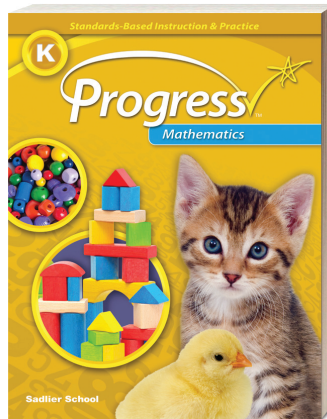


SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

Mathematics Florida Standards (MAFS)

Kindergarten

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Domain: Counting and Cardinality

STANDARDS

SADLIER PROGRESS MATHEMATICS, KINDERGARTEN

Cluster 1: Know number names and the count sequence.

MAFS.K.CC.1.1 Count to 100 by ones and by tens.
Cognitive Complexity: Level 1: Recall

MAFS.K.CC.1.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Cognitive Complexity: Level 1: Recall

MAFS.K.CC.1.3* (*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).
Cognitive Complexity: 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.

MAFS.K.CC.2.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Cognitive Complexity: 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.
- b. Understand that the last number name said tells the number of objects

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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

Lesson 29 **Count and Model 13 and 14**—pp. 139–142

Domain: Counting and Cardinality

STANDARDS

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counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

- c. Understand that each successive number name refers to a quantity that is one larger.

MAFS.K.CC.2.5

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.

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS MATHEMATICS, KINDERGARTEN

Lesson 31 **Count and Model 15 and 16**—pp. 147–150

Lesson 33 **Count and Model 17 and 18**—pp. 155–158

Lesson 35 **Count and Model 19 and 20**—pp. 163–166

Lesson 1 **Count and Model 1 and 2**—pp. 11–14

Lesson 2 **Count and Write 1 and 2**—pp. 15–18

Lesson 3 **Count and Model 3 and 4**—pp. 19–22

Lesson 4 **Count and Write 3 and 4**—pp. 23–26

Lesson 5 **Count and Model 0 and 5**—pp. 27–30

Lesson 6 **Count and Write 0 and 5**—pp. 31–34

Lesson 8 **Count and Model 6 and 7**—pp. 39–42

Lesson 9 **Count and Write 6 and 7**—pp. 43–46

Lesson 10 **Count and Model 8, 9 and 10**—pp. 47–50

Lesson 11 **Count and Write 8, 9, and 10**—pp. 51–54

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

Lesson 13 **Count to Tell How Many**—pp. 59–62

Lesson 27 **Count and Model 11 and 12**—pp. 131–134

Lesson 28 **Count and Write 11 and 12**—pp. 135–138

Lesson 29 **Count and Model 13 and 14**—pp. 139–142

Lesson 30 **Count and Write 13 and 14**—pp. 143–146

Lesson 31 **Count and Model 15 and 16**—pp. 147–150

Lesson 32 **Count and Write 15 and 16**—pp. 151–154

Lesson 33 **Count and Model 17 and 18**—pp. 155–158

Lesson 34 **Count and Write 17 and 18**—pp. 159–162

Lesson 35 **Count and Model 19 and 20**—pp. 163–166

Domain: Counting and Cardinality

STANDARDS	SADLIER PROGRESS MATHEMATICS, KINDERGARTEN
<p>Cluster 3: Compare numbers.</p>	
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Lesson 36 Count and Write 19 and 20—pp. 167–170</p> <hr/> <p>Lesson 37 Make and Break Apart 11 to 19—pp. 171–174</p> <hr/> <p>Lesson 7 Match to Compare—pp. 35–38</p> <hr/> <p>Lesson 12 Count to Compare—pp. 55–58</p> <hr/> <p>Lesson 14 Compare Numbers—pp. 63–66</p>
<p>MAFS.K.CC.3.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	

Domain: Operations and Algebraic Thinking

STANDARDS	SADLIER PROGRESS MATHEMATICS, KINDERGARTEN
<p>Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Lesson 16 Put Together to Add—pp. 79–82</p> <hr/> <p>Lesson 17 Add to Find How Many—pp. 83–86</p> <hr/> <p>Lesson 19 Take Away to Subtract—pp. 91–94</p> <hr/> <p>Lesson 20 Subtract to Find How Many Left—pp. 95–98</p> <hr/> <p>Lesson 18 Problem Solving: Addition—pp. 87–90</p> <hr/> <p>Lesson 21 Problem Solving: Subtraction—pp. 99–102</p>
<p>MAFS.K.OA.1.2* Solve addition and subtraction word problems¹, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (¹Students are not required to independently read the word problems.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	

Domain: Operations and Algebraic Thinking

STANDARDS	SADLIER PROGRESS MATHEMATICS, KINDERGARTEN
<p>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 $5 = 4 + 1$).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Lesson 22 Break Apart Numbers to 5—pp. 103–106</p> <hr/> <p>Lesson 25 Break Apart Numbers to 10—pp. 115–118</p> <hr/>
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Lesson 26 Make Ten—pp. 119–122</p> <hr/>
<p>MAFS.K.OA.1.5 Fluently add and subtract within 5.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Lesson 23 Addition: Sums to 5 (Fluency)—pp. 107–110</p> <hr/> <p>Lesson 24 Subtract: From 5 or Less (Fluency)—pp. 111–114</p> <hr/>
<p>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.)</p>	<p>Online at SadlierConnect.com</p> <hr/>

Domain: Number and Operations in Base Ten

STANDARDS	SADLIER PROGRESS MATHEMATICS, KINDERGARTEN
<p>Cluster 1: Work with numbers 11–19 to gain foundations for place value.</p> <hr/>	
<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Lesson 37 Make and Break Apart 11 to 19—pp. 171–174</p> <hr/>

Domain: Measurement and Data

STANDARDS

SADLIER PROGRESS MATHEMATICS, KINDERGARTEN

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*
(*new standard)

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.*

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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

STANDARDS

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

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 PROGRESS MATHEMATICS, KINDERGARTEN

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

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