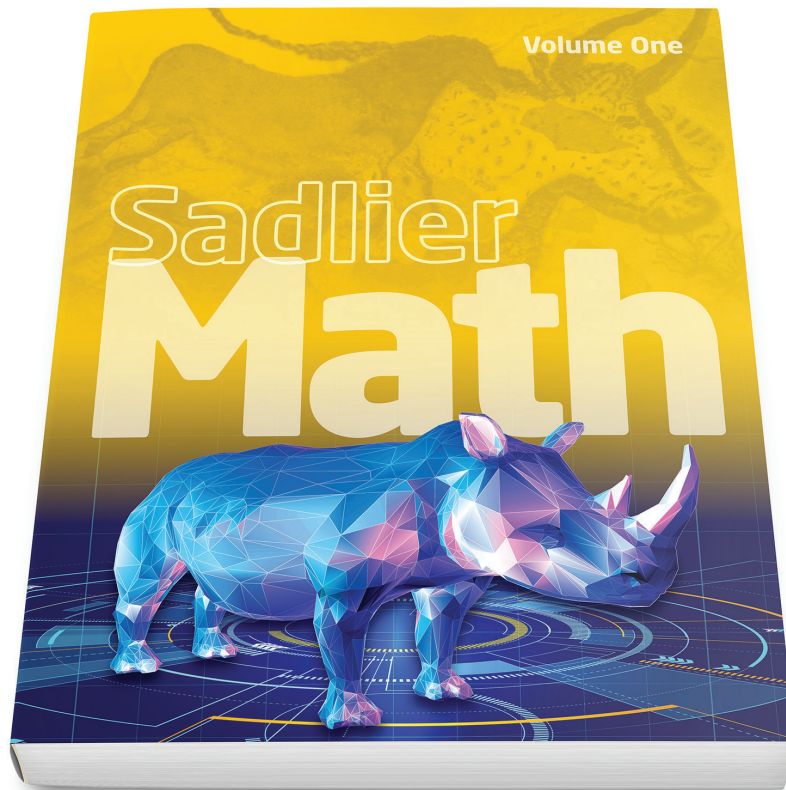


Sadlier Math™

Correlation to the Diocese of Raleigh Math Standards

Grade K



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COUNTING AND CARDINALITY

Kindergarten Content Standards

Sadlier Math, Kindergarten

Achievement Standard: K.CC.1 Know number names and the counting sequence.

K.CC.1.1 Know number names and recognize patterns in the counting sequence by:

- Counting to 100 by ones and tens.

Chapter 5: 5-1 & 5-2, 5-4 through 5-6, 5-8

- 5-1 Count Numbers to 10—pp. 147-150
- 5-2 Count Forward and Count Back—pp. 151-154
- 5-4 Tally Marks—pp. 161-164
- 5-5 Tally Charts—pp. 165-168
- 5-6 Sort and Count—pp. 169-172
- 5-8 Problem Solving: Use Counting—pp. 177-182

Chapter 16: 16-1 through 16-6

- 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
- 16-6 Problem Solving: Make a Table—pp. 607-612

- Skip counting by 2's and 5's up to 20.

Chapter 16: 16-6

- 16-6 Problem Solving: Make a Table—pp. 607-612 (ELL: count by 2s)

Related

Chapter 16: 16-1 through 16-5

- 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

See also Grade 1

Chapter 6: 6-9

- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237-240 (Count by 2s, 5s, and 10s)

- Introducing the terms odd and even in relation to skip counting.

See Grade 2

Chapter 10: 10-1

- 10-1 Odd and Even Numbers—pp. 429-432

K.CC.1.2 Count forward beginning from a given number within the known sequence, instead of having to begin at 1.

Chapter 3: 3-1

- 3-1 Count to Tell How Many—pp. 75-78

Chapter 5: 5-1 & 5-2

- 5-1 Count Numbers to 10—pp. 147-150
- 5-2 Count Forward and Count Back—pp. 151-154

Chapter 16: 16-1 through 16-6

- 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
- 16-6 Problem Solving: Make a Table—pp. 607-612

COUNTING AND CARDINALITY

Kindergarten Content Standards

Sadlier Math, Kindergarten

K.CC.1.3 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.

Chapter 2: 2-4 through 2-7

- 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
- 2-7 Problem Solving: Use a Map—pp. 63-68

Chapter 3: 3-1

- 3-1 Count to Tell How Many—pp. 75-78

Chapter 4: 4-1 through 4-3, 4-5

- 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
- 4-5 Problem Solving: Read and Understand—pp. 135-140

Chapter 12: 12-1, 12-4 through 12-8

- 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

Related

Chapter 15: 15-1 through 15-4

- 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
- 15-4 Order Numbers to 31—pp. 569-572

Achievement Standard: K.CC.2 Count to tell the number of objects.

K.CC.2.1 Understand the relationship between numbers and quantities.

- 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 (one-to-one correspondence).
- Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).
- State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).

Chapter 2: 2-4 through 2-7

- 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
- 2-7 Problem Solving: Use a Map—pp. 63-68

Chapter 4: 4-1 through 4-6

- 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

Chapter 5: 5-1

- 5-1 Count Numbers to 10—pp. 147-150

Chapter 12: 12-1, 12-4 through 12-8

- 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

COUNTING AND CARDINALITY

Kindergarten Content Standards

Sadlier Math, Kindergarten

K.CC.2.2 Count to answer “How many?” in the following situations:

- Given a number from 1–20, count out that many objects.
- Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
- Given 20 objects placed in a line, a rectangular array, and a circle, identify how many.
- Given 10 objects in a scattered arrangement, identify how many.

Chapter 2: 2-4 through 2-6

- 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

Chapter 3: 3-1 & 3-8

- 3-1 Count to Tell How Many—pp. 75–78
- 3-8 Problem Solving: Use Tools—pp. 105–110

Chapter 4: 4-1 through 4-3, 4-5

- 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
- 4-5 Problem Solving: Read and Understand—pp. 135–140

Chapter 5: 5-1, 5-4 through 5-6

- 5-1 Count Numbers to 10—pp. 147–150
- 5-4 Tally Marks—pp. 161–164
- 5-5 Tally Charts—pp. 165–168
- 5-6 Sort and Count—pp. 169–172

Chapter 12: 12-1, 12-4 through 12-8

- 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

Chapter 18: 18-2 & 18-4

- 18-2 Count On from Pennies and Nickels—pp. 653–656
- 18-4 Count On from Dimes and Quarters—pp. 663–666

Achievement Standard: K.CC.3 Compare numbers.

K.CC.3.1 Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.

Chapter 2: 2-1 through 2-3

- 2-1 As Many As—pp. 37–40
- 2-2 Fewest, Most—pp. 41–44
- 2-3 Make Equal Groups—pp. 45–48

Chapter 3: 3-3 through 3-6, 3-8

- 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
- 3-8 Problem Solving: Use Tools—pp. 105–110

Chapter 5: 5-3

- 5-3 Compare Numbers up to 10—pp. 155–158

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COUNTING AND CARDINALITY

Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>K.CC.3.2 Compare two numbers, within 10, presented as written numerals using terms greater than, less than, or equal to.</p>	<p>Chapter 3: 3-6 & 3-8</p> <ul style="list-style-type: none"> 3-6 Compare Numbers up to 5—pp. 97-100 3-8 Problem Solving: Use Tools—pp. 105-110 <p>Chapter 4: 4-5</p> <ul style="list-style-type: none"> 4-5 Problem Solving: Read and Understand—pp. 135-140 <p>Chapter 5: 5-3 & 5-8</p> <ul style="list-style-type: none"> 5-3 Compare Numbers up to 10—pp. 155-158 5-8 Problem Solving: Use Counting—pp. 177-182 <p>Chapter 12: 12-2 & 12-10</p> <ul style="list-style-type: none"> 12-2 Compare Numbers up to 12—pp. 433-436 12-10 Problem Solving: Use a Model—pp. 467-472

OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>Achievement Standard: K.OA.1 Understand addition and subtraction</p>	
<p>K.OA.1.1 Represent addition and subtraction, within 10:</p> <ul style="list-style-type: none"> Use a variety of representations such as objects, fingers, mental images, illustrations, sounds, acting out situations, verbal explanations, or mathematical symbols. Demonstrate understanding of addition and subtraction by making connections among representations. 	<p>Chapter 10: 10-1 through 10-6, 10-8</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 10-8 Use Ten-Frames to Add—pp. 367-370 <p>Chapter 11: 11-1 through 11-6, 11-8 & 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 11-8 Use Ten-Frames to Subtract—pp. 413-416 11-9 Problem Solving: Use a Number Sentence—pp. 417-422
<p>K.OA.1.2 Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:</p> <ul style="list-style-type: none"> Add to/Take From-Result Unknown. Put Together/ Take Apart (Total Unknown and Two Addends Unknown). 	<p>Chapter 10: 10-1 through 10-6, 10-8</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 10-8 Use Ten-Frames to Add—pp. 367-370 <p>Chapter 11: 11-1 through 11-6, 11-8 & 11-9</p> <ul style="list-style-type: none"> 11-1 Take Away—pp. 383-386 11-2 Take Apart—pp. 387-390 <p style="text-align: right;"><i>continued</i></p>

OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
	<ul style="list-style-type: none"> • 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 • 11-8 Use Ten-Frames to Subtract—pp. 413-416 • 11-9 Problem Solving: Use a Number Sentence—pp. 417-422
<p>K.OA.1.3 Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by an illustration or expression.</p>	<p>Chapter 9: 9-1 through 9-4</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
<p>K.OA.1.4 For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or illustrations, and record the answer with an illustration or mathematical symbols</p>	<p>Chapter 10: 10-8</p> <ul style="list-style-type: none"> • 10-8 Use Ten-Frames to Add—pp. 367-370 (make ten) <p>Chapter 11: 11-8</p> <ul style="list-style-type: none"> • 11-8 Use Ten-Frames to Subtract—pp. 413-416
<p>K.OA.1.5 Recognize and combine groups with totals up to 5 (conceptual subitizing).</p>	<p>Chapter 10: 10-1</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
<p>K.OA.1.6 Demonstrate fluency with addition and subtraction within 5.</p>	<p>Chapter 10: 10-1 through 10-8</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 <p>Chapter 11: 11-1 through 11-8</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

NUMBER AND OPERATIONS IN BASE TEN

Kindergarten Content Standards

Sadlier Math, Kindergarten

Achievement Standard: K.NBT.1 Build foundation for place value.

K.NBT.1.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:

- Using objects or illustrations.
- Recording each composition or decomposition by an illustration or number expression.
- Understanding that these numbers are composed of one group of ten, and one, two, three, four, five, six, seven, eight, or nine ones.

Chapter 13: 13-1 through 13-6

- 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
- 13-6 Problem Solving: Make a Drawing—pp. 501–506

MEASUREMENT AND DATA

Kindergarten Content Standards

Sadlier Math, Kindergarten

Achievement Standard: K.MD.1 Describe and compare measurable attributes.

K.MD.1.1 Describe measurable attributes of objects; and describe several different measurable attributes of a single object.

Chapter 14: 14-1 through 14-6, 14-8

- 14-1 Describe and Compare by Size—pp. 513–516
- 14-2 Describe and Compare by Length 5—pp. 517–520
- 14-3 Order by Length—pp. 521–524
- 14-4 Describe and Compare by Height—pp. 525–528
- 14-5 Describe and Compare by Weight—pp. 531–534
- 14-6 Describe and Compare by More Than One Attribute—pp. 535–538
- 14-8 Problem Solving: Make a Table—pp. 543–548

K.MD.1.2 Directly compare two objects with a measurable attribute in common, to see which object is “greater than”/“less than” the attribute, and describe the difference.

Chapter 14: 14-1 through 14-8

- 14-1 Describe and Compare by Size—pp. 513–516
- 14-2 Describe and Compare by Length 5—pp. 517–520
- 14-3 Order by Length—pp. 521–524
- 14-4 Describe and Compare by Height—pp. 525–528
- 14-5 Describe and Compare by Weight—pp. 531–534
- 14-6 Describe and Compare by More Than One Attribute—pp. 535–538
- 14-8 Problem Solving: Make a Table—pp. 543–548

MEASUREMENT AND DATA

Kindergarten Content Standards

Sadlier Math, Kindergarten

Achievement Standard: K.MD.2 Classify objects and count the number of objects in each category.

K.MD.2.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Chapter 1: 1-1 through 1-6

- 1-1 Alike or Same—pp. 3-6
- 1-2 Different—pp. 7-10
- 1-3 Sort by Color—pp. 11-14
- 1-4 Sort by Shape—pp. 17-20
- 1-5 Sort by Size—pp. 21-24
- 1-6 Problem Solving: Logical Reasoning—pp. 25-30

Chapter 5: 5-4 through 5-6

- 5-4 Tally Marks—pp. 161-164
- 5-5 Tally Charts—pp. 165-168
- 5-6 Sort and Count—pp. 169-172

K.MD.2.2 Identify and state value of penny, nickel, and dime.

Chapter 18: 18-1 through 18-5

- 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

GEOMETRY

Kindergarten Content Standards

Sadlier Math, Kindergarten

Achievement Standard: K.G.1 Identify and describe shapes.

K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.

- Identify and create ‘ab’ patterns using objects or illustrations.

Chapter 8: 8-1 through 8-7

- 8-1 Above, Below—pp. 269-272
- 8-2 Top, Middle, Bottom—pp. 273-276
- 8-3 Over, On, Under—pp. 277-280
- 8-4 Inside, Outside, Beside—pp. 283-286
- 8-5 In Front of, Behind, Next to—pp. 287-290
- 8-6 Left, Right, Between—pp. 291-294
- 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295-300

K.G.1.2 Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientation or overall size.

Chapter 6: 6-1 through 6-4, 6-6 through 6-9

- 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
- 6-6 Shape Patterns—pp. 211-214
- 6-7 Make Patterns—pp. 215-218
- 6-8 Make Shapes from Other Shapes—pp. 219-222
- 6-9 Problem Solving: Find a Pattern—pp. 223-228

continued

GEOMETRY	
Kindergarten Content Standards	Sadlier Math, Kindergarten
	<p>Chapter 7: 7-1, 7-2 & 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 • 7-6 Problem Solving: Make a Drawing—pp. 257-262 <p>Chapter 8: 8-1 through 8-7</p> <ul style="list-style-type: none"> • 8-1 Above, Below—pp. 269-272 • 8-2 Top, Middle, Bottom—pp. 273-276 • 8-3 Over, On, Under—pp. 277-280 • 8-4 Inside, Outside, Beside—pp. 283-286 • 8-5 In Front of, Behind, Next to—pp. 287-290 • 8-6 Left, Right, Between—pp. 291-294 • 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295-300
<p>K.G.1.3 Identify using the correct term for: squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional (plane) or three-dimensional (solid).</p>	<p>Chapter 6: 6-5</p> <ul style="list-style-type: none"> • 6-5 Compare Two-Dimensional Shapes—pp. 207-210 <p>Chapter 7: 7-3 & 7-5</p> <ul style="list-style-type: none"> • 7-3 Compare Three-Dimensional Shapes—pp. 245-248 • 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253-256
<p>Achievement Standard: K.G.2 Analyze, compare, create, and compose shapes.</p>	
<p>K.G.2.1 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes, and other properties.</p>	<p>Chapter 1: 1-4 & 1-6</p> <ul style="list-style-type: none"> • 1-4 Sort by Shape—pp. 17-20 • 1-6 Problem Solving: Logical Reasoning—pp. 25-30 <p>Chapter 5: 5-6</p> <ul style="list-style-type: none"> • 5-6 Sort and Count—pp. 169-172 <p>Chapter 6: 6-1 through 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 • 6-5 Compare Two-Dimensional Shapes—pp. 207-210 • 6-6 Shape Patterns—pp. 211-214 • 6-7 Make Patterns—pp. 215-218 • 6-8 Make Shapes from Other Shapes—pp. 219-222 • 6-9 Problem Solving: Find a Pattern—pp. 223-228 <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 <p>Chapter 8: 8-1 through 8-7</p> <ul style="list-style-type: none"> • 8-1 Above, Below—pp. 269-272 • 8-2 Top, Middle, Bottom—pp. 273-276 <p style="text-align: right;"><i>continued</i></p>

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GEOMETRY	
Kindergarten Content Standards	Sadlier Math, Kindergarten
	<ul style="list-style-type: none"> • 8-3 Over, On, Under—pp. 277-280 • 8-4 Inside, Outside, Beside—pp. 283-286 • 8-5 In Front of, Behind, Next to—pp. 287-290 • 8-6 Left, Right, Between—pp. 291-294 • 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295-300
<p>K.G.2.2 Model shapes in the world by:</p> <ul style="list-style-type: none"> • Finding and locating real world objects: triangles, rectangles, squares, pentagons, and circles. • Illustrating plane shapes, triangles, rectangles, squares, pentagons, circles. • Comparing plane and solid shapes to real world objects. 	<p>Chapter 7: 7-4 & 7-6</p> <ul style="list-style-type: none"> • 7-4 Model Three-Dimensional Shapes—pp. 249-252 • 7-6 Problem Solving: Make a Drawing—pp. 257-262
<p>K.G.2.3 Compose larger shapes from simple shapes.</p> <ul style="list-style-type: none"> • Build using solid shapes, cubes, cones, spheres, cylinders, and pyramids. 	<p>Chapter 6: 6-8</p> <ul style="list-style-type: none"> • 6-8 Make Shapes from Other Shapes—pp. 219-222 <p>Chapter 7: 7-4 & 7-6</p> <ul style="list-style-type: none"> • 7-4 Model Three-Dimensional Shapes—pp. 249-252 • 7-6 Problem Solving: Make a Drawing—pp. 257-262 <p>See also Grade 1</p> <p>Chapter 13: 13-1 through 13-10</p> <ul style="list-style-type: none"> • 13-9 Compose Three-Dimensional Shapes—pp. 517-520