SADLIER

Progress Mathematics

Standards-Based Instruction & Practice

Aligned to the

Common Core State Standards for Mathematics

Kindergarten

Contents

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Counting & Cardinality K.CC

Kindergarten Mathematics Standards / Description	Sadlier Progress Mathematics, Kindergarten
Know number names and the count sequence.	
CCSS.MATH.CONTENT.K.CC.A.1 Count to 100 by ones and by tens.	**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178
CCSS.MATH.CONTENT.K.CC.A.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
CCSS.MATH.CONTENT.K.CC.A.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.	
CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	**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
CCSS.MATH.CONTENT.K.CC.B.4.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.	
CCSS.MATH.CONTENT.K.CC.B.4.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.	
CCSS.MATH.CONTENT.K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.	

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	Lesson 35 **Count and Model 19 and 20**—pp. 163–166
CCSS.MATH.CONTENT.K.CC.B.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.	**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
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	Lesson 36 **Count and Write 19 and 20**—pp. 167–170
	Lesson 37 **Make and Break Apart 11 to 19**—pp. 171–174

Counting & Cardinality K.CC

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Compare numbers.	
CCSS.MATH.CONTENT.K.CC.C.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.[1] [1] Include groups with up to ten objects.	**Lesson 7** **Match to Compare**—pp. 35–38 **Lesson 12** **Count to Compare**—pp. 55–58
CCSS.MATH.CONTENT.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	**Lesson 14** **Compare Numbers**—pp. 63–66

Operations & Algebraic Thinking K.OA

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Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
CCSS.MATH.CONTENT.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings,[1] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [1]Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	**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
CCSS.MATH.CONTENT.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.	**Lesson 18** **Problem Solving: Addition**—pp. 87–90 **Lesson 21** **Problem Solving: Subtraction**—pp. 99–102
CCSS.MATH.CONTENT.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).	**Lesson 22** **Break Apart Numbers to 5—**pp. 103–106 **Lesson 25** **Break Apart Numbers to 10**—pp. 115–118
CCSS.MATH.CONTENT.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.	**Lesson 26** **Make Ten**—pp. 119–122
CCSS.MATH.CONTENT.K.OA.A.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 & Operations in Base Ten — K.NBT

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Work with numbers 11–19 to gain foundations for place value.	
CCSS.MATH.CONTENT.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.	**Lesson 37** **Make and Break Apart 11 to 19**—pp. 171–174

Measurement & Data — K.MD

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Describe and compare measurable attributes.	
CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**Lesson 39** **Describe Measurements**—pp. 187–190
CCSS.MATH.CONTENT.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.*	**Lesson 40** **Compare Measurements**—pp. 191–194
Classify objects and count the number of objects in each category.	
CCSS.MATH.CONTENT.K.MD.C.4 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1]Limit category counts to be less than or equal to 10.	**Lesson 41** **Sort and Count**—pp. 195–198

Geometry — K.G

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Identify and describe shapes.	
CCSS.MATH.CONTENT.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*.	**Lesson 48** **Above, Below, Beside, Next To**—pp. 231–234 **Lesson 49** **In Front of, Behind**—pp. 235–238

Geometry K.G

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CCSS.MATH.CONTENT.K.G.A.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
CCSS.MATH.CONTENT.K.G.A.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.	
CCSS.MATH.CONTENT.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/"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
CCSS.MATH.CONTENT.K.G.B.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
CCSS.MATH.CONTENT.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?"*	**Lesson 51** **Building Larger Shapes**—pp. 243–246