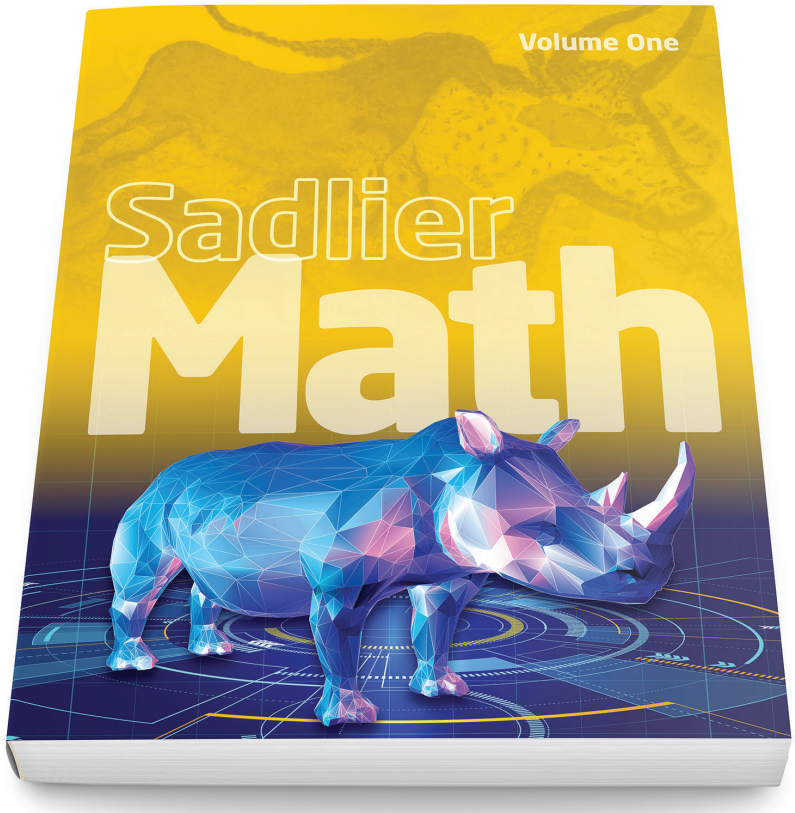
Sadlier Math™

Correlation to the Arizona Mathematics Standards

Grade K



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COUNTING AND CARDINALITY (CC)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.CC.A Know number names and the count sequence.	
K.CC.A.1 Count to 100 by ones and by tens.	**Chapter 16: 16-1 through 16-6**
K.CC.A.2 Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").	**Chapter 16: 16-3 through 16-6**
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).	**Chapter 2: 2-4 through 2-7** **Chapter 3: 3-1** **Chapter 4: 4-1 through 4-3, 4-5** **Chapter 12: 12-1, 12-4 through 12-8** **Chapter 15: 15-1 through 15-5** **Chapter 16: 16-6**
K.CC.B Count to tell the number of objects.	
K.CC.B.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).	**Chapter 2: 2-4 through 2-7** **Chapter 4: 4-1, 4-2 & 4-5** **Chapter 12: 12-1, 12-4 through 12-7**
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 (cardinality).	**Chapter 2: 2-4 through 2-6** **Chapter 3: 3-1 & 3-8** **Chapter 4: 4-1 through 4-4** **Chapter 5: 5-1, 5-5 & 5-6** **Chapter 12: 12-1, 12-4 through 12-8** **Chapter 15: 15-1 through 15-3**
c. Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).	**Chapter 3: 3-2** **Chapter 4: 4-4** **Chapter 5: 5-1 & 5-2** **Chapter 12: 12-3 & 12-9** **Chapter 15: 15-4**

COUNTING AND CARDINALITY (CC)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.CC.B.5 Count to answer questions about "How many?" when 20 or fewer objects are 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 to 20, count out that many objects.	**Chapter 2: 2-4 through 2-6** **Chapter 3: 3-1 & 3-8** **Chapter 4: 4-1 through 4-3, 4-5** **Chapter 5: 5-1, 5-4 through 5-6** **Chapter 12: 12-1, 12-4 through 12-8** **Chapter 15: 15-1 through 15-3** **Chapter 18: 18-2 & 18-4**
K.CC.C Compare numbers.	
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. (Include groups with up to ten objects.)	**Chapter 2: 2-1 through 2-3** **Chapter 3: 3-3 through 3-5, 3-8** **Chapter 4: 4-5** **Chapter 5: 5-8**
K.CC.C.7 Compare two numbers between 0 and 10 presented as written numerals.	**Chapter 3: 3-6 & 3-8** **Chapter 4: 4-5** **Chapter 5: 5-3 & 5-8** **Chapter 12: 12-2 & 12-10**

OPERATIONS AND ALGEBRAIC THINKING (OA)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.OA.A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.A.1 Represent addition and subtraction concretely.	**Chapter 10: 10-1 through 10-6, 10-8** **Chapter 11: 11-1 through 11-6, 11-8**
K.OA.A.2 Solve addition and subtraction word problems and add and subtract within 10.	**Chapter 10: 10-1 through 10-6, 10-8 & 10-9** **Chapter 11: 11-1 through 11-6, 11-8 & 11-9**
K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).	**Chapter 9: 9-1 through 9-4**

OPERATIONS AND ALGEBRAIC THINKING (OA)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
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., using fingers, objects, symbols, tally marks, drawings, or equation).	**Chapter 10: 10-8** **Chapter 11: 11-8**
K.OA.A.5 Fluently add and subtract within 5.	**Chapter 10: 10-7** **Chapter 11: 11-7**

NUMBER AND OPERATIONS IN BASE TEN (NBT)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.NBT.A Work with numbers 11 to 19 to gain foundations for place value.	
K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., 18 = 10 + 8).	**Chapter 13: 13-1 through 13-6**
K.NBT.B Use place value understanding and properties of operations to add and subtract.	
K.NBT.B.2 Demonstrate understanding of addition and subtraction within 10 using place value.	**Chapter 10: 10-1 through 10-9** **Chapter 11: 11-1 through 11-9**

MEASUREMENT AND DATA (MD)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.MD.A Describe and compare measurable attributes.	
K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**Chapter 14: 14-1 through 14-6, 14-8**

MEASUREMENT AND DATA (MD)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.MD.A.2 Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).	**Chapter 14: 14-1 through 14-8**
K.MD.B Classify objects and count the number of objects in each category.	
K.MD.B.3 Classify objects into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)	**Chapter 1: 1-1 through 1-6** **Chapter 5: 5-4 through 5-6**

GEOMETRY (G)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.G.A 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.	**Chapter 8: 8-1 through 8-7**
K.G.A.2 Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere).	**Chapter 6: 6-1 through 6-4, 6-6 through 6-9** **Chapter 7: 7-1, 7-2 & 7-6** **Chapter 8: 8-1 through 8-7**
K.G.A.3 Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).	**Chapter 6: 6-5** **Chapter 7: 7-3 & 7-5**

GEOMETRY (G)

Kindergarten Content Standards	*Sadlier Math*, Kindergarten
K.MD.B Analyze, compare, create, and compose shapes.	
K.G.B.4 Analyze and compare two-dimensional 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).	**Chapter 1: 1-4 & 1-6** **Chapter 5: 5-6** **Chapter 6: 6-1 through 6-9** **Chapter 7: 7-1 through 7-6** **Chapter 8: 8-1 through 8-7**
K.G.B.5 Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes.	**Chapter 7: 7-4 & 7-6**
K.G.B.6 Use simple shapes to form composite shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**Chapter 6: 6-8** **Chapter 7: 7-4 & 7-6**