



SADLIER

# Progress in Mathematics

Aligned to the  
College & Career Ready Standards

## Indiana Academic Standards: Mathematics

### Kindergarten

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## Number Sense

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.NS.1:** Count to at least 100 by ones and tens and count on by one from any number.

**K.NS.2:** Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

#### Instruction

4-8 Identify and Write 4 and 5—pp. 127–128  
4-14 Number Line—pp. 141–142

\*5-7B Count Numbers to 20—Online  
5-8 Identify and Write 21–25—pp. 175–176  
5-9 Identify and Write 26–31—pp. 177–178

9-2 Count On from Pennies and Nickels—pp. 301–302  
9-4 Count On from Dimes and Quarters—pp. 305–306

12-1 Count to 100—pp. 405–406  
\*12-1A Count Forward to 100—Online  
\*12-1B Recognize Counting Patterns—Online  
12-2 Explore Tens—pp. 407–408  
12-6 Count by 10s—pp. 417–418

#### Application

10-2 Calendar—pp. 339–340  
10-3 Calendar: Yesterday, Today, Tomorrow—pp. 341–342

#### Teacher's Edition

Differentiated Instruction: At Risk: Count to 100; Inclusion: Count to 100; Visually Impaired: Tens—TE p. 403F  
Math Centers: Writing Activity: Tens Table (skip count by 10s)—TE p. 403H  
Intervention Suggestions: 2-3. Identify groups of tens and ones in groups of objects (from 20 to 31); 4-5. Compare and order numbers to 31, using place-value models and number lines—TE p. 403K

#### Instruction

4-6 Identify and Write 0 and 1—pp. 123–124  
4-7 Identify and Write 2 and 3—pp. 125–126  
4-8 Identify and Write 4 and 5—pp. 127–128  
4-10 Identify and Write 6 and 7—pp. 133–134  
4-11 Identify and Write 8 and 9—pp. 135–136  
4-12 Identify and Write 10—pp. 137–138

5-1 Identify and Write 11 and 12—pp. 159–160  
5-2 Compare Numbers to 12—pp. 161–162  
5-4 Identify and Write 13 and 14—pp. 165–166  
5-5 Identify and Write 15 and 16—pp. 167–168  
5-6 Identify and Write 17 and 18—pp. 169–170  
5-7 Identify and Write 19 and 20—pp. 171–172  
\*5-7B Count Numbers to 20—Online

#### Teacher's Edition

English Language Learners: Numbers to 12, Numbers to 31—TE p. 157E  
Differentiated Instruction: At Risk: Numbers to 12, Numbers to 14, Numbers to 18; Inclusion: Read and Write Numbers to 20, Numbers to 25—TE p. 157F  
Intervention Suggestions: 1-2. Identify the number (to 10) of objects in a group—TE p. 157K

## Number Sense

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.NS.3:** Find the number that is one more than or one less than any whole number up to 20.

**K.NS.4:** Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.

**K.NS.5:** Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.

### SADLIER PROGRESS IN MATHEMATICS, KINDERGARTEN

#### Instruction

- 4-2 More—pp. 113–114
- 4-3 Fewer—pp. 115–116
- \*4-12B One More, One Fewer—Online

#### Readiness

- 4-1 As Many As—pp. 111–112
- 4-2 More—pp. 113–114
- 4-3 Fewer—pp. 115–116
- 4-4 Fewest, Most—pp. 117–118
- 4-5 Equalizing Sets—pp. 119–120

#### Instruction

- 4-6 Identify and Write 0 and 1—pp. 123–124
  - 4-7 Identify and Write 2 and 3—pp. 125–126
  - 4-8 Identify and Write 4 and 5—pp. 127–128
  - \*4-8 A Count to Tell How Many—Online
  - 4-10 Identify and Write 6 and 7—pp. 133–134
  - 4-11 Identify and Write 8 and 9—pp. 135–136
  - 4-12 Identify and Write 10—pp. 137–138
  - \*4-12C Count to Compare Numbers—Online
- 
- 5-1 Identify and Write 11 and 12—pp. 159–160
  - 5-2 Compare Numbers to 12—pp. 161–162
  - 5-4 Identify and Write 13 and 14—pp. 165–166
  - 5-5 Identify and Write 15 and 16—pp. 167–168
  - 5-6 Identify and Write 17 and 18—pp. 169–170
  - 5-7 Identify and Write 19 and 20—pp. 171–172
  - \*5-7A Count Out That Many—Online
  - \*5-7B Count Numbers to 20—Online
- 
- #### Teacher's Edition
- English Language Learners: Numbers to 12, Numbers to 31—TE p. 157E
  - Differentiated Instruction: At Risk: Numbers to 12, Numbers to 14, Numbers to 18; Inclusion: Read and Write Numbers to 20, Numbers to 25—TE p. 157F
  - Intervention Suggestions: 1-2. Identify the number (to 10) of objects in a group—TE p. 157K

#### Instruction

- 4-6 Identify and Write 0 and 1—pp. 123–124
  - 4-7 Identify and Write 2 and 3—pp. 125–126
  - 4-8 Identify and Write 4 and 5—pp. 127–128
  - \*4-8 A Count to Tell How Many—Online
  - 4-10 Identify and Write 6 and 7—pp. 133–134
  - 4-11 Identify and Write 8 and 9—pp. 135–136
  - 4-12 Identify and Write 10—pp. 137–138
  - \*4-12C Count to Compare Numbers—Online
- 
- 5-1 Identify and Write 11 and 12—pp. 159–160
  - 5-2 Compare Numbers to 12—pp. 161–162
  - 5-4 Identify and Write 13 and 14—pp. 165–166
  - 5-5 Identify and Write 15 and 16—pp. 167–168
  - 5-6 Identify and Write 17 and 18—pp. 169–170
  - 5-7 Identify and Write 19 and 20—pp. 171–172

## Number Sense

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.NS.6:** Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.

**K.NS.7:** 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).

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

\*5-7A Count Out That Many—Online

\*5-7B Count Numbers to 20—Online

#### Teacher's Edition

English Language Learners: Numbers to 12, Numbers to 31—  
TE p. 157E

Differentiated Instruction: At Risk: Numbers to 12, Numbers to  
14, Numbers to 18; Inclusion: Read and Write Numbers to  
20, Numbers to 25—TE p. 157F

Intervention Suggestions: 1-2. Identify the number (to 10) of  
objects in a group—TE p. 157K

#### Instruction

4-6 Identify and Write 0 and 1—pp. 123–124

4-7 Identify and Write 2 and 3—pp. 125–126

4-8 Identify and Write 4 and 5—pp. 127–128

\*4-8 A Count to Tell How Many—Online

4-10 Identify and Write 6 and 7—pp. 133–134

4-11 Identify and Write 8 and 9—pp. 135–136

4-12 Identify and Write 10—pp. 137–138

\*4-12C Count to Compare Numbers—Online

4-13 Numbers 1–10—pp. 139–140

6-1 Tally Marks—pp. 201–202

6-2 Tally Charts—pp. 203–204

6-3 Picture Graphs—pp. 205–206

6-4 Pictographs—pp. 207–208

6-5 Surveys and Real Graphs—pp. 209–210

#### Readiness

4-1 As Many As—pp. 111–112

4-2 More—pp. 113–114

4-3 Fewer—pp. 115–116

4-4 Fewest, Most—pp. 117–118

#### Instruction

4-6 Identify and Write 0 and 1—pp. 123–124

4-7 Identify and Write 2 and 3—pp. 125–126

4-8 Identify and Write 4 and 5—pp. 127–128

\*4-8 A Count to Tell How Many—Online

4-10 Identify and Write 6 and 7—pp. 133–134

4-11 Identify and Write 8 and 9—pp. 135–136

4-12 Identify and Write 10—pp. 137–138

\*4-12C Count to Compare Numbers—Online

4-13 Numbers 1–10—pp. 139–140

5-1 Identify and Write 11 and 12—pp. 159–160

5-2 Compare Numbers to 12—pp. 161–162

5-3 Order Numbers to 12—pp. 163–164

5-4 Identify and Write 13 and 14—pp. 165–166

5-5 Identify and Write 15 and 16—pp. 167–168

5-6 Identify and Write 17 and 18—pp. 169–170

5-7 Identify and Write 19 and 20—pp. 171–172

\*5-7A Count Out That Many—Online

## Number Sense

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.NS.8:** Compare the values of two numbers from 1 to 20 presented as written numerals.

**K.NS.9:** Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

#### Application

6-1 Tally Marks—pp. 201–202  
6-2 Tally Charts—pp. 203–204  
6-4 Pictographs—pp. 207–208  
6-5 Surveys and Real Graphs—pp. 209–210

9-1 Pennies and Nickels—pp. 299–300  
9-2 Count On from Pennies and Nickels—pp. 301–302  
9-3 Dimes and Quarters—pp. 303–304

#### Teacher's Edition

English Language Learners: Words That Compare—TE p. 109E

English Language Learners: Compare Numbers—TE p. 157E

#### Instruction

\*4-14A Compare Numbers—Online

5-3 Order Numbers to 12—pp. 163–164

#### Readiness

4-1 As Many As—pp. 111–112  
4-2 More—pp. 113–114  
4-3 Fewer—pp. 115–116  
4-4 Fewest, Most—pp. 117–118

#### Instruction

4-6 Identify and Write 0 and 1—pp. 123–124  
4-7 Identify and Write 2 and 3—pp. 125–126  
4-8 Identify and Write 4 and 5—pp. 127–128  
\*4-8 A Count to Tell How Many—Online  
4-10 Identify and Write 6 and 7—pp. 133–134  
4-11 Identify and Write 8 and 9—pp. 135–136  
4-12 Identify and Write 10—pp. 137–138  
\*4-12C Count to Compare Numbers—Online  
4-13 Numbers 1–10—pp. 139–140  
\*4-14A Compare Numbers—Online

5-1 Identify and Write 11 and 12—pp. 159–160  
5-2 Compare Numbers to 12—pp. 161–162  
5-3 Order Numbers to 12—pp. 163–164  
5-4 Identify and Write 13 and 14—pp. 165–166  
5-5 Identify and Write 15 and 16—pp. 167–168  
5-6 Identify and Write 17 and 18—pp. 169–170  
5-7 Identify and Write 19 and 20—pp. 171–172  
\*5-7A Count Out That Many—Online

#### Application

6-1 Tally Marks—pp. 201–202  
6-2 Tally Charts—pp. 203–204  
6-4 Pictographs—pp. 207–208  
6-5 Surveys and Real Graphs—pp. 209–210

9-1 Pennies and Nickels—pp. 299–300  
9-2 Count On from Pennies and Nickels—pp. 301–302  
9-3 Dimes and Quarters—pp. 303–304

## Number Sense

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.NS.10:** Separate sets of ten or fewer objects into equal groups.

**K.NS.11:** Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

#### Teacher's Edition

English Language Learners: Words That Compare—TE p. 109E

English Language Learners: Compare Numbers—TE p. 157E

#### Instruction

Math Alive at Home (first subtraction pattern)—p. 268

\*8-1A Model Subtraction Stories—Online

8-2 Subtract 1 (“butterfly” exercise)—p. 272

8-3 Subtract 2 (example exercise)—p. 273

8-4 Subtract 3 (“clover” exercise)—p. 276

8-5 Subtract 4 (example exercise)—p. 277

\*8-5A Use a Bar Model to Subtract—Online

8-6 Vertical Subtraction (“butterfly” exercise)—pp. 281–282

8-8 Use Ten-Frames to Subtract (“heart” exercise)—p. 285

#### Readiness

\*5-7B Count Numbers to 20—Online

#### Instruction

\*7-7A Use a Ten-Frame to Make 11 and 12—Online

\*7-7B Use a Ten-Frame to Make 13 and 14—Online

\*7-7C Use a Ten-Frame to Make 15 and 16—Online

\*7-7D Use a Ten-Frame to Make 17 and 18—Online

\*7-7E Use a Ten-Frame to Make 19 and 20—Online

#### Application

12-3 Explore Tens and Ones—pp. 409–410

#### Teacher's Edition

English Language Learners: Tens; Tens—TE p. 403E

Differentiated Instruction: At Risk: Tens; Visually Impaired:  
Tens—TE p. 403F

Intervention Suggestions: 2-3. Identify groups of tens and ones  
in groups of objects (from 20 to 31)—TE p. 403K

## Computation and Algebraic Thinking

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.CA.1:** Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.

**K.CA.2:** Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

#### Instruction

- 7-1 Joining—pp. 237–238
- \*7-1A Model Joining Stories—Online
- 7-2 Add 1—pp. 239–240
- 7-3 Add 2—pp. 241–242
- 7-4 Add 3—pp. 243–244
- 7-5 Add 4—pp. 245–246
- \*7-5 A Use a Bar Model to Add—Online
- 7-6 Vertical Addition—pp. 249–250
- 7-7 Use Ten-Frames to Add—pp. 251–252
- 7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253–254
  
- 8-1 Take Away—pp. 269–270
- \*8-1A Model Subtraction Stories—Online
- 8-2 Subtract 1—pp. 271–272
- 8-3 Subtract 2—pp. 273–274
- 8-4 Subtract 3—pp. 275–276
- 8-5 Subtract 4—pp. 277–278
- \*8-5A Use a Bar Model to Subtract—Online
- 8-6 Vertical Subtraction—pp. 281–282
- 8-7 Addition and Subtraction Patterns—pp. 283–284
- 8-8 Use Ten-Frames to Subtract—pp. 285–286
- 8-9 Problem Solving Strategy: Choose the Operation—pp. 287–288

#### Application

- 9-9 Adding Money—pp. 317–318
- 9-10 Subtracting Money—pp. 319–320

#### Teacher's Edition

- English Language Learners: Joining; Add 1, 2, 3, or 4; Joining Parts, Reading Addition; Addition Stories—TE p. 235E
- Differentiated Instruction: At Risk: Add 1; Add 2, 3, or 4; Gifted and Talented: Add 4; Inclusion: Joining; Physically Impaired: Use Ten-Frames to Add—TE p. 235F
- Intervention Suggestions: 1-2. Draw more to show numbers to 10; 3-4. Draw to make 10 in a ten-frame. Write the number drawn; 5. Draw to show other names for a number—TE p. 235K
  
- English Language Learners: Take Away; Subtract 1, 2, 3, or 4; Reading Subtraction; Show Subtraction; Subtraction Stories—TE p. 267E
- Differentiated Instruction: At Risk: How Many In All?, Zero Left; Gifted and Talented: Problem Solving; Inclusion: Subtract 1, 2, 3, or 4—TE p. 267F

#### Instruction

- 7-1 Joining—pp. 237–238
- \*7-1A Model Joining Stories—Online
- 7-2 Add 1—pp. 239–240
- 7-3 Add 2—pp. 241–242
- 7-4 Add 3—pp. 243–244
- 7-5 Add 4—pp. 245–246
- \*7-5 A Use a Bar Model to Add—Online

## Computation and Algebraic Thinking

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.CA.3:** Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]

**K.CA.4:** Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.

**K.CA.5:** Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

7-6 Vertical Addition—pp. 249–250  
7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253–254

8-1 Take Away—pp. 269–270  
\*8-1A Model Subtraction Stories—Online  
8-2 Subtract 1—pp. 271–272  
8-3 Subtract 2—pp. 273–274  
8-4 Subtract 3—pp. 275–276  
8-5 Subtract 4—pp. 277–278  
\*8-5A Use a Bar Model to Subtract—Online  
8-6 Vertical Subtraction—pp. 281–282

#### Application

9-9 Adding Money—pp. 317–318  
9-10 Subtracting Money—pp. 319–320

#### Instruction

\*4-8C Ways to Make 2, 3, 4, and 5—Online  
\*4-8C Ways to Make 2, 3, 4, and 5—Online  
\*4-10A Ways to Make 6 and 7—Online  
\*4-11A Ways to Make 8 and 9—Online  
\*4-12A Ways to Make 10—Online

7-5 Add 4—pp. 245–246

#### Instruction

\*4-12A Ways to Make 10—Online

#### Instruction

2-9 Color Patterns—pp. 55–56  
2-10 Shape Patterns—pp. 57–58  
2-11 Size and Growing Patterns—pp. 59–60  
2-12 Transfer Patterns—pp. 61–62  
2-13 Make Patterns—pp. 63–64

4-16 Number Patterns—pp. 145–146

8-7 Addition and Subtraction Patterns—pp. 283–284

#### Application

2-14 Problem Solving Strategy: Find a Pattern—pp. 65–66  
Connections: Math and Movement (patterns in music and movement)—p. 68

Connections: Math and Real World (patterns using coins)—p. 324

Extend a pattern—pp. , 55–56, 57–58, 59–60, 66, 68, 72, 78, 144, 146, 184, 284, 286, 300, 324

#### Teacher's Edition

English Language Learners: Shape Patterns—TE p. 35E



## Computation and Algebraic Thinking

INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

Differentiated Instruction: Visually Impaired: Color Patterns,  
Transfer Patterns—TE p. 35F  
Math Centers: Manipulative Activity: Find My Pattern; Calendar  
Project: Farm Animal Patterns—TE p. 35H  
Intervention Suggestions: 3-4. Recognize a simple AB pattern  
(color or shape) and tell what is likely to come next—TE p.  
35K

## Geometry

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.G.1:** Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.

**K.G.2:** 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).

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

#### Instruction

2-1 Cylinder, Cone, and Sphere—pp. 37–38  
2-2 Cube and Rectangular Prism—pp. 39–40  
\*2-2A Recognize Solid Shapes—Online  
2-4 Plane Figures on Solids—pp. 43–44  
\*2-4A Plane Figures—Online  
2-5 Triangle—pp. 45–46  
2-6 Square and Rectangle—pp. 47–48

3-1 Above, Below—pp. 77–78  
3-2 Top, Middle, Bottom—pp. 79–80  
3-3 Over, On, Under—pp. 81–82  
3-4 Inside, Outside—pp. 83–84  
\*3-4A Inside, Outside, Beside—Online  
3-6 Left, Right—pp. 89–90  
3-7 Left, Between, Right—pp. 91–92  
3-8 Before, Between, After—pp. 93–94

#### Teacher's Edition

English Language Learners: Geometric Figures; Plane Figures on Solids—TE p. 35E  
Differentiated Instruction: At Risk: Triangle, Rectangle; Gifted and Talented: Plane Figures on Solids; Inclusion: Plane Figures on Solids—TE p. 35F  
Math Centers: Art Activity: Shapes All Around (circle, square, rectangle, triangle)—TE p. 35H  
Intervention Suggestions: 1-2. Distinguish between sphere, cylinder, and cube. Identify which solid figure is like a ball, a can, or a box—TE p. 35K

English Language Learners: Locating Objects; Inside, Outside; Top, Middle, Bottom; Left, Between, Right—TE p. 75E  
Differentiated Instruction: At Risk: In Front, Behind; Left, Right; Before, Between, After; Gifted and Talented: Left, Between, Right; Inclusion: Almost the Same Meaning; Over, Under, On; Visually Impaired: Objects in Different Positions—TE p. 75F  
Intervention Suggestions: 1-2. Identify in a picture whether an object is under or on a table; 3-5. Identify which object is on top and which is on bottom—TE p. 75K

#### Readiness

1-4 Same Shape—pp. 9–10  
1-6 Sort by Color and Shape—pp. 15–16  
1-7 Sort by Shape and Size—pp. 17–18  
1-8 Sort Two Ways—pp. 19–20

#### Instruction

2-1 Cylinder, Cone, and Sphere—pp. 37–38  
2-2 Cube and Rectangular Prism—pp. 39–40  
2-3 Moving Shapes—pp. 41–42  
2-4 Plane Figures on Solids—pp. 43–44  
\*2-4A Plane Figures—Online  
2-5 Triangle—pp. 45–46  
2-6 Square and Rectangle—pp. 47–48

## Geometry

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.G.3:** Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.

**K.G.4:** Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

2-7 Circle—pp. 49–50  
\*2-7A Compare Plane and Solid Figures—Online

#### Teacher's Edition

English Language Learners: Geometric Figures, Shape Patterns; Plane Figures on Solids—TE p. 35E  
Differentiated Instruction: At Risk: Triangle, Rectangle; Gifted and Talented: Plane Figures on Solids; Inclusion: Plane Figures on Solids; Combine and Separate Figures; Visually Impaired: Color Patterns, Transfer Patterns—TE p. 35F  
Math Centers: Art Activity: Shapes All Around (circle, square, rectangle, triangle); Calendar Project: Farm Animal Patterns—TE p. 35H  
Intervention Suggestions: 1-2. Distinguish between sphere, cylinder, and cube. Identify which solid figure is like a ball, a can, or a box—TE p. 35K

#### Instruction

\*2-2A Recognize Solid Shapes—Online  
2-3 Moving Shapes—pp. 41–42  
2-4 Plane Figures on Solids—pp. 43–44  
\*2-4A Plane Figures—Online  
2-5 Triangle—pp. 45–46  
2-6 Square and Rectangle—pp. 47–48  
2-7 Circle—pp. 49–50  
\*2-7A Compare Plane and Solid Figures—Online

#### Instruction

\*2-2A Recognize Solid Shapes—Online  
2-8 Combine and Separate Figures—pp. 51–52

#### Teacher's Edition

Differentiated Instruction: Inclusion: Combine and Separate Figures—TE p. 35F

## Measurement

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.M.1:** Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

**K.M.2:** Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

#### Instruction

1-5 Sort by Size—pp. 13–14

1-7 Sort by Shape and Size—pp. 17–18

2-11 Size and Growing Patterns—pp. 59–60

11-1 Compare by Size—pp. 365–366

11-2 Compare by Length—pp. 367–368

11-3 Order by Length—pp. 369–370

11-4 Compare by Height—pp. 371–372

11-5 Measure Length—pp. 373–374

11-6 Measure Distance Around—pp. 375–376

11-7 Weight: Heavier or Lighter—pp. 379–380

11-8 Order by Weight—pp. 381–382

11-9 Holds More or Holds Less—pp. 383–384

11-10 Order by Capacity—pp. 385–386

\*11-10A Multiple Measureable Attributes—Online

11-11 Temperature—pp. 387–388

#### Teacher's Edition

English Language Learners: Compare by Size, Compare by Height; Heavier or Lighter, Capacity; Compare by Size, Temperature; Compare—TE p. 363E

Differentiated Instruction: At Risk: Compare by Size, Compare by Length, Temperature; Inclusion: Heavier or Lighter; Physically Impaired: Compare by Length, Holds More or Holds Less—TE p. 363F

Math Centers: Manipulative Activity: Tutti-Frutti (heavier, lighter)—TE p. 363H

Intervention Suggestions: 1-2. Sort objects according to size; 3. Compare objects according to size (smaller, larger); 4-5. Compare objects according to length (shorter, longer)—TE p. 363K

#### Instruction

10-2 Calendar—pp. 339–340

10-3 Calendar: Yesterday, Today, Tomorrow—pp. 341–342

10-4 Seasons—pp. 343–344

10-6 Time on the Hour—pp. 349–350

10-7 Tell the Time—pp. 351–352

10-8 Problem Solving Strategy: Use a Model—pp. 353–354

#### Application

10-8 Problem Solving Strategy: Use a Model—pp. 353–354

Connections: Math and Science (reading a calendar)—p. 356

#### Teacher's Edition

English Language Learners: Yesterday, Today, Tomorrow; Days of the Week—TE p. 335E

Differentiated Instruction: Inclusion: Tell the Time—TE p. 335F

Math Centers: Manipulative Activity: Time to Tell Time—TE p. 335H

Blackline Master: Clocks—TE p. T51

## Data Analysis

### INDIANA ACADEMIC STANDARDS: MATHEMATICS, KINDERGARTEN

**K.DA.1:** Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.

### SADLIER *PROGRESS IN MATHEMATICS*, KINDERGARTEN

#### Instruction

- 1-1 Alike/Same—pp. 3–4
- 1-2 Different—pp. 5–6
- 1-3 Sort by Color—pp. 7–8
- 1-4 Same Shape—pp. 9–10
- 1-5 Sort by Size—pp. 13–14
- 1-6 Sort by Color and Shape—pp. 15–16
- 1-7 Sort by Shape and Size—pp. 17–18
- 1-8 Sort Two Ways—pp. 19–20
- 1-9 Problem Solving Strategy: Logical Reasoning—pp. 21–22

\*2-2A Recognize Solid Shapes—Online

\*6-2A Sorting Categories—Online

9-1 Pennies and Nickels—pp. 299–300

9-3 Dimes and Quarters—pp. 303–304

#### Teacher's Edition

English Language Learners: Alike/Same, Alike/Different; Attributes; Colors, Sort by Size—TE p. 1E

Differentiated Instruction: At Risk: Colors, Same Shape, Sort by Size; Inclusion: Sort Two Ways; Visually Impaired: Same Color—TE p. 1F

Intervention Suggestions: 1. Sort real-life objects that match; 2-3. Sort a group of plane figures by shape; 4. Identify in a given group the one that does not belong—TE p. 1K