

SADLIER

# Common Core Progress Mathematics

Aligned to the

## Mathematics Florida Standards (MAFS)

### Kindergarten

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## Domain: **Counting and Cardinality**

KINDERGARTEN STANDARD CODE / STANDARD

SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

Cluster 1: Know number names and the count sequence.

<b>MAFS.K.CC.1.1</b>	Count to 100 by ones and by tens. <i>Cognitive Complexity:</i> Level 1: Recall
<b>MAFS.K.CC.1.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <i>Cognitive Complexity:</i> Level 1: Recall
<b>MAFS.K.CC.1.3*</b> (*amended standard)	Read and 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). <i>Cognitive Complexity:</i> Level 1: Recall

**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178

**Lesson 38** **Count by Ones and Tens to 100**—pp. 175–178

**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

Cluster 2: Count to tell the number of objects.

<b>MAFS.K.CC.2.4</b>	Understand the relationship between numbers and quantities; connect counting to cardinality. <i>Cognitive Complexity:</i> Level 1: Recall
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.

**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

## Domain: **Counting and Cardinality**

KINDERGARTEN STANDARD CODE / STANDARD	SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K
<p>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.</p> <hr/> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>	<p><b>Lesson 29</b>    <b>Count and Model 13 and 14</b>—pp. 139–142</p> <hr/> <p><b>Lesson 31</b>    <b>Count and Model 15 and 16</b>—pp. 147–150</p> <hr/> <p><b>Lesson 33</b>    <b>Count and Model 17 and 18</b>—pp. 155–158</p> <hr/> <p><b>Lesson 35</b>    <b>Count and Model 19 and 20</b>—pp. 163–166</p>
<p><b>MAFS.K.CC.2.5</b>    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.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p><b>Lesson 1</b>    <b>Count and Model 1 and 2</b>—pp. 11–14</p> <hr/> <p><b>Lesson 2</b>    <b>Count and Write 1 and 2</b>—pp. 15–18</p> <hr/> <p><b>Lesson 3</b>    <b>Count and Model 3 and 4</b>—pp. 19–22</p> <hr/> <p><b>Lesson 4</b>    <b>Count and Write 3 and 4</b>—pp. 23–26</p> <hr/> <p><b>Lesson 5</b>    <b>Count and Model 0 and 5</b>—pp. 27–30</p> <hr/> <p><b>Lesson 6</b>    <b>Count and Write 0 and 5</b>—pp. 31–34</p> <hr/> <p><b>Lesson 8</b>    <b>Count and Model 6 and 7</b>—pp. 39–42</p> <hr/> <p><b>Lesson 9</b>    <b>Count and Write 6 and 7</b>—pp. 43–46</p> <hr/> <p><b>Lesson 10</b>    <b>Count and Model 8, 9 and 10</b>—pp. 47–50</p> <hr/> <p><b>Lesson 11</b>    <b>Count and Write 8, 9, and 10</b>—pp. 51–54</p> <hr/> <p><b>Lesson 12</b>    <b>Count to Compare</b>—pp. 55–58</p> <hr/> <p><b>Lesson 13</b>    <b>Count to Tell How Many</b>—pp. 59–62</p> <hr/> <p><b>Lesson 27</b>    <b>Count and Model 11 and 12</b>—pp. 131–134</p> <hr/> <p><b>Lesson 28</b>    <b>Count and Write 11 and 12</b>—pp. 135–138</p> <hr/> <p><b>Lesson 29</b>    <b>Count and Model 13 and 14</b>—pp. 139–142</p> <hr/> <p><b>Lesson 30</b>    <b>Count and Write 13 and 14</b>—pp. 143–146</p> <hr/> <p><b>Lesson 31</b>    <b>Count and Model 15 and 16</b>—pp. 147–150</p> <hr/> <p><b>Lesson 32</b>    <b>Count and Write 15 and 16</b>—pp. 151–154</p> <hr/> <p><b>Lesson 33</b>    <b>Count and Model 17 and 18</b>—pp. 155–158</p> <hr/> <p><b>Lesson 34</b>    <b>Count and Write 17 and 18</b>—pp. 159–162</p>

## Domain: **Counting and Cardinality**

### KINDERGARTEN STANDARD CODE / STANDARD

#### Cluster 3: Compare numbers.

**MAFS.K.CC.3.6** 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.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**MAFS.K.CC.3.7** Compare two numbers between 1 and 10 presented as written numerals.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

### SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

**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

**Lesson 7** **Match to Compare**—pp. 35–38

**Lesson 12** **Count to Compare**—pp. 55–58

**Lesson 14** **Compare Numbers**—pp. 63–66

## Domain: **Operations and Algebraic Thinking**

### KINDERGARTEN STANDARD CODE / STANDARD

#### Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

**MAFS.K.OA.1.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**MAFS.K.OA.1.2\*** Solve addition and subtraction word problems<sup>1</sup>, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (<sup>1</sup>Students are not required to independently read the word problems.)

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

### SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

**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

**Lesson 18** **Problem Solving: Addition**—pp. 87–90

**Lesson 21** **Problem Solving: Subtraction**—pp. 99–102

## Domain: Operations and Algebraic Thinking

### KINDERGARTEN STANDARD CODE / STANDARD

**MAFS.K.OA.1.3\*** 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  $5 = 4 + 1$ ).

(\*deleted standard)

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**MAFS.K.OA.1.4** 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.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**MAFS.K.OA.1.5** Fluently add and subtract within 5.

*Cognitive Complexity:* Level 1: Recall

**MAFS.K.OA.1.a\*** Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)

(\*new standard)

### SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

**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

**Lesson 23 Addition: Sums to 5 (Fluency)**—pp. 107–110

**Lesson 24 Subtract: From 5 or Less (Fluency)**—pp. 111–114

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## Domain: Number and Operations in Base Ten

### KINDERGARTEN STANDARD CODE / STANDARD

Cluster 1: Work with numbers 11–19 to gain foundations for place value.

**MAFS.K.NBT.1.1** 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.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

### SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

**Lesson 37 Make and Break Apart 11 to 19**—pp. 171–174

## Domain: Measurement and Data

KINDERGARTEN STANDARD CODE / STANDARD

SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

### Cluster 1: Describe and compare measurable attributes.

**MAFS.K.MD.1.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**Lesson 39 Describe Measurements**—pp. 187–190

**MAFS.K.MD.1.2** 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.*

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**Lesson 40 Compare Measurements**—pp. 191–194

**MAFS.K.MD.1.a\*** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

(\*new standard)

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### Cluster 2: Classify objects and count the number of objects in each category.

**MAFS.K.MD.2.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**Lesson 41 Sort and Count**—pp. 195–198

## Domain: **Geometry**

### KINDERGARTEN STANDARD CODE / STANDARD

Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

**MAFS.K.G.1.1** 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*.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

**MAFS.K.G.1.2** Correctly name shapes regardless of their orientations or overall size.

*Cognitive Complexity:* Level 1: Recall

**MAFS.K.G.1.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

*Cognitive Complexity:* Level 1: Recall

Cluster 2: Analyze, compare, create, and compose shapes.

**MAFS.K.G.2.4** 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).

*Cognitive Complexity:* Level 3: Strategic thinking & Complex Reasoning

**MAFS.K.G.2.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

### SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

**Lesson 48** **Above, Below, Beside, Next To**—pp. 231–234

**Lesson 49** **In Front of, Behind**—pp. 235–238

**Lesson 42** **Circles and Triangles**—pp. 207–210

**Lesson 43** **Squares, Rectangles, and Hexagons**—pp. 211–214

**Lesson 45** **Solid Shapes**—pp. 219–222

**Lesson 47** **Identify Flat and Solid Shapes**—pp. 227–230

**Lesson 44** **Compare Flat Shapes**—pp. 215–218

**Lesson 46** **Compare Solid Shapes**—pp. 223–226

**Lesson 50** **Building Shapes**—pp. 239–242

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## Domain: **Geometry**

### KINDERGARTEN STANDARD CODE / STANDARD

**MAFS.K.G.2.6** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

*Cognitive Complexity:* Level 2: Basic  
Application of Skills & Concepts

### SADLIER COMMON CORE PROGRESS MATHEMATICS, GRADE K

**Lesson 51 Building Larger Shapes**—pp. 243–246

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