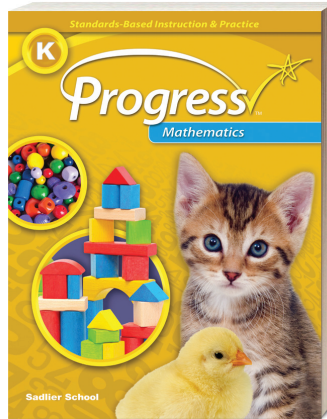


SADLIER

# Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the 2015 Revised

## Alabama Course of Study: Mathematics

## Kindergarten

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## Counting and Cardinality

### KINDERGARTEN STANDARDS

#### Know number names and the count sequence.

1. Count to 100 by ones and by tens. [K-CC1]
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K-CC2]
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). [K-CC3]

#### Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.\* [K-CC4]

\*See page 6 for the complete 4./K-CC4 standard.

### SADLIER PROGRESS MATHEMATICS, KINDERGARTEN

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

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## Counting and Cardinality

### KINDERGARTEN STANDARDS

5. 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. [K-CC5]

### SADLIER *PROGRESS MATHEMATICS*, KINDERGARTEN

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## Counting and Cardinality

### KINDERGARTEN STANDARDS

#### Compare numbers.

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. [K-CC6]
7. Compare two numbers between 1 and 10 presented as written numerals. [K-CC7]

### SADLIER PROGRESS MATHEMATICS, KINDERGARTEN

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

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

## Operations and Algebraic Thinking

### KINDERGARTEN STANDARDS

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

8. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.) [K-OA1]
9. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K-OA2]
10. 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  $5 = 4 + 1$ ). [K-OA3]
11. 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. [K-OA4]
12. Fluently add and subtract within 5. [K-OA5]

### SADLIER PROGRESS MATHEMATICS, KINDERGARTEN

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## Number and Operations in Base Ten

### KINDERGARTEN STANDARDS

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

13. 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. [K-NBT1]

### SADLIER *PROGRESS MATHEMATICS*, KINDERGARTEN

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

## Measurement and Data

### KINDERGARTEN STANDARDS

Describe and compare measurable attributes.

14. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. [K-MD1]
15. 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. [K-MD2]

Example: Directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

16. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) [K-MD3]

### SADLIER *PROGRESS MATHEMATICS*, KINDERGARTEN

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

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

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

## Geometry

### KINDERGARTEN STANDARDS

#### Identify and describe shapes.

17. 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*. [K-G1]
18. Correctly name shapes regardless of their orientations or overall size. [K-G2]
19. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). [K-G3]

#### Analyze, compare, create, and compose shapes.

20. 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). [K-G4]
21. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. [K-G5]
22. Compose simple shapes to form larger shapes. [K-G6]  
Example: “Can you join these two triangles with full sides touching to make a rectangle?”

### SADLIER PROGRESS MATHEMATICS, KINDERGARTEN

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