A Kindergarten Crosswalk

Progress in Mathematics

Aligned to

Volume One

Sadlier Math

Sadlier Math™

And the

New York State Next Generation Mathematics Learning Standards (2017)
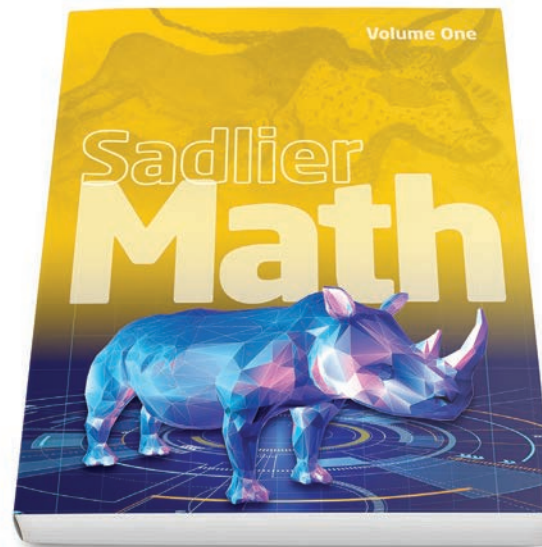
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Sadlier Math, Grade K	*Progress in Mathematics,* Grade K	Next Gen Mathematics Learning Standards
Chapter 1 **Sorting** • 1-1 Alike or Same—pp. 3–6 (Sort objects that are alike or the same.) • 1-2 Different—pp. 7–10 (Classify objects as different.) • 1-3 Sort by Color—pp. 11–14 (Sort objects that are the same color.)	**Chapter 1** **Sorting** • 1-1 Alike/Same—pp. 3–4 • 1-2 Different—pp. 5–6 • 1-3 Sort by Color—pp. 7–8	**NY-K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
• 1-4 Sort by Shape—pp. 17–20 (Sort objects that are the same shape.)	• 1-4 Same Shape—pp. 9–10	**NY-K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 1-5 Sort by Size—pp. 21–24 (Sort objects by size.)	• 1-5 Sort by Size—pp. 13–14	**NY-K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
• 1-6 Problem Solving: Use a Four-Step Process—pp. 25–30 (Solve problems by using a four-step process.)	**Introduction to Problem Solving** • Problem-Solving 4-Step Model—p. xvi	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.6** Attend to precision.

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Chapter 2 **Count and Write Numbers 0 to 5** • 2-1 As Many As—pp. 37–40 (Match objects one-to-one to show as many as.)	**Chapter 4** **Numbers 0–10** • 4-1 As Many As—pp. 111–112	**NY-K.CC.6** Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.

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• 2-2 Fewest, Most—pp. 41–44 (Compare groups of objects.) • 2-3 Make Equal Groups—pp. 45–48 (To make equal groups.)	• 4-4 Fewest, Most—pp. 117–118 • 4-5 Equalizing Sets—pp. 119–120	**NY-K.CC.6** Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.
• 2-4 Count and Write 1 and 2—pp. 51–54 (Count and write 1 and 2.)	• 4-6 Identify and Write 0 and 1—pp. 123–124 • 4-7 Identify and Write 2 and 3—pp. 125–126	**NY-K.CC.3** 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). **NY-K.CC.4a** 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. (1:1 correspondence) **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
• 2-5 Count and Write 3 and 4—pp. 55–58 (Count and write 3 and 4.)	• 4-7 Identify and Write 2 and 3—pp. 125–126 • 4-8 Identify and Write 4 and 5—pp. 127–128	**NY-K.CC.3** 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). **NY-K.CC.4a** 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. (1:1 correspondence) *continued on next page*

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		continued from previous page **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
• 2-6 Count and Write 0 and 5—pp. 59–62 (Count and write 0 and 5.)	• 4-6 Identify and Write 0 and 1—pp. 123–124 • 4-8 Identify and Write 4 and 5—pp. 127–128	**NY-K.CC.3** 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). **NY-K.CC.4a** 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. (1:1 correspondence) **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.

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• 2-7 Problem Solving: Use a Map—pp. 63–68 (Solve problems using a map.)	• 4-17 Problem Solving Strategy: Use a Map—pp. 147–148	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 3 **Count and Compare Numbers 0 to 5** • 3-1 Count to Tell How Many—pp. 75–78 (Count up to five objects and tell how many.)	**Chapter 4** **Numbers 0–10** • 4-8 A Count to Tell How Many—Online	**NY-K.CC.3** 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). **NY-K.CC.4a** 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. (1:1 correspondence) **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
• 3-2 Order Numbers to 5—pp. 79–82 (Order numbers from 0 to 5. Count from any number to 5.)	• 4-8B Order 0–5—Online	**NY-K.CC.4c** Understand the concept that each successive number name refers to a quantity that is one larger.

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• 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.) • 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.) • 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.)	• 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	**NY-K.CC.B.6** Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.
• 3-6 Compare Numbers up to 5—pp. 97–100 (Compare numbers up to 5 written as numerals.)	• 4-12C Count to Compare Numbers—Online • 4-14A Compare Numbers—Online	**NY-K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.
• 3-7 Ordinals: First to Fifth—pp. 101–104 (Use ordinal numbers to describe relative position.)	• 4-9 Ordinals: First to Fifth—pp. 129–130	**NY-K.CC.4d** Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
• 3-8 Problem Solving: Use a Model—pp. 105–110 (Use models to solve problems that involve counting.)	**Chapter 9** **Money** • 9-11 Problem Solving Strategy: Use a Model—pp. 321–322	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 4 **Count and Write Numbers 6 to 10** • 4-1 Count and Write 6 and 7—pp. 117–120 (Count and write 6 and 7.)	**Chapter 4** **Numbers 0–10** • 4-10 Identify and Write 6 and 7—pp. 133–134	**NY-K.CC.3** 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). **NY-K.CC.4a** 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. (1:1 correspondence) **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number *continued on next page*

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		continued from previous page of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
• 4-2 Count and Write 8 and 9—pp. 121–124 (Count and write 8 and 9.)	• 4-11 Identify and Write 8 and 9—pp. 135–136	**NY-K.CC.3** 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). **NY-K.CC.4a** 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. (1:1 correspondence) **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.

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• 4-3 Count and Write 10—pp. 127–130 (Count and write 10.)	• 4-12 Identify and Write 10—pp. 137–138	**NY-K.CC.3** 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). **NY-K.CC.4a** 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. (1:1 correspondence) **NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
• 4-4 Order Numbers to 10—pp. 131–134 (Count and order numbers to 10.)	**Chapter 5** **Numbers to 31** • 5-3 Order Numbers to 12—pp. 163–164	**NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.4c** Understand the concept that each successive number name refers to a quantity that is one larger. **NY-K.CC.6** Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.
• 4-5 Problem Solving: Use a Picture—pp. 135–140 (Use a picture to solve problems.)		**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 5 **Count and Compare Numbers 0 to 10** • 5-1 Count Numbers to 10—pp. 147–150 (Count up to ten objects and tell how many.)	**Chapter 5** **Numbers to 31** • 5-3 Order Numbers **Chapter 4** **Numbers 0–10** • 4-12 Identify and Write 10—pp. 137–138 • 4-12A Ways to Make 10—Online • 4-13 Numbers 1–10—pp. 139–140 • 4-14 Number Line—pp. 141–142 • 4-14A Compare Numbers—Online	**NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.4c** Understand the concept that each successive number name refers to a quantity that is one larger. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
• 5-2 Count Forward and Count Back—pp. 151–154 (Count forward from any number to 10. Count back from 10.)	• 4-12B One More, One Fewer—Online • 4-12C Count to Compare Numbers—Online	**NY-K.CC.4c** Understand the concept that each successive number name refers to a quantity that is one larger.
• 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.)	• 4-14A Compare Numbers—Online	**NY-K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.
• 5-4 Tally Marks—pp. 161–164 (Write the number of objects in a group to match the number of tally marks.)	**Chapter 6** **Tables, Graphs, and Fractions** • 6-1 Tally Marks—pp. 201–202	**NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.

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• 5-5 Tally Charts—pp. 165–168 (Classify objects into categories and count the number of objects in each category.) • 5-6 Sort and Count—pp. 169–172 (Sort objects into given categories, make a tally chart, and count.)	• 6-2 Tally Charts—pp. 203–204 • 6-2A Sorting Categories—Online	**NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects. **NY-K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
• 5-7 Ordinals: First to Tenth—pp. 173–176 (Use ordinal numbers to describe relative position.)	**Chapter 4** **Numbers 0–10** • 4-15 Ordinals: First to Tenth—pp. 143–144	**NY-K.CC.4d** Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
• 5-8 Problem Solving: Make a Table—pp. 177–182 (Make a table to solve problems.)	**Chapter 12** **Numbers to 100** • 12-8 Problem Solving Strategy: Make a Table—pp. 421–422	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 6 **Two-Dimensional Shapes** • 6-1 Triangles—pp. 189–192 (Identify and describe triangles.)	**Chapter 2** **Geometry and Patterns** • 2-5 Triangle—pp. 45–46	**NY-K.G.2** Name shapes regardless of their orientation or overall size. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.

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• 6-2 Squares and Rectangles—pp. 193–196 (Identify squares and rectangles. Analyze and compare squares and rectangles.)	• 2-6 Square and Rectangle—pp. 47–48	**NY-K.G.2** Name shapes regardless of their orientation or overall size. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 6-3 Circles—pp. 197–200 (Identify and describe circles.)	• 2-7 Circle—pp. 49–50	**NY-K.G.2** Name shapes regardless of their orientation or overall size. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 6-4 Hexagons—pp. 203–206 (Identify and describe hexagons.)	• 2-8 Combine and Separate Figures (hexagon)—pp. 51–52	**NY-K.G.2** Name shapes regardless of their orientation or overall size. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 6-5 Compare Two-Dimensional Shapes—pp. 207–210 (Analyze and compare two-dimensional shapes.)	• 2-4A Plane Figures—Online • 2-7A Compare Plane and Solid Figures—Online	**NY-K.G.3** Understand the difference between two-dimensional (lying in a plane, "flat") and three-dimensional ("solid") shapes. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.

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• 6-6 Shape Patterns—pp. 211–214 (Identify and extend shape patterns.) • 6-7 Make Patterns—pp. 215–218 (Make shape patterns that follow a pattern rule.)	• 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	**NY-K.OA.6** Duplicate, extend, and create simple patterns using concrete objects.
• 6-8 Make Shapes from Other Shapes—pp. 219–222 (Combine shapes to make other shapes.)	• 2-8 Combine and Separate Figures—pp. 51–52	**NY-K.G.5** Model objects in their environment by building and/or drawing shapes. **NY-K.G.6** Compose larger shapes from simple shapes.
• 6-9 Problem Solving: Find a Pattern—pp. 223–228 (Use pattern rules to help you solve problems with shapes.)	• 2-14 Problem Solving Strategy: Find a Pattern—pp. 65–66	**MP.1** Make sense of problems and persevere in solving them. **MP.6** Attend to precision. **MP.7** Look for and make use of structure.

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Chapter 7 **Three-Dimensional Shapes** • 7-1 Cylinders, Cones, and Spheres—pp. 235–238 (Identify three-dimensional shapes: cylinders, cones, and spheres.)	**Chapter 2** **Geometry and Patterns** • 2-1 Cylinder, Cone, and Sphere—pp. 37–38	**NY-K.G.2** Name shapes regardless of their orientation or overall size. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 7-2 Cubes and Rectangular Prisms—pp. 239–242 (Identify three-dimensional shapes: cubes and rectangular prisms.)	• 2-2 Cube and Rectangular Prism—pp. 39–40	**NY-K.G.2** Name shapes regardless of their orientation or overall size.
• 7-3 Compare Three-Dimensional Shapes—pp. 245–248 (Compare three-dimensional shapes.)	• 2-1 Cylinder, Cone, and Sphere—pp. 37–38 • 2-2 Cube and Rectangular Prism—pp. 39–40 • 2-2A Recognize Solid Shapes—Online	**NY-K.G.3** Understand the difference between two-dimensional (lying in a plane, "flat") and three-dimensional ("solid") shapes. *continued on next page*

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		continued from previous page **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 7-4 Model Three-Dimensional Shapes—pp. 249–252 (Model three-dimensional shapes by drawing or building.)	• 2-2A Recognize Solid Shapes—Online	**NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes. **NY-K.G.5** Model objects in their environment by building and/or drawing shapes.
• 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253–256 (Compare two-dimensional and three-dimensional shapes.)	• 2-7A Compare Plane and Solid Figures—Online	**NY-K.G.3** Understand the difference between two-dimensional (lying in a plane, "flat") and three-dimensional ("solid") shapes. **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 7-6 Problem Solving: Make a Drawing—pp. 257–262 (Solve problems by making a drawing.)		**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 8 **Position and Location** • 8-1 Above, Below—pp. 269–272 (Describe the location of shapes in the environment using the position words above and below.)	**Chapter 3** **Positions** • 3-1 Above, Below—pp. 77–78	**NY-K.G.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. *continued on next page*

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		continued from previous page **NY-K.G.4** Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
• 8-2 Top, Middle, Bottom—pp. 273–276 (Describe the location of shapes in the environment using the position words top, middle, and bottom.) • 8-3 Over, On, Under—pp. 277–280 (Describe the location of shapes in the environment using the position words over, on, and under.)	• 3-2 Top, Middle, Bottom—pp. 79–80 • 3-3 Over, On, Under—pp. 81–82	**NY-K.G.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. **NY-K.G.2** Name shapes regardless of their orientation or overall size.
• 8-4 Inside, Outside, Beside—pp. 283–286 (Describe the location of shapes in the environment using the position words inside, outside, and beside.)	• 3-4 Inside, Outside—pp. 83–84 • 3-4A Inside, Outside, Beside—Online	**NY-K.G.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. **NY-K.G.2** Name shapes regardless of their orientation or overall size.
• 8-5 In Front of, Behind, Next to—pp. 287–290 (Describe the location of shapes in the environment using the position words in front of, behind, and next to.)	• 3-5 In Front, Behind—pp. 87–88 • 3-5A In Front, Behind, Next To—Online	**NY-K.G.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. **NY-K.G.2** Name shapes regardless of their orientation or overall size.
• 8-6 Left, Right, Between—pp. 291–294 (Describe the location of shapes in the environment using the position words left, right, and between.)	• 3-6 Left, Right—pp. 89–90 • 3-7 Left, Between, Right—pp. 91–92 • 3-8 Before, Between, After—pp. 93–94	**NY-K.G.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. *continued on next page*

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		continued from previous page **NY-K.G.2** Name shapes regardless of their orientation or overall size.
• 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295–300 (Use the act it out strategy to follow directions and solve problems that involve position words.)	• 3-9 Problem Solving Strategy: Follow Directions/Act It Out—pp. 95–96	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 9 **Break Apart Numbers 10 or Less** • 9-1 Break Apart 2, 3, 4, and 5—pp. 307–310 (Decompose 2, 3, 4, and 5 using objects and drawings.) • 9-2 Break Apart 6 and 7—pp. 311–314 (Decompose 6 and 7 using objects and drawings.) • 9-3 Break Apart 8 and 9—pp. 317–320 (Decompose 8 and 9 using objects and drawings.) • 9-4 Break Apart 10—pp. 321–324 (Decompose 10 using objects and drawings.)	**Chapter 4** **Numbers 0–10** • 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	**NY-K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way.
• 9-5 Problem Solving: Use Drawings to Solve Problems—pp. 325–330 (Use drawings to solve problems.)		**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 10 **Addition Within 10** • 10-1 Add To—pp. 337–340 (Understand and represent addition as adding to or joining.) • 10-2 Put Together—pp. 341–344 (Understand and represent addition as putting together.) • 10-3 Add 1—pp. 345–348 (Add 1 to any number less than 10.) • 10-4 Add 2—pp. 349–352 (Add 2 to any number less than 9.) • 10-5 Add 3—pp. 353–356 (Add 3 to any number less than 8.) • 10-6 Add 4—pp. 357–360 (Add 4 to any number less than 7.)	**Chapter 7** **Addition Readiness** • 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	**NY-K.OA.1** Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies. **NY-K.OA.2a** Add and subtract within 10. **NY-K.OA.2b** Solve addition and subtraction word problems within 10.
• 10-7 Addition Patterns—pp. 363–366 (Identify addition patterns and add to show a number pattern.)	**Chapter 8** **Subtraction Readiness** • 8-7 Addition and Subtraction Patterns—pp. 283–284	**NY-K.OA.5** Fluently add and subtract within 5. See also Grade 3 **NY-3.OA.9** Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).
• 10-8 Use Ten-Frames to Add—pp. 367–370 (Use ten-frames to add.)	**Chapter 7** **Addition Readiness** • 7-7 Use Ten-Frames to Add—pp. 251–252	**NY-K.OA.4** Find the number that makes 10 when given a number from 1 to 9.
• 10-9 Problem Solving: Use a Model—pp. 371–376 (Use models to solve problems.)	**Chapter 10** **Time** • 10-8 Problem Solving Strategy: Use a Model—pp. 353–354	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 11 **Subtraction Within 10** • 11-1 Take Away—pp. 383–386 (Understand and represent subtraction as taking away.) • 11-2 Take Apart—pp. 387–390 (Understand and represent subtraction as taking apart.) • 11-3 Subtract 1—pp. 391–394 (Subtract 1 from numbers 1 through 10.) • 11-4 Subtract 2—pp. 395–398 (Subtract 2 from numbers 2 through 10.) • 11-5 Subtract 3—pp. 399–402 (Subtract 3 from numbers 3 through 10.) • 11-6 Subtract 4—pp. 403–406 (Subtract 4 from numbers 4 through 10.)	**Chapter 8** **Subtraction Readiness** • 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	**NY-K.OA.1** Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations or other strategies. **NY-K.OA.2a** Add and subtract within 10. **NY-K.OA.2b** Solve addition and subtraction word problems within 10.
• 11-7 Subtraction Patterns—pp. 409–412 (Identify subtraction patterns and subtract to show a number pattern.)	• 8-7 Addition and Subtraction Patterns—pp. 283–284	**NY-K.OA.5** Fluently add and subtract within 5. See also Grade 3 **NY-3.OA.9** Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).
• 11-8 Use Ten-Frames to Subtract—pp. 413–416 (Use ten-frames to subtract from 10.)	• 8-8 Use Ten-Frames to Subtract—pp. 285–286	Related content **NY-K.OA.4** Find the number that makes 10 when given a number from 1 to 9.
• 11-9 Problem Solving: Use a Number Sentence—pp. 417–422 (Use a number sentence to solve problems.)	**Chapter 7** **Addition Readiness** • 7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253–254	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 13 **Make and Break Apart Numbers 11 to 19** • 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.) • 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.) • 13-3 Make and Break Apart 15—pp. 487–490 (Compose and decompose 15 into a group of 10 ones plus 5 more ones.) • 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.) • 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.)	**Chapter 7** **Addition Readiness** • 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 **Chapter 12** **Numbers to 100** • 12-3 Explore Tens and Ones—pp. 409–410 • 2-3A Make Teen Numbers (decompose numbers from 11 to 19 into a group of 10 ones and some more ones)—Online	**K.NBT.1** Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
• 13-6 Problem Solving: Make a Drawing—pp. 501–506 (Use drawings to solve problems.)		**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 14 **Measurement** • 14-1 Describe and Compare by Size—pp. 513–516 (Describe and compare objects by size.) • 14-2 Describe and Compare by Length—pp. 517–520 (Describe and compare objects by length.) • 14-3 Order by Length—pp. 521–524 (Order objects by length.) • 14-4 Describe and Compare by Height—pp. 525–528 (Describe and compare the height of objects.)	**Chapter 11** **Measurement** • 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	**NY-K.MD.1** Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary. **NY-K.MD.2** Directly compare two objects with a common measurable attribute and describe the difference.

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• 14-5 Describe and Compare by Weight—pp. 531–534 (Describe and compare the weight of objects.) • 14-6 Describe and Compare by More Than One Attribute—pp. 535–538 (Describe and compare more than one measurable attribute of objects.)	• 11-7 Weight: Heavier or Lighter—pp. 379–380 • 11-8 Order by Weight—pp. 381–382 • 11-10A Multiple Measureable Attributes—Online	**NY-K.MD.1** Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary. **NY-K.MD.2** Directly compare two objects with a common measurable attribute and describe the difference.
• 14-7 Describe Temperature—pp. 539–542 (Describe the temperature of a place or object.)	• 11-11 Temperature—pp. 387–388	**NY-K.MD.1** Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.
• 14-8 Problem Solving: Make a Table—pp. 543–548 (Solve problems by making a table.)	**Chapter 12** **Numbers to 100** • 12-8 Problem Solving Strategy: Make a Table—pp. 421–422	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 15 **Count, Write, and Order Numbers to 31** • 15-1 Count and Write 21 to 24—pp. 555–558 (Count and write 21 to 24.) • 15-2 Count and Write 25 to 28—pp. 559–562 (Count and write 25 to 28.) • 15-3 Count and Write 29 to 31—pp. 565–568 (Count and write 29 to 31.)	**Chapter 5** **Numbers to 31** • 5-8 Identify and Write 21–25—pp. 175–176 • 5-9 Identify and Write 26–31—pp. 177–178	**NY-K.CC.4b** Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. **NY-K.CC.5a** Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. **NY-K.CC.5b** Given a number from 1–20, count out that many objects.
• 15-4 Order Numbers to 31—pp. 569–572 (Order numbers to 31.)	• 5-11 Order Numbers to 31—pp. 181–182	**NY-K.CC.4c** Understand the concept that each successive number name refers to a quantity that is one larger.

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• 15-5 Problem Solving: Logical Reasoning—pp. 573–578 (Use logical reasoning to solve problems.)	**Chapter 1** **Sorting** • 1-9 Problem Solving Strategy: Logical Reasoning—pp. 21–22	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.6** Attend to precision.

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Chapter 16 **Numbers to 100** • 16-1 Count to 50 by Ones—pp. 585–588 (Count and write numbers to 50.) • 16-2 Count Forward to 50—pp. 589–592 (Count forward from one number to another number within 50.)	**Chapter 12** **Numbers to 100** • 12-1 Count to 100—pp. 405–406 • 12-1A Count Forward to 100—Online	**NY-K.CC.1** Count to 100 by ones and by tens.
• 16-3 Count to 100 by Ones—pp. 595–598 (Count and write numbers to 100.) • 16-4 Count Forward to 100—pp. 599–602 (Count forward from one number to another number within 100.) • 16-5 Count by Tens—pp. 603–606 (Count up to 100 by 10s.)	• 12-1 Count to 100—pp. 405–406 • 12-1A Count Forward to 100—Online • 12-1B Recognize Counting Patterns (recognize and use patterns in the hundred chart)—Online • 12-2 Explore Tens—pp. 407–408 • 12-6 Count by 10s—pp. 417–418	**NY-K.CC.1** Count to 100 by ones and by tens. **NY-K.CC.2** Count to 100 by ones beginning from any given number (instead of beginning at 1).
• 16-6 Problem Solving: Make a Table—pp. 607–612 (Make a table to solve problems.)	• 12-8 Problem Solving Strategy: Make a Table—pp. 421–422	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 17 **Time** • 17-1 Time Sequence: First, Next, Last—pp. 619–622 (Identify activities that happen first, next, and last as happening in 1-2-3 order.) • 17-2 Calendar—pp. 623–626 (Identify the parts of a calendar.) • 17-3 More Time, Less Time—pp. 629–632 (Identify which of two activities takes more or less time.) • 17-4 Time on the Hour—pp. 633–636 (Tell time to the hour; Write time in standard notation.)	**Chapter 10** **Time** • 10-1 Time Sequence—pp. 337–338 • 10-2 Calendar—pp. 339–340 • 10-3 Calendar: Yesterday, Today, Tomorrow—pp. 341–342 • 10-5 More Time, Less Time—pp. 345–346 • 10-6 Time on the Hour—pp. 349–350 • 10-7 Tell the Time—pp. 351–352	See Grade 1 **NY-1.MD.3a** Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o'clock and half past.
• 17-5 Problem Solving: Draw a Picture—pp. 637–642 (Solve problems by drawing a picture.)		**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.

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Chapter 18 **Money** • 18-1 Pennies and Nickels—pp. 649–652 (Identify pennies and nickels.)	**Chapter 9** **Money** • 9-1 Pennies and Nickels—pp. 299–300	**NY-K.MD.4** Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.
• 18-2 Count On from Pennies and Nickels—pp. 653–656 (Identify the value of a penny as 1 cent and a nickel as 5 cents. Count on from pennies and nickels.)	• 9-2 Count On from Pennies and Nickels—pp. 301–302	**NY-K.CC.2** Count to 100 by ones beginning from any given number (instead of beginning at 1). **NY-K.MD.4** Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes. See also Grade 1 **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). *continued on next page*

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		continued from previous page **NY-1.MD.3b** Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.
• 18-3 Dimes and Quarters—pp. 659–662 (Identify dimes and quarters.)	• 9-3 Dimes and Quarters—pp. 303–304	**NY-K.MD.4** Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.
• 18-4 Count On from Dimes and Quarters—pp. 663–666 (Identify the value of a dime as 10¢ and a quarter as 25¢. Count on from dimes and quarters.)	• 9-4 Count On from Dimes and Quarters—pp. 305–306	**NY-K.CC.2** Count to 100 by ones beginning from any given number (instead of beginning at 1). **NY-K.MD.4** Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes. See also Grade 1 **1.OA.C.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **NY-1.MD.3b** Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.
• 18-5 Problem Solving: Use a Model—pp. 667–672 (Solve problems using a model.)	• 9-11 Problem Solving Strategy: Use a Model—pp. 321–322	**MP.1** Make sense of problems and persevere in solving them. **MP.4** Model with mathematics. **MP.6** Attend to precision.