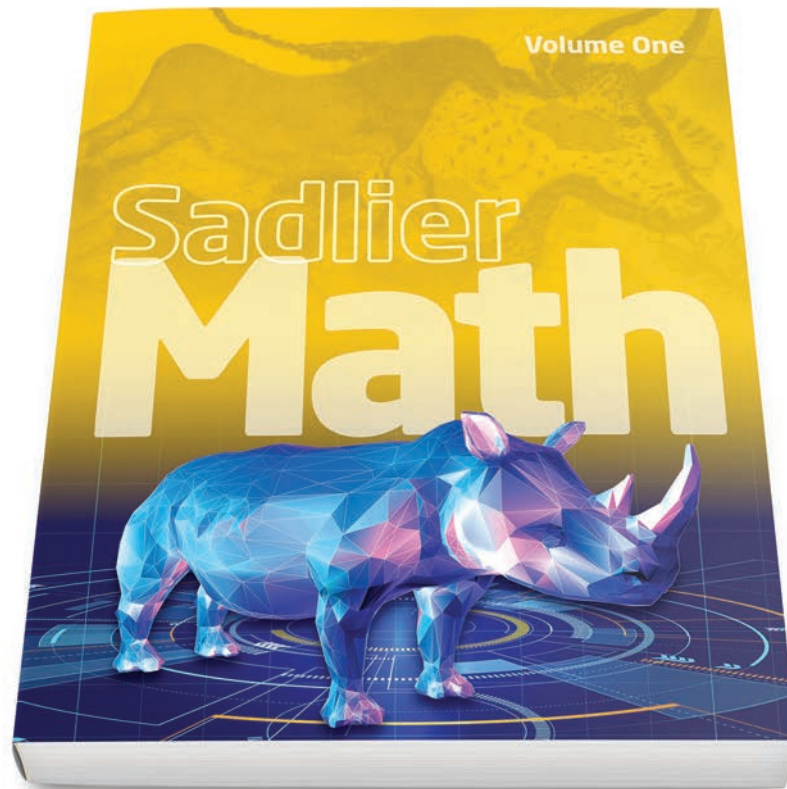


Sadlier Math™

Correlation to the Diocese of Grand Rapids
Office of Catholic Schools Curriculum for Mathematics

Grade K



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NUMBER	
Kindergarten Mathematics Standards	Sadlier Math, Grade K
<p>K.Math.N.1 Count up to 100 in a correct sequence, both orally and in written form.</p>	<p>Chapter 2: 2-4 through 2-6</p> <ul style="list-style-type: none"> • 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 <p>Chapter 4: 4-1 through 4-3</p> <ul style="list-style-type: none"> • 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 <p>Chapter 5: 5-1 & 5-2</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147-150 • 5-2 Count Forward and Count Back—pp. 151-154 <p>Chapter 12: 12-1, 12-4 through 12-8</p> <ul style="list-style-type: none"> • 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 <p>Chapter 15: 15-1 through 15-3</p> <ul style="list-style-type: none"> • 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 <p>Chapter 16: 16-1 through 16-5</p> <ul style="list-style-type: none"> • 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
<p>K.Math.N.2 Identify how many are represented in sets of objects or figures, up to 20.</p>	<p>Chapter 2: 2-4 through 2-6</p> <ul style="list-style-type: none"> • 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 <p>Chapter 4: 4-1 through 4-3</p> <ul style="list-style-type: none"> • 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 <p>Chapter 12: 12-1 through 12-9</p> <ul style="list-style-type: none"> • 12-1 Count and Write 11 and 12—pp. 429-432 • 12-2 Compare Numbers up to 12—pp. 433-436 • 12-3 Order Numbers to 12—pp. 437-440 • 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 • 12-9 Order Numbers to 20—pp. 463-466

NUMBER	
Kindergarten Mathematics Standards	Sadlier Math, Grade K
<p>K.Math.N.3 Use models to describe place value with whole numbers up to 20.</p>	<p>Chapter 12: 12-1 through 12-8</p> <ul style="list-style-type: none"> • 12-1 Count and Write 11 and 12—pp. 429-432 • 12-2 Compare Numbers up to 12—pp. 433-436 • 12-3 Order Numbers to 12—pp. 437-440 • 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 <p>Chapter 13: 13-1 through 13-5</p> <ul style="list-style-type: none"> • 13-1 Make and Break Apart 11 and 12—pp. 479-482 • 13-2 Make and Break Apart 13 and 14—pp. 483-486 • 13-3 Make and Break Apart 15—pp. 487-490 • 13-4 Make and Break Apart 16 and 17—pp. 493-496 • 13-5 Make and Break Apart 18 and 19—pp. 497-500
<p>K.Math.N.4 Connect the terms <i>half</i> and <i>whole</i> to the quantities they represent using various models and representations.</p>	<p>See Grade 1</p> <p>Chapter 14: 14-1 & 14-2</p> <ul style="list-style-type: none"> • 14-1 Equal Shares—pp. 533-536 • 14-2 Make Halves—pp. 537-540
<p>K.Math.N.5 Identify if one group is larger, smaller, or equal to another with quantities up to 20.</p>	<p>Chapter 2: 2-1 through 2-3</p> <ul style="list-style-type: none"> • 2-1 As Many As—pp. 37-40 • 2-2 Fewest, Most—pp. 41-44 • 2-3 Make Equal Groups—pp. 45-48 <p>Chapter 3: 3-2 through 3-6</p> <ul style="list-style-type: none"> • 3-2 Order Numbers to 5—pp. 79-82 • 3-3 Equal Number—pp. 85-88 • 3-4 Greater Than—pp. 89-92 • 3-5 Less Than—pp. 93-96 • 3-6 Compare Numbers up to 5—pp. 97-100 <p>Chapter 5: 5-1 through 5-3</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147-150 • 5-2 Count Forward and Count Back—pp. 151-154 • 5-3 Compare Numbers up to 10—pp. 155-158 <p>Chapter 12: 12-2, 12-3 & 12-9</p> <ul style="list-style-type: none"> • 12-2 Compare Numbers up to 12—pp. 433-436 • 12-3 Order Numbers to 12—pp. 437-440 • 12-9 Order Numbers to 20—pp. 463-466
<p>K.Math.N.6 Represent and use numbers that combine to make 10, in flexible ways.</p>	<p>Chapter 9: 9-1 through 9-5</p> <ul style="list-style-type: none"> • 9-1 Break Apart 2, 3, 4, and 5—pp. 307-310 • 9-2 Break Apart 6 and 7—pp. 311-314 • 9-3 Break Apart 8 and 9—pp. 317-320 • 9-4 Break Apart 10—pp. 321-324 • 9-5 Problem Solving: Use Drawings to Solve Problems—pp. 325-330

ALGEBRA	
Kindergarten Mathematics Standards	Sadlier Math, Grade K
<p>K.Math.A.1 Model situations that involve the addition and subtraction of whole numbers up to 10, using objects and pictures.</p>	<p>Chapter 10: 10-1 through 10-9</p> <ul style="list-style-type: none"> • 10-1 Add To—pp. 337-340 • 10-2 Put Together—pp. 341-344 • 10-3 Add 1—pp. 345-348 • 10-4 Add 2—pp. 349-352 • 10-5 Add 3—pp. 353-356 • 10-6 Add 4—pp. 357-360 • 10-7 Addition Patterns—pp. 363-366 • 10-8 Use Ten-Frames to Add—pp. 367-370 • 10-9 Problem Solving: Use a Model—pp. 371-376 <p>Chapter 11: 11-1 through 11-9</p> <ul style="list-style-type: none"> • 11-1 Take Away—pp. 383-386 • 11-2 Take Apart—pp. 387-390 • 11-3 Subtract 1—pp. 391-394 • 11-4 Subtract 2—pp. 395-398 • 11-5 Subtract 3—pp. 399-402 • 11-6 Subtract 4—pp. 403-406 • 11-7 Subtraction Patterns—pp. 409-412 • 11-8 Use Ten-Frames to Subtract—pp. 413-416 • 11-9 Problem Solving: Use a Number Sentence—pp. 417-422
<p>K.Math.A.2 Recognize and extend patterns such as sequences of sounds, shapes, and colors or simple numeric patterns.</p>	<p>Chapter 6: 6-6, 6-7 & 6-9</p> <ul style="list-style-type: none"> • 6-6 Shape Patterns—pp. 211-214 • 6-7 Make Patterns—pp. 215-21 • 6-9 Problem Solving: Find a Pattern—pp. 223-228 <p>Chapter 10: 10-7</p> <ul style="list-style-type: none"> • 10-7 Addition Patterns—pp. 363-366 <p>Chapter 11: 11-7</p> <ul style="list-style-type: none"> • 11-7 Subtraction Patterns—pp. 409-412
GEOMETRY	
Kindergarten Mathematics Standards	Sadlier Math, Grade K
<p>K.Math.G.1 Recognize, name, and sort 2D and 3D shapes.</p>	<p>Chapter 1: 1-4</p> <ul style="list-style-type: none"> • 1-4 Sort by Shape—pp. 17-20 <p>Chapter 6: 6-1 through 6-4</p> <ul style="list-style-type: none"> • 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 <p>Chapter 7: 7-1 through 7-6</p> <ul style="list-style-type: none"> • 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

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GEOMETRY	
Kindergarten Mathematics Standards	Sadlier Math, Grade K
<p>K.Math.G.2 Recognize geometric shapes in the environment.</p>	<p>Chapter 1: 1-4</p> <ul style="list-style-type: none"> • 1-4 Sort by Shape—pp. 17-20 <p>Chapter 6: 6-1 through 6-4, 6-9</p> <ul style="list-style-type: none"> • 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 • 6-9 Problem Solving: Find a Pattern—pp. 223-228 <p>Chapter 7: 7-1, 7-2, 7-4 & 7-6</p> <ul style="list-style-type: none"> • 7-1 Cylinders, Cones, and Spheres—pp. 235-238 • 7-2 Cubes and Rectangular Prisms—pp. 239-242 • 7-4 Model Three-Dimensional Shapes—pp. 249-252 • 7-6 Problem Solving: Make a Drawing—pp. 257-262
MEASUREMENT	
Kindergarten Mathematics Standards	Sadlier Math, Grade K
<p>K.Math.M.1 Measure length using nonstandard units, and use repetition to measure something larger than the unit.</p>	<p>See Grade 1</p> <p>Chapter 5: 5-1 through 5-6</p> <ul style="list-style-type: none"> • 5-1 Order by Length—pp. 163-166 • 5-2 Use Indirect Comparison—pp. 167-170 • 5-3 Same-Size Length Units—pp. 171-174 • 5-4 Measure Length—pp. 175-178 • 5-5 Problem Solving: Use Logical Reasoning (estimate and measure length)—pp. 181-186 • 5-6 Make and Use a Ruler—pp. 187-190
<p>K.Math.M.2 Recognize and name coins and their values.</p>	<p>Chapter 18: 18-1 through 18-5</p> <ul style="list-style-type: none"> • 18-1 Pennies and Nickels—pp. 649-652 • 18-2 Count On from Pennies and Nickels—pp. 653-656 • 18-3 Dimes and Quarters—pp. 659-662 • 18-4 Count On from Dimes and Quarters—pp. 663-666 • 18-5 Problem Solving: Use a Model—pp. 667-672

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DATA ANALYSIS

Kindergarten Mathematics Standards

K.Math.D.1 Gather and represent data using concrete objects, pictures, and bar graphs.

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Chapter 5: 5-4 & 5-5

- 5-4 Tally Marks—pp. 161-164
- 5-5 Tally Charts—pp. 165-168

See also Grade 1

Chapter 10: 10-1 through 10-5

- 10-1 Read Tally Charts—pp. 377-380
- 10-2 Make Tally Charts—pp. 381-384
- 10-3 Read Picture Graphs—pp. 387-390
- 10-4 Make Picture Graphs—pp. 391-394
- 10-5 Problem Solving: Use a Model—pp. 395-400

See also Grade 2

Chapter 11: 11-5 & 11-6

- 11-5 Read Bar Graphs—pp. 477-480
- 11-6 Make Bar Graphs—pp. 481-484