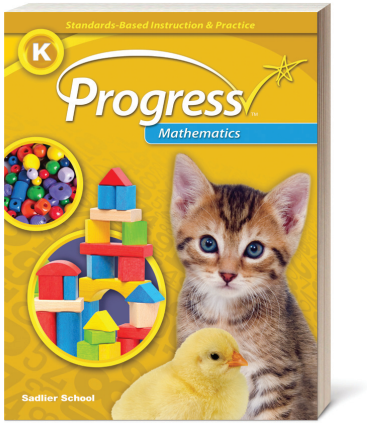
SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

South Carolina College- and Career-Ready Standards for Mathematics

Kindergarten

Contents

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Number Sense

Standards		Sadlier *Progress Mathematics*, Kindergarten	
The student will:			
K.NS.1	Count forward by ones and tens to 100.	**Lesson 38**	**Count by Ones and Tens to 100**—pp. 175–178
K.NS.2	Count forward by ones beginning from any number less than 100.	**Lesson 38**	**Count by Ones and Tens to 100**—pp. 175–178
K.NS.3	Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.	**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
K.NS.4	Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that: a. the last number said tells the number of objects in the set (cardinality); b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number); c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	**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

Number Sense

Standards	
K.NS.5	Count a given number of objects from 1–20 and connect this sequence in a one-to-one manner.

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

Number Sense

Standards		Sadlier *Progress Mathematics*, Kindergarten	
K.NS.6	Recognize a quantity of up to ten objects in an organized arrangement (subitizing).	**Lesson 22**	**Break Apart Numbers to 5—**pp. 103–106
		Lesson 25	**Break Apart Numbers to 10**—pp. 115–118
		Lesson 26	**Make Ten**—pp. 119–122
K.NS.7	Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.	**Lesson 7**	**Match to Compare**—pp. 35–38
		Lesson 12	**Count to Compare**—pp. 55–58
K.NS.8	Compare two written numerals up to 10 using *more than, less than* or *equal to*.	**Lesson 14**	**Compare Numbers**—pp. 63–66
K.NS.9	Identify first through fifth and last positions in a line of objects.	**Lesson 15**	**Ordinal Numbers**—pp. 67–70

Number Sense and Base Ten

Standards		Sadlier *Progress Mathematics*, Kindergarten	
The student will:			
K.NSBT.1	Compose and decompose numbers from 11–19 separating ten ones from the remaining ones using objects and drawings.	**Lesson 37**	**Make and Break Apart 11 to 19**—pp. 171–174

Algebraic Thinking and Operations

Standards		Sadlier *Progress Mathematics*, Kindergarten	
The student will:			
K.ATO.1	Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and 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
K.ATO.2	Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.	**Lesson 18**	**Problem Solving: Addition**—pp. 87–90
		Lesson 21	**Problem Solving: Subtraction**—pp. 99–102

Algebraic Thinking and Operations

Standards		Sadlier *Progress Mathematics*, Kindergarten	
K.ATO.3	Compose and decompose numbers up to 10 using objects, drawings, and equations.	**Lesson 16**	**Put Together to Add**—pp. 79–82
		Lesson 22	**Break Apart Numbers to 5**—pp. 103–106
		Lesson 25	**Break Apart Numbers to 10**—pp. 115–118
K.ATO.4	Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.	**Lesson 26**	**Make Ten**—pp. 119–122
K.ATO.5	Add and subtract fluently within 5.	**Lesson 23**	**Addition: Sums to 5 (Fluency)**—pp. 107–110
		Lesson 24	**Subtract: From 5 or Less (Fluency)**—pp. 111–114
K.ATO.6	Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.		

Geometry

Standards		Sadlier *Progress Mathematics*, Kindergarten	
The student will:			
K.G.1	Describe positions of objects by appropriately using terms, including *below, above, beside, between, inside, outside, in front of,* or *behind*.	**Lesson 48**	**Above, Below, Beside, Next To**—pp. 231–234
		Lesson 49	**In Front of, Behind**—pp. 235–238
K.G.2	Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	**Lesson 42**	**Circles and Triangles**—pp. 207–210
		Lesson 43	**Squares, Rectangles, and Hexagons**—pp. 211–214
		Lesson 47	**Identify Flat and Solid Shapes**—pp. 227–230
K.G.3	Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	**Lesson 42**	**Circles and Triangles**—pp. 207–210
		Lesson 43	**Squares, Rectangles, and Hexagons**—pp. 211–214
		Lesson 47	**Identify Flat and Solid Shapes**—pp. 227–230
K.G.4	Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	**Lesson 44**	**Compare Flat Shapes**—pp. 215–218
		Lesson 46	**Compare Solid Shapes**—pp. 223–226
K.G.5	Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	**Lesson 50**	**Building Shapes**—pp. 239–242
		Lesson 51	**Building Larger Shapes**—pp. 243–246

Measurement and Data Analysis

Standards		Sadlier *Progress Mathematics*, Kindergarten	
The student will:			
K.MDA.1	Identify measurable attributes (length, weight) of an object.	**Lesson 39**	**Describe Measurements**—pp. 187–190
K.MDA.2	Compare objects using words such as *shorter/longer*, *shorter/taller*, and *lighter/heavier*.	**Lesson 40**	**Compare Measurements**—pp. 191–194
K.MDA.3	Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	**Lesson 41**	**Sort and Count**—pp. 195–198
K.MDA.4	Represent data using object and picture graphs and draw conclusions from the graphs.		