 as just before, between, and just after given numbers.

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Operations & Algebraic Thinking

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Understand addition, and understand subtraction.	
K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**7-1 Joining**—pp. 237–238 Objective(s): To understand addition as the joining of two groups. To describe the effect of joining sets of objects. ***7-1A Model Joining Stories**—Online Objective(s): To model addition using concrete objects. To model addition as the joining of two groups. To use addition stories to describe joining. To represent addition by using an expression. **7-2 Add 1**—pp. 239–240 Objective(s): To add 1 to numbers 1 through 7 using manipulatives. To complete number sentences. **7-3 Add 2**—pp. 241–242 Objective(s): To add 2 to numbers 0 through 7 using manipulatives. To complete addition sentences. **7-4 Add 3**—pp. 243–244 Objective(s): To add 3 to numbers 0 through 6 using manipulatives. To complete addition sentences. **7-5 Add 4**—pp. 245–246 Objective(s): To add 4 to numbers 0 through 5 using manipulatives. To complete addition sentences. ***7-5-A Use a Bar Model to Add**—Online Objective(s): To use a bar diagram to solve addition word problems. To represent addition by using a number sentence. **7-6 Vertical Addition**—pp. 249–250 Objective(s): To read and add numbers in vertical form. **7-7 Use Ten–Frames to Add**—pp. 251–252 Objective(s): To add sums of 10 in vertical form using a ten-frame. **7-8 Problem Solving Strategy: Write a Number Sentence—**pp. 253–254 Objective(s): To solve problems by using the Write a Number Sentence strategy. **8-1 Take Away**—pp. 269–270 Objective(s): To understand and represent subtraction as a separating action. ***8-1A Model Subtraction Stories**—Online Objective(s): To model subtraction using concrete objects. To model subtraction as a separating action. To use subtraction stories to describe taking away. To represent subtraction by using an expression. **8-2 Subtract 1**—pp. 271–272 Objective(s): To subtract 1 from numbers 1 through 9 using manipulatives. To complete subtraction sentences. **8-3 Subtract 2**—pp. 273–274 Objective(s): To subtract 2 from numbers 2 through 9 using manipulatives. To complete subtraction sentences. **8-4 Subtract 3**—pp. 275–276 Objective(s): To subtract 3 from numbers 3 through 9 using manipulatives. To complete subtraction sentences. **8-5 Subtract 4**—pp. 277–278 Objective(s): To subtract 4 from numbers 4 through 9 using manipulatives. To complete subtraction sentences.

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		***8-5A Use a Bar Model to Subtract**—Online Objective(s): To use a bar diagram to solve subtraction word problems. **8-6 Vertical Subtraction**—pp. 281–282 Objective(s): To read and subtract numbers in vertical form. **8-7 Addition and Subtraction Patterns**—pp. 283–284 Objective(s): To identify addition and subtraction patterns. To add or subtract to show number patterns. **8-8 Use Ten-Frames to Subtract**—pp. 285–286 Objective(s): To use ten-frames to subtract from 10. To complete subtraction in vertical form. **8-9 Problem Solving Strategy: Choose the Operation**—pp. 287–288 Objective(s): To solve problems by using the Choose the Operation strategy
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**7-1 Joining**—pp. 237–238 Objective(s): To understand addition as the joining of two groups. To describe the effect of joining sets of objects. ***7-1A Model Joining Stories**—Online Objective(s): To model addition using concrete objects. To model addition as the joining of two groups. To use addition stories to describe joining. To represent addition by using an expression. **7-2 Add 1**—pp. 239–240 Objective(s): To add 1 to numbers 1 through 7 using manipulatives. To complete number sentences. **7-3 Add 2**—pp. 241–242 Objective(s): To add 2 to numbers 0 through 7 using manipulatives. To complete addition sentences. **7-4 Add 3**—pp. 243–244 Objective(s): To add 3 to numbers 0 through 6 using manipulatives. To complete addition sentences. **7-5 Add 4**—pp. 245–246 Objective(s): To add 4 to numbers 0 through 5 using manipulatives. To complete addition sentences. ***7-5-A Use a Bar Model to Add**—Online Objective(s): To use a bar diagram to solve addition word problems. To represent addition by using a number sentence. **7-6 Vertical Addition**—pp. 249–250 Objective(s): To read and add numbers in vertical form. **7-8 Problem Solving Strategy: Write a Number Sentence—**pp. 253–254 Objective(s): To solve problems by using the Write a Number Sentence strategy. **8-1 Take Away**—pp. 269–270 Objective(s): To understand and represent subtraction as a separating action. ***8-1A Model Subtraction Stories**—Online Objective(s): To model subtraction using concrete objects. To model subtraction as a separating action. To use subtraction stories to describe taking away. To represent subtraction by using an expression. **8-2 Subtract 1**—pp. 271–272 Objective(s): To subtract 1 from numbers 1 through 9 using manipulatives. To complete subtraction sentences.

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		8-3 Subtract 2—pp. 273–274 Objective(s): To subtract 2 from numbers 2 through 9 using manipulatives. To complete subtraction sentences. **8-4 Subtract 3**—pp. 275–276 Objective(s): To subtract 3 from numbers 3 through 9 using manipulatives. To complete subtraction sentences. **8-5 Subtract 4**—pp. 277–278 Objective(s): To subtract 4 from numbers 4 through 9 using manipulatives. To complete subtraction sentences. ***8-5A Use a Bar Model to Subtract**—Online Objective(s): To use a bar diagram to solve subtraction word problems. **8-6 Vertical Subtraction**—pp. 281–282 Objective(s): To read and subtract numbers in vertical form.
K.OA.A.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 (e.g., 5 = 2 + 3 and 5 = 4 + 1).	***4-8C Ways to Make 2, 3, 4, and 5**—Online Objective(s): To decompose 3, 4, and 5 as two parts or subgroups of objects in more than one way. To draw a group of 2, 3, 4 or 5 objects. ***4-10A Ways to Make 6 and 7**—Online Objective(s): To decompose 6 and 7 as two parts or subgroups of objects in more than one way. To draw a group of 6 or 7 objects. ***4-11A Ways to Make 8 and 9**—Online Objective(s): To decompose 8 and 9 as two parts or subgroups of objects in more than one way. To draw a group of 8 or 9 objects. ***4-12A Ways to Make 10**—Online Objective(s): To decompose 10 as two parts or subgroups of objects in more than one way. To draw a group of 10 objects. To find the number that makes 10 when added to the given number using objects or drawings and record answer with a drawing. **7-5 Add 4: Challenge**—p. 246 Objective(s): To add 4 to numbers 0 through 5 using manipulatives. To complete addition sentences.
K.OA.A.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.	***4-12A Ways to Make 10**—Online Objective(s): To decompose 10 as two parts or subgroups of objects in more than one way. To draw a group of 10 objects. To find the number that makes 10 when added to the given number using objects or drawings and record answer with a drawing.
K.OA.A.5	Fluently add and subtract within 10.	**7-1 Joining**—pp. 237–238 Objective(s): To understand addition as the joining of two groups. To describe the effect of joining sets of objects. ***7-2 Add 1**—pp. 239–240 Objective(s): To add 1 to numbers 1 through 7 using manipulatives. To complete number sentences. **7-3 Add 2**—pp. 241–242 Objective(s): To add 2 to numbers 0 through 7 using manipulatives. To complete addition sentences.

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Archdiocese of Detroit: Kindergarten Mathematics Standards	Sadlier *Progress in Mathematics*, Kindergarten
	7-4 Add 3—pp. 243–244 Objective(s): To add 3 to numbers 0 through 6 using manipulatives. To complete addition sentences. **7-5 Add 4**—pp. 245–246 Objective(s): To add 4 to numbers 0 through 5 using manipulatives. To complete addition sentences. **7-6 Vertical Addition**—pp. 249–250 Objective(s): To read and add numbers in vertical form. **7-7 Use Ten–Frames to Add**—pp. 251–252 Objective(s): To add sums of 10 in vertical form using a ten-frame. **8-1 Take Away**—pp. 269–270 Objective(s): To understand and represent subtraction as a separating action. **8-2 Subtract 1**—pp. 271–272 Objective(s): To subtract 1 from numbers 1 through 9 using manipulatives. To complete subtraction sentences. **8-3 Subtract 2**—pp. 273–274 Objective(s): To subtract 2 from numbers 2 through 9 using manipulatives. To complete subtraction sentences. **8-4 Subtract 3**—pp. 275–276 Objective(s): To subtract 3 from numbers 3 through 9 using manipulatives. To complete subtraction sentences. **8-5 Subtract 4**—pp. 277–278 Objective(s): To subtract 4 from numbers 4 through 9 using manipulatives. To complete subtraction sentences. **8-6 Vertical Subtraction**—pp. 281–282 Objective(s): To read and subtract numbers in vertical form. **8-7 Addition and Subtraction Patterns**—pp. 283–284 Objective(s): To identify addition and subtraction patterns. To add or subtract to show number patterns.
K.OA.A.6 Record mathematical thinking by writing simple addition and subtraction sentences.	***7-1A Model Joining Stories**—Online Objective(s): To model addition using concrete objects. To model addition as the joining of two groups. To use addition stories to describe joining. To represent addition by using an expression. **7-2 Add 1**—pp. 239–240 Objective(s): To add 1 to numbers 1 through 7 using manipulatives. To complete number sentences. ***7-5-A Use a Bar Model to Add**—Online Objective(s): To use a bar diagram to solve addition word problems. To represent addition by using a number sentence. ***7-7A Use a Ten-Frame to Make 11 and 12**—Online Objective(s): To use a ten frame to model groups of 11 and 12 objects. To read and write the numbers 11 and 12. To count a group of 11 and 12 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7B Use a Ten-Frame to Make 13 and 14**—Online Objective(s): To use a ten frame to model groups of 13 and 14 objects. To read and write the numbers 13 and 14. To count a group of 13 and 14 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many.".

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Operations & Algebraic Thinking

Archdiocese of Detroit: Kindergarten Mathematics Standards	Sadlier *Progress in Mathematics*, Kindergarten
	***7-7C Use a Ten-Frame to Make 15 and 16**—Online Objective(s): To use a ten frame to model groups of 15 and 16 objects. To read and write the numbers 15 and 16. To count a group of 15 and 16 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7D Use a Ten-Frame to Make 17 and 18**—Online Objective(s): To use a ten frame to model groups of 17 and 18 objects. To read and write the numbers 17 and 18To count a group of 17 and 18 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7E Use a Ten-Frame to Make 19 and 20**—Online Objective(s): To use a ten frame to model groups of 19 and 20 objects. To read and write the numbers 19 and 20. To count a group of 19 and 20 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." **7-8 Problem Solving Strategy: Write a Number Sentence—**pp. 253–254 Objective(s): To solve problems by using the Write a Number Sentence strategy. **8-2 Subtract 1**—pp. 271–272 Objective(s): To subtract 1 from numbers 1 through 9 using manipulatives. To complete subtraction sentences. **8-3 Subtract 2**—pp. 273–274 Objective(s): To subtract 2 from numbers 2 through 9 using manipulatives. To complete subtraction sentences. **8-4 Subtract 3**—pp. 275–276 Objective(s): To subtract 3 from numbers 3 through 9 using manipulatives. To complete subtraction sentences. **8-5 Subtract 4**—pp. 277–278 Objective(s): To subtract 4 from numbers 4 through 9 using manipulatives. To complete subtraction sentences. ***8-5A Use a Bar Model to Subtract**—Online Objective(s): To use a bar diagram to solve subtraction word problems.
K.OA.A.7 Create, describe and extend simple number patterns.	**4-14 Number Line**—pp. 141–142 Objective(s): To count on and count back on a number line. To explore counting patterns on a number line. **4-16 Number Patterns**—pp. 145–146 Objective(s): To identify, extend, describe, and predict number patterns. **8-7 Addition and Subtraction Patterns**—pp. 283–284 Objective(s): To identify addition and subtraction patterns. To add or subtract to show number patterns. **12-1 Count to 100**—pp. 405–406 Objective(s): To count orally by ones using a hundred chart. To recognize and describe patterns. To identify numbers in order from 1 to 100. ***12-1B Recognize Counting Patterns**—Online Objective(s): To recognize patterns when counting to 100. To use pictures to count to 100.

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Operations & Algebraic Thinking

Archdiocese of Detroit: Kindergarten Mathematics Standards	Sadlier *Progress in Mathematics*, Kindergarten
	12-4 Count by 2s—pp. 413–414 Objective(s): To skip count orally by 2s using pictures or manipulatives. To recognize and describe patterns. To count orally by 2s using a hundred chart. **12-5 Count by 5s**—pp. 415–416 Objective(s): To skip count orally by 5s using pictures or manipulatives. To recognize and describe patterns. To count orally by 5s using a hundred chart. **12-6 Count by 10s**—pp. 417–418 Objective(s): To skip count orally by 10s using pictures or manipulatives. To recognize and describe patterns. To count orally by 10s using a hundred chart.

Number & Operations in Base Ten

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
Work with numbers 11-19 to gain foundations for place value.		
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	***7-7A Use a Ten-Frame to Make 11 and 12**—Online Objective(s): To use a ten frame to model groups of 11 and 12 objects. To read and write the numbers 11 and 12. To count a group of 11 and 12 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7B Use a Ten-Frame to Make 13 and 14**—Online Objective(s): To use a ten frame to model groups of 13 and 14 objects. To read and write the numbers 13 and 14. To count a group of 13 and 14 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7C Use a Ten-Frame to Make 15 and 16**—Online Objective(s): To use a ten frame to model groups of 15 and 16 objects. To read and write the numbers 15 and 16. To count a group of 15 and 16 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7D Use a Ten-Frame to Make 17 and 18**—Online Objective(s): To use a ten frame to model groups of 17 and 18 objects. To read and write the numbers 17 and 18To count a group of 17 and 18 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7E Use a Ten-Frame to Make 19 and 20**—Online Objective(s): To use a ten frame to model groups of 19 and 20 objects. To read and write the numbers 19 and 20. To count a group of 19 and 20 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many."
K.NBT.A.2	Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones.	***7-7A Use a Ten-Frame to Make 11 and 12**—Online Objective(s): To use a ten frame to model groups of 11 and 12 objects. To read and write the numbers 11 and 12. To count a group of 11 and 12 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7B Use a Ten-Frame to Make 13 and 14**—Online Objective(s): To use a ten frame to model groups of 13 and 14 objects. To read and write the numbers 13 and 14. To count a group of 13 and 14 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7C Use a Ten-Frame to Make 15 and 16**—Online Objective(s): To use a ten frame to model groups of 15 and 16 objects. To read and write the numbers 15 and 16. To count a group of 15 and 16 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." ***7-7D Use a Ten-Frame to Make 17 and 18**—Online Objective(s): To use a ten frame to model groups of 17 and 18 objects. To read and write the numbers 17 and 18To count a group of 17 and 18 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many."

Number & Operations in Base Ten

Archdiocese of Detroit: Kindergarten Mathematics Standards	Sadlier *Progress in Mathematics*, Kindergarten
	***7-7E Use a Ten-Frame to Make 19 and 20**—Online Objective(s): To use a ten frame to model groups of 19 and 20 objects. To read and write the numbers 19 and 20. To count a group of 19 and 20 objects. To count and identify the number of objects in a set and know that the last number counted tells "how many." **12-3 Explore Tens and Ones**—pp. 409–410 Objective(s): To explore tens and ones using manipulatives or pictures. To write how many tens and ones.

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Measurement & Data

Archdiocese of Detroit: Kindergarten Mathematics Standards	Sadlier *Progress in Mathematics*, Kindergarten
Describe and compare measurable attributes.	
K.MD.A.1 Describe measurable attributes of objects, such as length, weight, and volume. Describe several measurable attributes of a single object.	**11-1 Compare by Size**—pp. 365–366 Objective(s): To identify which of two objects is smaller or larger. **11-2 Compare by Length**—pp. 367–368 Objective(s): To identify which of two objects is longer or shorter. **11-3 Order by Length**—pp. 369–370 Objective(s): To identify which of three objects is longest and which is shortest. To order objects by length. **11-4 Compare by Height**—pp. 371–372 Objective(s): To identify which of two objects is shorter or taller. **11-5 Measure Length**—pp. 373–374 Objective(s): To estimate and measure the length of objects using nonstandard units. **11-6 Measure Distance Around**—pp. 375–376 Objective(s): To measure the distance around a shape using nonstandard units. **11-7 Weight: Heavier or Lighter**—pp. 379–380 Objective(s): To identify which of two objects is heavier or lighter. **11-8 Order by Weight**—pp. 381–382 Objective(s): To order by weight. To identify which of three objects is heaviest and which is lightest. **11-9 Holds More or Holds Less**—pp. 383–384 Objective(s): To identify which of two different-size containers holds more or less. **11-10 Order by Capacity**—pp. 385–386 Objective(s): To order by capacity. To identify which of three objects holds the most and which holds the least. ***11-10A Multiple Measureable Attributes**—Online Objective(s): To describe measureable attributes (length or weight) of an object.
K.MD.A.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.*	**1-5 Sort by Size**—pp. 13–14 Objective(s): To sort small and big objects. **1-7 Sort by Shape and Size**—pp. 17–18 Objective(s): To sort objects by two attributes, shape and size. **2-11 Size and Growing Patterns**—pp. 59–60 Objective(s): To identify, extend, describe, and predict size and growing patterns. **11-1 Compare by Size**—pp. 365–366 Objective(s): To identify which of two objects is smaller or larger. **11-2 Compare by Length**—pp. 367–368 Objective(s): To identify which of two objects is longer or shorter. **11-3 Order by Length**—pp. 369–370 Objective(s): To identify which of three objects is longest and which is shortest. To order objects by length. **11-4 Compare by Height**—pp. 371–372 Objective(s): To identify which of two objects is shorter or taller. **11-7 Weight: Heavier or Lighter**—pp. 379–380 Objective(s): To identify which of two objects is heavier or lighter. **11-8 Order by Weight**—pp. 381–382 Objective(s): To order by weight. To identify which of three objects is heaviest and which is lightest.

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Measurement & Data

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
		11-9 Holds More or Holds Less—pp. 383–384 Objective(s): To identify which of two different-size containers holds more or less. **11-10 Order by Capacity**—pp. 385–386 Objective(s): To order by capacity. To identify which of three objects holds the most and which holds the least.
K.MD.A.3	Compare two or more objects by length and weight.	**11-2 Compare by Length**—pp. 367–368 Objective(s): To identify which of two objects is longer or shorter. **11-3 Order by Length**—pp. 369–370 Objective(s): To identify which of three objects is longest and which is shortest. To order objects by length. **11-4 Compare by Height**—pp. 371–372 Objective(s): To identify which of two objects is shorter or taller. **11-7 Weight: Heavier or Lighter**—pp. 379–380 Objective(s): To identify which of two objects is heavier or lighter. **11-8 Order by Weight**—pp. 381–382 Objective(s): To order by weight. To identify which of three objects is heaviest and which is lightest.
Classify objects and count the number of objects in each category.		
K.MD.B.4	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	**1-1 Alike/Same**—pp. 3–4 Objective(s): To sort and group objects based on the likeness of attributes. **1-2 Different**—pp. 5–6 Objective(s): To identify an object based on the difference of attributes. **1-3 Sort by Color**—pp. 7–8 Objective(s): To identify and sort objects that are the same color. **1-4 Same Shape**—pp. 9–10 Objective(s): To identify and sort objects that are the same shape. **1-5 Sort by Size**—pp. 13–14 Objective(s): To sort small and big objects. **1-6 Sort by Color and Shape**—pp. 15–16 Objective(s): To sort objects by two attributes, color and shape. **1-7 Sort by Shape and Size**—pp. 17–18 Objective(s): To sort objects by two attributes, shape and size. **1-8 Sort Two Ways** (color and shape)—pp. 19–20 Objective(s): To sort objects based on the likeness of attributes. **1-9 Problem Solving Strategy: Logical Reasoning**—pp. 21–22 Objective(s): To use logical reasoning to solve problems. ***2-2A Recognize Solid Shapes**—Online Objective(s): To use spatial reasoning to classify real-world structures in the environment that are shaped like solid figures. To identify simple solid figures in a composite shape. To model shapes in the world by drawing. ***6-2A Sorting Categories**—Online Objective(s): To count the number of objects in different categories. To sort categories by the number of objects in each category. **9-1 Pennies and Nickels**—pp. 299–300 Objective(s): To identify a penny and a nickel. **9-3 Dimes and Quarters**—pp. 303–304 Objective(s): To identify a dime and a quarter.

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Measurement & Data

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
Explore Concepts of Time		
K.MD.C.5	Know and use the common words for the parts of the day (morning, afternoon, evening) and relative time (yesterday, today, tomorrow).	**10-3 Calendar: Yesterday, Today, Tomorrow**—pp. 341–342 Objective(s): To understand the concepts of yesterday, today, and tomorrow. **10-8 Problem Solving Strategy: Use a Model** (day, night, morning, afternoon, evening)—pp. 353–354 Objective(s): To solve problems by using a model.
K.MD.C.6	Identify tools that measure time (clocks and calendars).	**10-2 Calendar**—pp. 339–340 Objective(s): To identify the parts of a calendar. To read numbers to 31. **10-3 Calendar: Yesterday, Today, Tomorrow**—pp. 341–342 Objective(s): To understand the concepts of yesterday, today, and tomorrow. **10-6 Time on the Hour**—pp. 349–350 Objective(s): To tell time to the hour. To write time in standard notation. **10-7 Tell the Time**—pp. 351–352 Objective(s): To identify activities that happen at daytime or nighttime. To tell the time when an activity might take place. **10-8 Problem Solving Strategy: Use a Model** (clocks)—pp. 353–354 Objective(s): To solve problems by using a model.
K.MD.C.7	Identify landmark times to the nearest hour and half hour.	**10-6 Time on the Hour**—pp. 349–350 Objective(s): To tell time to the hour. To write time in standard notation. *For telling time to the nearest half hour, see Grade 1, Lesson 8-10 Half Hour—pp. 375–376
Work with Unit Fractions		
K.MD.D.8	Recognize and understand difference between half and whole objects.	**6-7 Equal Parts**—pp. 215–216 Objective(s): To recognize a whole divided into equal parts. **6-8 Explore Symmetry**—pp. 217–218 Objective(s): To explore symmetry through paper folding To identify symmetric figures. **6-9 Explore Halves**—pp. 219–220 Objective(s): To recognize one half as 1 of 2 equal parts.
K.MD.D.9	Recognize that 2 halves make up a whole.	**6-9 Explore Halves**—pp. 219–220 Objective(s): To recognize one half as 1 of 2 equal parts.
Work with Money		
K.MD.E.10	Identify different denominations of coins and bills.	**9-1 Pennies and Nickels**—pp. 299–300 Objective(s): To identify a penny and a nickel. **9-2 Count On from Pennies and Nickels**—pp. 301–302 Objective(s): To identify the value of a penny as 1 cent and a nickel as 5 cents. To count on from pennies and nickels. **9-3 Dimes and Quarters**—pp. 303–304 Objective(s): To identify a dime and a quarter. **9-4 Count On from Dimes and Quarters**—pp. 305–306 Objective(s): To identify the value of a dime as 10 cents and a quarter as 25 cents. To count on from dimes and quarters.

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Measurement & Data

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
		9-5 Trading for Nickels—pp. 309–310 Objective(s): To trade 5 pennies for 1 nickel and 10 pennies for 2 nickels or 5 pennies and 1 nickel for 2 nickels. **9-6 Trading for Dimes**—pp. 311–312 Objective(s): To trade 10 pennies for 1 dime, 2 nickels for 1 dime, or 1 nickel and 5 pennies for 1 dime. **9-7 Comparing Money**—pp. 313–314 Objective(s): To compare two groups of coins to determine which amount is greater or which amount is less. **9-8 Using Money**—pp. 315–316 Objective(s): To match the cost of an item to the correct coin amount.
Use Pictographs		
K.MD.F.12	Collect and organize data to use in a pictograph.	**6-4 Pictographs**—pp. 207–208 Objective(s): To use tallies to record data on a pictograph. To complete and interpret a pictograph. To identify the purpose of a pictograph.
K.MD.F.13	Read and interpret pictograph.	**6-4 Pictographs**—pp. 207–208 Objective(s): To use tallies to record data on a pictograph. To complete and interpret a pictograph. To identify the purpose of a pictograph.
K.MD.F.14	Make graph of given data using both vertical and horizontal form of graph; scale should be in units of one and include symbolic representations.	**6-5 Surveys and Real Graphs**—pp. 209–210 Objective(s): To poll children about a topic and display the data in a real graph To discuss questions about data collected. To generalize and make predictions. To formulate questions for a two-choice survey. **6-6 Bar Graphs**—pp. 211–212 Objective(s): To use tally marks to record data on a bar graph To collect, organize, and interpret data. To identify the purpose of a bar graph.

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Geometry

Archdiocese of Detroit: Kindergarten Mathematics Standards	Sadlier *Progress in Mathematics*, Kindergarten
Identify and describe shapes.	
K.G.A.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.*	**2-1 Cylinder, Cone, and Sphere**—pp. 37–38 Objective(s): To identify a cylinder and classify objects shaped like a cylinder. To identify a cone and classify objects shaped like a cone. To identify a sphere and classify objects shaped like a sphere. **2-2 Cube and Rectangular Prism**—pp. 39–40 Objective(s): To identify a cube and classify objects shaped like a cube. To identify a rectangular prism and classify objects shaped like a rectangular prism. ***2-2A Recognize Solid Shapes**—Online Objective(s): To use spatial reasoning to classify real-world structures in the environment that are shaped like solid figures. To identify simple solid figures in a composite shape. To model shapes in the world by drawing. **2-5 Triangle**—pp. 45–46 Objective(s): To identify a triangle and objects shaped like triangles. To identify corners and sides of a triangle. To draw different types of triangles. **2-6 Square and Rectangle**—pp. 47–48 Objective(s): To identify a square and rectangle, and objects shaped like squares and rectangles. To identify the sides and corners of a square and rectangle. To draw squares and rectangles. **3-1 Above, Below**—pp. 77–78 Objective(s): To identify the positions above and below. **3-2 Top, Middle, Bottom**—pp. 79–80 Objective(s): To identify and model the positions top, middle, and bottom. **3-3 Over, On, Under**—pp. 81–82 Objective(s): To identify the positions over, on, and under. **3-4 Inside, Outside**—pp. 83–84 Objective(s): To identify the positions inside and outside. ***3-4A Inside, Outside, Beside**—Online Objective(s): To describe one object in relation to another using the terms inside, outside, and beside. To place an object in a specified position. **3-5 In Front, Behind**—pp. 87–88 Objective(s): To identify the positions in front and behind. ***3-5A In Front, Behind, Next To**—Online Objective(s): To describe one object in relation to another using the terms in front, behind, next to. To place an object in a specified position. **3-6 Left, Right**—pp. 89–90 Objective(s): To identify the positions left and right. **3-7 Left, Between, Right**—pp. 91–92 Objective(s): To identify the positions left, right, and between. **3-8 Before, Between, After**—pp. 93–94 Objective(s): To identify the positions before, between, and after.
K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	**2-1 Cylinder, Cone, and Sphere**—pp. 37–38 Objective(s): To identify a cylinder and classify objects shaped like a cylinder. To identify a cone and classify objects shaped like a cone. To identify a sphere and classify objects shaped like a sphere.

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Geometry

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
		2-2 Cube and Rectangular Prism—pp. 39–40 Objective(s): To identify a cube and classify objects shaped like a cube. To identify a rectangular prism and classify objects shaped like a rectangular prism. ***2-2A Recognize Solid Shapes**—Online Objective(s): To use spatial reasoning to classify real-world structures in the environment that are shaped like solid figures. To identify simple solid figures in a composite shape. To model shapes in the world by drawing. **2-4 Plane Figures on Solids**—pp. 43–44 Objective(s): To identify plane figures that make up the flat surfaces of solids. ***2-4A Plane Figures**—Online Objective(s): To use informal language to describe similarities, differences, parts, and attributes of closed plane figures. **2-5 Triangle**—pp. 45–46 Objective(s): To identify a triangle and objects shaped like triangles. To identify corners and sides of a triangle. To draw different types of triangles. **2-6 Square and Rectangle**—pp. 47–48 Objective(s): To identify a square and rectangle, and objects shaped like squares and rectangles. To identify the sides and corners of a square and rectangle. To draw squares and rectangles. **2-7 Circle**—pp. 49–50 Objective(s): To identify a circle and objects shaped like circles.
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**2-1 Cylinder, Cone, and Sphere**—pp. 37–38 Objective(s): To identify a cylinder and classify objects shaped like a cylinder. To identify a cone and classify objects shaped like a cone. To identify a sphere and classify objects shaped like a sphere. **2-2 Cube and Rectangular Prism**—pp. 39–40 Objective(s): To identify a cube and classify objects shaped like a cube. To identify a rectangular prism and classify objects shaped like a rectangular prism. **2-4 Plane Figures on Solids**—pp. 43–44 Objective(s): To identify plane figures that make up the flat surfaces of solids. ***2-7A Compare Plane and Solid Figures**—Online Objective(s): To compare two- and three-dimensional figures in different sizes and orientations. To identify shapes as either two- or three-dimensional (flat or solid). To use informal language to describe similarities, differences, parts, and attributes of three-dimensional figures.
Analyze, compare, create, and compose shapes.		
K.G.B.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/"angles") and other attributes (e.g., having sides of equal length).	**1-4 Same Shape**—pp. 9–10 Objective(s): To identify and sort objects that are the same shape. **1-6 Sort by Color and Shape**—pp. 15–16 Objective(s): To sort objects by two attributes, color and shape. **1-7 Sort by Shape and Size**—pp. 17–18 Objective(s): To sort objects by two attributes, shape and size.

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Geometry

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
		1-8 Sort Two Ways (color and shape)—pp. 19–20 Objective(s): To sort objects based on the likeness of attributes **2-1 Cylinder, Cone, and Sphere**—pp. 37–38 Objective(s): To identify a cylinder and classify objects shaped like a cylinder. To identify a cone and classify objects shaped like a cone. To identify a sphere and classify objects shaped like a sphere. **2-2 Cube and Rectangular Prism**—pp. 39–40 Objective(s): To identify a cube and classify objects shaped like a cube. To identify a rectangular prism and classify objects shaped like a rectangular prism. **2-3 Moving Shapes**—pp. 41–42 Objective(s): To sort solids by whether they can roll, slide, or be stacked. To identify objects that can roll, slide, or be stacked. **2-4 Plane Figures on Solids**—pp. 43–44 Objective(s): To identify plane figures that make up the flat surfaces of solids. ***2-4A Plane Figures**—Online Objective(s): To use informal language to describe similarities, differences, parts, and attributes of closed plane figures. **2-5 Triangle**—pp. 45–46 Objective(s): To identify a triangle and objects shaped like triangles. To identify corners and sides of a triangle. To draw different types of triangles. **2-6 Square and Rectangle**—pp. 47–48 Objective(s): To identify a square and rectangle, and objects shaped like squares and rectangles. To identify the sides and corners of a square and rectangle. To draw squares and rectangles. **2-7 Circle**—pp. 49–50 Objective(s): To identify a circle and objects shaped like circles. ***2-7A Compare Plane and Solid Figures**—Online Objective(s): To compare two- and three-dimensional figures in different sizes and orientations. To identify shapes as either two- or three-dimensional (flat or solid). To use informal language to describe similarities, differences, parts, and attributes of three-dimensional figures.
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	***2-2A Recognize Solid Shapes**—Online Objective(s): To use spatial reasoning to classify real-world structures in the environment that are shaped like solid figures. To identify simple solid figures in a composite shape. To model shapes in the world by drawing. **2-3 Moving Shapes**—pp. 41–42 Objective(s): To sort solids by whether they can roll, slide, or be stacked. To identify objects that can roll, slide, or be stacked. **2-4 Plane Figures on Solids**—pp. 43–44 Objective(s): To identify plane figures that make up the flat surfaces of solids. ***2-4A Plane Figures**—Online Objective(s): To use informal language to describe similarities, differences, parts, and attributes of closed plane figures.

Geometry

Archdiocese of Detroit: Kindergarten Mathematics Standards		Sadlier *Progress in Mathematics*, Kindergarten
		2-5 Triangle—pp. 45–46 Objective(s): To identify a triangle and objects shaped like triangles. To identify corners and sides of a triangle. To draw different types of triangles. **2-6 Square and Rectangle**—pp. 47–48 Objective(s): To identify a square and rectangle, and objects shaped like squares and rectangles. To identify the sides and corners of a square and rectangle. To draw squares and rectangles. **2-7 Circle**—pp. 49–50 Objective(s): To identify a circle and objects shaped like circles. ***2-7A Compare Plane and Solid Figures**—Online Objective(s): To compare two- and three-dimensional figures in different sizes and orientations. To identify shapes as either two- or three-dimensional (flat or solid). To use informal language to describe similarities, differences, parts, and attributes of three-dimensional figures.
K.G.B.6	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	***2-2A Recognize Solid Shapes**—Online Objective(s): To use spatial reasoning to classify real-world structures in the environment that are shaped like solid figures. To identify simple solid figures in a composite shape. To model shapes in the world by drawing. **2-8 Combine and Separate Figures**—pp. 51–52 Objective(s): To put together shapes to cover exactly a given plane figure. To separate shapes to make other shapes.
K.G.B.7	Create, describe and extend simple geometric patterns.	**2-10 Shape Patterns**—pp. 57–58 Objective(s): To identify, extend, describe, and predict shape patterns.

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