Sadlier Math™

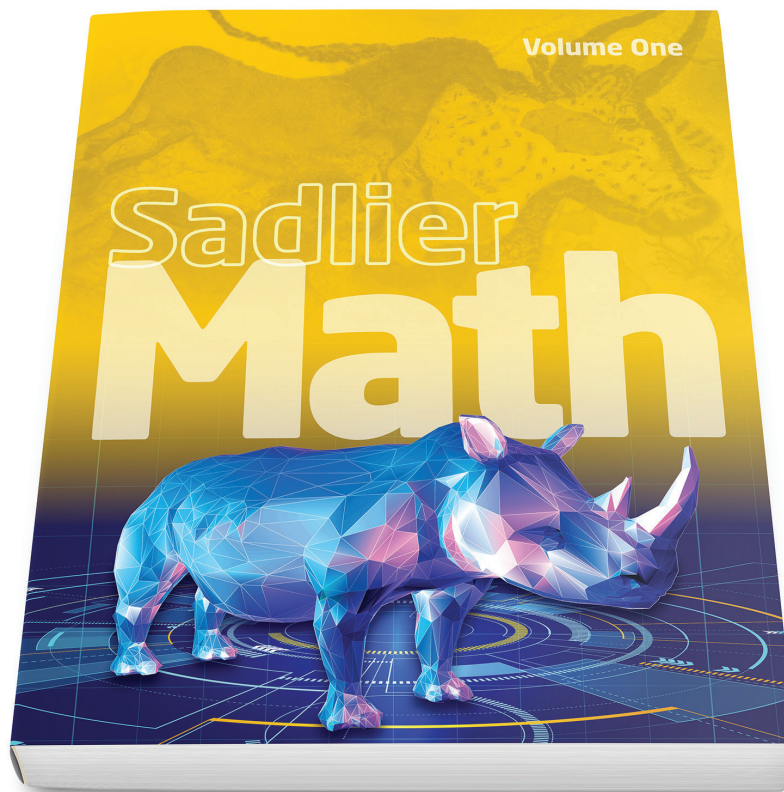## Correlation to the Minnesota Academic Standards in Mathematics

Grade K

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NUMBER & OPERATION

Kindergarten Content Standards	*Sadlier Math*, Kindergarten

Understand the relationship between quantities and whole numbers up to 31.

K.1.1.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. *For example:* Count students standing in a circle and count the same students after they take their seats. Recognize that this rearrangement does not change the total number, but may change the order in which students are counted.	**Chapter 2: 2-4 through 2-6** • 2-4 Count and Write 1 and 2—pp. 51–54 • 2-5 Count and Write 3 and 4—pp. 55–58 • 2-6 Count and Write 0 and 5—pp. 59–62 **Chapter 3: 3-1** • 3-1 Count to Tell How Many—pp. 75–78 **Chapter 4: 4-1 through 4-3** • 4-1 Count and Write 6 and 7—pp. 117–120 • 4-2 Count and Write 8 and 9—pp. 121–124 • 4-3 Count and Write 10—pp. 127–130 **Chapter 5: 5-1, 5-4 & 5-5** • 5-1 Count Numbers to 10—pp. 147–150 • 5-4 Tally Marks—pp. 161–164 • 5-5 Tally Charts—pp. 165–168
K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes. *For example:* Represent the number of students taking hot lunch with tally marks.	**Chapter 12: 12-1, 12-4 through 12-8** • 12-1 Count and Write 11 and 12—pp. 429–432 • 12-4 Count and Write 13 and 14—pp. 441–444 • 12-5 Count and Write 15—pp. 447–450 • 12-6 Count and Write 16 and 17—pp. 451–454 • 12-7 Count and Write 18 and 19—pp. 455–458 • 12-8 Count and Write 20—pp. 459–462 **Chapter 15: 15-1 through 15-3** • 15-1 Count and Write 21 to 24—pp. 555–558 • 15-2 Count and Write 25 to 28—pp. 559–562 • 15-3 Count and Write 29 to 31—pp. 565–568 See also (numbers beyond 31) 　**Chapter 16: 16-1 through 16-5** 　• 16-1 Count to 50 by Ones—pp. 585–588 　• 16-2 Count Forward to 50—pp. 589–592 　• 16-3 Count to 100 by Ones—pp. 595–598 　• 16-4 Count Forward to 100—pp. 599–602 　• 16-5 Count by Tens—pp. 603–606
K.1.1.3 Count, with and without objects, forward and backward to at least 20.	**Chapter 5: 5-2** • 5-2 Count Forward and Count Back—pp. 151–154 (Count forward from any number to 10; Count back from 10; TE Develop Concepts: Count Forward and Count Back) **Chapter 16: 16-2 & 16-4** • 16-2 Count Forward to 50—pp. 589–592 • 16-4 Count Forward to 100—pp. 599–602
K.1.1.4 Find a number that is 1 more or 1 less than a given number.	**Chapter 5: 5-1** • 5-1 Count Numbers to 10—pp. 147–150 (Count up to ten objects and tell how many; TE Develop Concepts: One More) *continued*

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	Students discuss 1 more or 1 less in several lessons throughout the program. See the following representative activities: **Chapter 4: 4-2 & 4-4** • 4-2 Count and Write 8 and 9—pp. 121–124 (TE Develop Concepts: Making More Than 7: begin with 7, add 1 more) • 4-4 Order Numbers to 10—pp. 131–134 (TE Talk It Over: 1 more) **Chapter 5: 5-1** • 5-1 Count Numbers to 10—pp. 147–150 (Number line: each number is 1 more; Write About It: Write the number that is 1 more than 6; TE Develop Concepts: One More) **Chapter 11: 11-1 & 11-3** • 11-1 Take Away—pp. 383–386 (TE Summarize: 1 fewer) • 11-3 Subtract 1—pp. 391–394 (Subtract 1 from numbers 1 through 10; TE Develop Concepts: Take Away) **Chapter 15: 15-4** • 15-4 Order Numbers to 31—pp. 569–572 (Write About It: Count back from 31 to fill in the missing numbers)
K.1.1.5 Compare and order whole numbers, with and without objects, from 0 to 20.	**Chapter 2: 2-1 through 2-3** • 2-1 As Many As—pp. 37–40 (Match objects one-to-one to show as many as; TE Develop Concepts: Match Objects One-to-One) • 2-2 Fewest, Most—pp. 41–44 (Compare groups of objects; TE Develop Concepts: More or Fewer?) • 2-3 Make Equal Groups—pp. 45–48 (To make equal groups; TE Develop Concepts: Equal Groups) **Chapter 3: 3-2 through 3-6** • 3-2 Order Numbers to 5—pp. 79–82 (Order numbers from 0 to 5; Count from any number to 5; TE Develop Concepts: Numbers in Order) • 3-3 Equal Number—pp. 85–88 (Identify whether the number of objects in one group is equal to the number of objects in another group; TE Develop Concepts: Equal Groups) • 3-4 Greater Than—pp. 89–92 (Identify whether the number of objects in one group is greater than the number of objects in another group; TE Develop Concepts: Groups with More) • 3-5 Less Than—pp. 93–96 (Identify whether the number of objects in one group is less than the number of objects in another group; TE Develop Concepts: Groups with Fewer) • 3-6 Compare Numbers up to 5—pp. 97–100 (Compare numbers up to 5 written as numerals; TE Develop Concepts: Compare Groups) **Chapter 4: 4-10** • 4-4 Order Numbers to 10—pp. 131–134 (Count and order numbers to 10; TE Develop Concepts: Numbers 1 to 10) **Chapter 5: 5-3** • 5-3 Compare Numbers up to 10—pp. 155–158 (Compare numbers up to 10; Identify a number as being greater than or less than another number; TE Develop Concepts: Compare Numbers 0 to 10) **Chapter 12: 12-2, 12-3, 12-9 & 12-10** • 12-2 Compare Numbers up to 12—pp. 433–436 (Compare numbers up to 12; TE Develop Concepts: Compare Numbers up to 12) *continued*

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	• 12-3 Order Numbers to 12—pp. 437–440 (Order numbers to 12; TE Develop Concepts: Order Numbers to 12) • 12-9 Order Numbers to 20—pp. 463–466 (Count numbers through 20, starting from any number; TE Develop Concepts: Order Numbers to 20) • 12-10 Problem Solving: Use a Model—pp. 467–472 (Use a model to solve problems; TE Develop Concepts: Use Ten-Frames to Compare Numbers) **Chapter 15: 15-4** • 15-4 Order Numbers to 31—pp. 569–572 (Order numbers to 31; TE Develop Concepts: Order Up to 31)

Use objects and pictures to represent situations involving combining and separating.

K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.	**Chapter 10: 10-1 through 10-9** • 10-1 Add To—pp. 337–340 (Understand and represent addition as adding to or joining; TE Develop Concepts: Add to Groups) • 10-2 Put Together—pp. 341–344 (Understand and represent addition as putting together; TE Develop Concepts: Putting Numbers Together) • 10-3 Add 1—pp. 345–348 (Add 1 to any number less than 10; TE Develop Concepts: Adding Numbers) • 10-4 Add 2—pp. 349–352 (Add 2 to any number less than 9; TE Develop Concepts: Add 2) • 10-5 Add 3—pp. 353–356 (Add 3 to any number less than 8; TE Develop Concepts: Add 3) • 10-6 Add 4—pp. 357–360 (Add 4 to any number less than 7; TE Develop Concepts: Add 4) • 10-7 Addition Patterns—pp. 363–366 (Identify addition patterns and add to show a number pattern; TE Develop Concepts: Make Patterns) • 10-8 Use Ten-Frames to Add—pp. 367–370 (Use ten-frames to add; TE Develop Concepts: Adding up to 10) • 10-9 Problem Solving: Use a Model—pp. 371–376 (Use models to solve problems; TE Develop Concepts: Use Models of Connecting Cubes) **Chapter 11: 11-1 through 11-9** • 11-1 Take Away—pp. 383–386 (Understand and represent subtraction as taking away; TE Develop Concepts: Take Away) • 11-2 Take Apart—pp. 387–390 (Understand and represent subtraction as taking apart; TE Develop Concepts: Take Apart) • 11-3 Subtract 1—pp. 391–394 (Subtract 1 from numbers 1 through 10; TE Develop Concepts: Take Away) • 11-4 Subtract 2—pp. 395–398 (Subtract 2 from numbers 2 through 10; TE Develop Concepts: Subtract 2) • 11-5 Subtract 3—pp. 399–402 (Subtract 3 from numbers 3 through 10; TE Develop Concepts: Subtract 3) • 11-6 Subtract 4—pp. 403–406 (Subtract 4 from numbers 4 through 10; TE Develop Concepts: Subtract 4) • 11-7 Subtraction Patterns—pp. 409–412 (Identify subtraction patterns and subtract to show a number pattern; TE Develop Concepts: Making Subtraction Patterns) • 11-8 Use Ten-Frames to Subtract—pp. 413–416 (Use ten-frames to subtract from 10; TE Develop Concepts: Subtracting From 10) • 11-9 Problem Solving: Use a Number Sentence—pp. 417–422 (Use a number sentence to solve problems; TE Develop Concepts: Adding and Subtracting)

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K.1.2.2 Compose and decompose numbers up to 10 with objects and pictures. *For example:* A group of 7 objects can be decomposed as 5 and 2 objects, or 2 and 3 and 2, or 6 and 1.	**Chapter 9: 9-1 through 9-5** • 9-1 Break Apart 2, 3, 4, and 5—pp. 307–310 (Decompose 2, 3, 4, and 5 using objects and drawings; TE Develop Concepts: Break Apart Groups of 5) • 9-2 Break Apart 6 and 7—pp. 311–314 (Decompose 6 and 7 using objects and drawings; TE Develop Concepts: Break Apart 6 and 7) • 9-3 Break Apart 8 and 9—pp. 317–320 (Decompose 8 and 9 using objects and drawings; TE Develop Concepts: Break Apart 8 and 9) • 9-4 Break Apart 10—pp. 321–324 (Decompose 10 using objects and drawings; TE Develop Concepts: Break Apart 10) • 9-5 Problem Solving: Make and Use a Plan—pp. 325–330 (Make and use a plan to solve problems; TE Develop Concepts: Using Ten-Frames to Break Apart Numbers) Related content **Chapter 13: 13-1 through 13-6** • 13-1 Make and Break Apart 11 and 12—pp. 479–482 (Compose and decompose 11 and 12 into groups of 10 ones plus some more ones; TE Develop Concepts: Break Apart 11 and 12) • 13-2 Make and Break Apart 13 and 14—pp. 483–486 (Compose and decompose 13 and 14 into groups of 10 ones plus some more ones; TE Develop Concepts: Break Apart 13 and 14) • 13-3 Make and Break Apart 15—pp. 487–490 (Compose and decompose 15 into a group of 10 ones plus 5 more ones; TE Develop Concepts: Break Apart 15) • 13-4 Make and Break Apart 16 and 17—pp. 493–496 (Compose and decompose 16 and 17 into groups of 10 ones plus some more ones; TE Develop Concepts: Break Apart Teen Numbers) • 13-5 Make and Break Apart 18 and 19—pp. 497–500 (Compose and decompose 18 and 19 into groups of 10 ones plus some more ones; TE Develop Concepts: Make/Break Apart 18 and 19) • 13-6 Problem Solving: Make a Drawing—pp. 501–506 (Use drawings to solve problems; TE Develop Concepts: Break Apart Numbers)

ALGEBRA

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Recognize, create, complete and extend patterns.	
K.2.1.1 Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or •, ••, •••.	**Chapter 6: 6-6 through 6-9** • 6-6 Shape Patterns—pp. 211–214 (Identify and extend shape patterns; TE Develop Concepts: Creating Patterns) • 6-7 Make Patterns—pp. 215–218 (Make shape patterns that follow a pattern rule; TE Develop Concepts: Identifying Pattern Rules) • 6-8 Make Shapes from Other Shapes—pp. 219–222 (Combine shapes to make other shapes; TE Develop Concepts: Making New Shapes) • 6-9 Problem Solving: Find a Pattern—pp. 223–228 (Use pattern rules to help you solve problems with shapes; TE Develop Concepts: Creating Patterns) *continued*

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GEOMETRY & MEASUREMENT

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Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.

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K.3.1.1 Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres.	**Chapter 6: 6-1 through 6-5, 6-8 & 6-9** • 6-1 Triangles—pp. 189–192 (Identify and describe triangles; TE Develop Concepts: Classify Shapes) • 6-2 Squares and Rectangles—pp. 193–196 (Identify squares and rectangles; Analyze and compare squares and rectangles; TE Develop Concepts: Squares and Rectangles) • 6-3 Circles—pp. 197–200 (Identify and describe circles; TE Develop Concepts: Making Circles) • 6-4 Hexagons—pp. 203–206 (Identify and describe hexagons; TE Develop Concepts: Making Hexagons) • 6-5 Compare Two-Dimensional Shapes—pp. 207–210 (Analyze and compare two-dimensional shapes; TE Develop Concepts: Comparing Shapes) • 6-8 Make Shapes from Other Shapes—pp. 219–222 (Combine shapes to make other shapes; TE Develop Concepts: Making New Shapes) • 6-9 Problem Solving: Find a Pattern—pp. 223–228 (Use pattern rules to help you solve problems with shapes; TE Develop Concepts: Creating Patterns) **Chapter 7: 7-1 through 7-6** • 7-1 Cylinders, Cones, and Spheres—pp. 235–238 (Identify three-dimensional shapes: cylinders, cones, and spheres; TE Develop Concepts: Sorting Three-Dimensional Shapes) • 7-2 Cubes and Rectangular Prisms—pp. 239–242 (Identify three-dimensional shapes: cubes and rectangular prisms; TE Develop Concepts: Cubes and Rectangular Prisms) *continued*

GEOMETRY & MEASUREMENT

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	• 7-3 Compare Three-Dimensional Shapes—pp. 245–248 (Compare three-dimensional shapes; TE Develop Concepts: Classify Shapes) • 7-4 Model Three-Dimensional Shapes—pp. 249–252 (Model three-dimensional shapes by drawing or building; TE Develop Concepts: Make New Shapes) • 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253–256 (Compare two-dimensional and three-dimensional shapes; TE Develop Concepts: Compare Two- and Three-Dimensional Shapes) • 7-6 Problem Solving: Make a Drawing—pp. 257–262 (Solve problems by making a drawing; TE Develop Concepts: Drawing Shapes)
K.3.1.2 Sort objects using characteristics such as shape, size, color and thickness.	**Chapter 1: 1-1 through 1-6** • 1-1 Alike or Same—pp. 3–6 (Sort objects that are alike or the same; TE Develop Concepts: Sort objects that are alike or the same) • 1-2 Different—pp. 7–10 (Classify objects as different; TE Develop Concepts: Identify an object that is different) • 1-3 Sort by Color—pp. 11–14 (Sort objects that are the same color; TE Develop Concepts: Sort by one attribute: color) • 1-4 Sort by Shape—pp. 17–20 (Sort objects that are the same shape; TE Develop Concepts: Sort by one attribute: shape) • 1-5 Sort by Size—pp. 21–24 (Sort objects by size; TE Develop Concepts: Identify objects as big or small) • 1-6 Problem Solving: Logical Reasoning—pp. 25–30 (Use logical reasoning to solve problems; TE Develop Concepts: Use Logical Reasoning to Solve a Problem)
K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real-world. *For example:* A cylinder can be used to model a can of soup. *Another example:* Find as many rectangles as you can in your classroom. Record the rectangles you found by making drawings.	**Chapter 6: 6-1 through 6-5** • 6-1 Triangles—pp. 189–192 • 6-2 Squares and Rectangles—pp. 193–196 • 6-3 Circles—pp. 197–200 • 6-4 Hexagons—pp. 203–206 • 6-5 Compare Two-Dimensional Shapes—pp. 207–210 **Chapter 7: 7-1 through 7-6** • 7-1 Cylinders, Cones, and Spheres—pp. 235–238 • 7-2 Cubes and Rectangular Prisms—pp. 239–242 • 7-3 Compare Three-Dimensional Shapes—pp. 245–248 • 7-4 Model Three-Dimensional Shapes—pp. 249–252 • 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253–256 • 7-6 Problem Solving: Make a Drawing—pp. 257–262

Compare and order objects according to location and measurable attributes.

K.3.2.1 Use words to compare objects according to length, size, weight and position. *For example:* Use same, lighter, longer, above, between and next to. *Another example:* Identify objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups.	**Chapter 14: 14-1 through 14-6** • 14-1 Describe and Compare by Size—pp. 513–516 (Describe and compare objects by size; TE Develop Concepts: Identify Objects by Size) • 14-2 Describe and Compare by Length 5—pp. 517–520 (Describe and compare objects by length; TE Develop Concepts: Comparing Length) • 14-3 Order by Length—pp. 521–524 (Order objects by length; TE Develop Concepts: Ordering by Length) *continued*

GEOMETRY & MEASUREMENT

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	• 14-4 Describe and Compare by Height—pp. 525–528 (Describe and compare the height of objects; TE Develop Concepts: Comparing Height) • 14-5 Describe and Compare by Weight—pp. 531–534 (Describe and compare the weight of objects; TE Develop Concepts: Comparing Weight) • 14-6 Describe and Compare by More Than One Attribute—pp. 535–538 (Describe and compare more than one measurable attribute of objects; TE Develop Concepts: Comparing Multiple Measurable Attributes of Objects)
K.3.2.2 Order 2 or 3 objects using measurable attributes, such as length and weight.	**Chapter 14: 14-3** • 14-3 Order by Length—pp. 521–524 (Order objects by length; TE Develop Concepts: Ordering by Length)