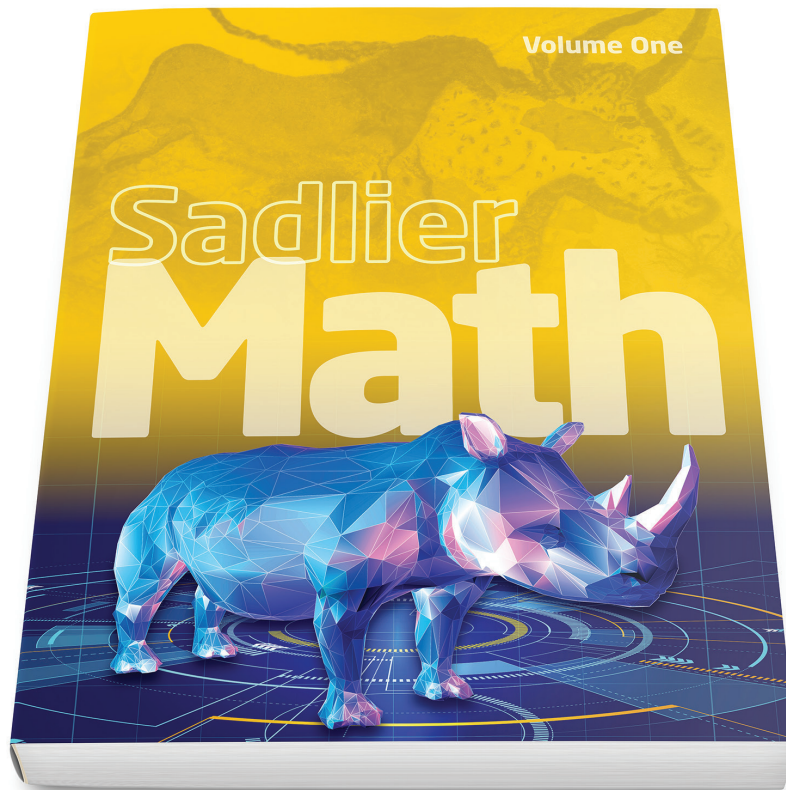


Sadlier Math™

Correlation to the Diocese of Richmond Mathematics Curriculum

Grade K



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Problem Solving (Strategies)	
Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem-solving, which should include problems involving Catholic Social Teaching, not just textbook word problems, will need to be integrated early and continuously into each student’s mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.</p> <p>The student will apply the following problem solving strategies to solve real life situations (use of manipulatives is imperative):</p>	<p>Chapter 1: 1-6 • 1-6 Problem Solving: The Four-Step Process—pp. 25-30</p> <p>Chapter 2: 2-7 • 2-7 Problem Solving: Use a Map—pp. 63-68</p> <p>Chapter 3: 3-8 • 3-8 Problem Solving: Use Tools—pp. 105-110</p> <p>Chapter 4: 4-5 • 4-5 Problem Solving: Read and Understand—pp. 135-140</p> <p>Chapter 5: 5-8 • 5-8 Problem Solving: Use Counting—pp. 177-182</p> <p>Chapter 6: 6-9 • 6-9 Problem Solving: Find a Pattern—pp. 223-228</p> <p>Chapter 7: 7-6 • 7-6 Problem Solving: Make a Drawing —pp. 257-262</p> <p>Chapter 8: 8-7 • 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295-300</p> <p>Chapter 9: 9-5 • 9-5 Problem Solving: Use Drawings to Solve Problems—pp. 325-330</p> <p>Chapter 10: 10-9 • 10-9 Problem Solving: Use a Model—pp. 371-376</p> <p>Chapter 11: 11-9 • 11-9 Problem Solving: Use a Number Sentence —pp. 417-422</p> <p>Chapter 12: 12-10 • 12-10 Problem Solving: Use a Model—pp. 467-472</p> <p>Chapter 13: 13-6 • 13-6 Problem Solving: Making a Drawing —pp. 501-506</p> <p>Chapter 14: 14-8 • 14-8 Problem Solving: Make a Table—pp. 543-548</p> <p>Chapter 15: 15-5 • 15-5 Problem Solving: Logical Reasoning—pp. 573-578</p> <p>Chapter 16: 16-6 • 16-6 Problem Solving: Make a Table—pp. 607-612</p> <p>Chapter 17: 17-5 • 17-5 Problem Solving: Draw a Picture—pp. 637-642</p> <p>Chapter 18: 18-5 • 18-5 Problem Solving: Use a Model—pp. 667-672</p>

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I. NUMBERS AND OPERATIONS

Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>Teachers should reinforce the process of estimation at each grade level. The use of a “Guessing Jar” containing an unknown number of objects is one way to do this.</p> <p>GOAL: For students to be able to count in a variety of ways, and to master one-to-one correspondence.</p>	
A. Number Sense	
The student will:	
<p>1. Count to 100 by: ones, five, tens</p>	<p>Chapter 16: 16-1 & 16-5</p> <ul style="list-style-type: none"> 16-1 Count to 50 by Ones—pp. 585-588 (TE Develop Concepts: Count by Ones) 16-3 Count to 100 by Ones—pp. 595-598 16-5 Count by Tens—pp. 603-606 (Count up to 100 by 10s; TE Develop Concepts: Count by Tens) <p>See also Grade 1</p> <p>Chapter 6: 6-9</p> <ul style="list-style-type: none"> 6-9 Count and Order Using Hundred Chart Patterns—pp. 237-240 (Count by 2s, 5s, and 10s)
<p>2. Count backwards from 10</p>	<p>Chapter 5: 5-2</p> <ul style="list-style-type: none"> 5-2 Count Forward and Count Back—pp. 151-154 (Count forward from any number to 10; Count back from 10)
<p>3. Demonstrate one-to-one correspondence for numbers to 31</p>	<p>Chapter 2: 2-1</p> <ul style="list-style-type: none"> 2-1 As Many As—pp. 37-40 (Match objects one-to-one to show as many as)
<p>4. Recognize the number of objects in a small group without counting</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

I. NUMBERS AND OPERATIONS

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
<p>5. Create a group of a given number of objects</p>	<p>Chapter 2: 2-1</p> <ul style="list-style-type: none"> 2-3 Make Equal Groups—pp. 45-48 <p>Chapter 3: 3-1, 3-5 & 3-8</p> <ul style="list-style-type: none"> 3-1 Count to Tell How Many—pp. 75-78 (Make a group) 3-5 Less Than—pp. 93-96 (Make a group) 3-8 Problem Solving: Use Tools—pp. 105-110 (Make a group) <p>Chapter 4: 4-5</p> <ul style="list-style-type: none"> 4-5 Problem Solving: Read and Understand—pp. 135-140 (Make/compare groups) <p>Chapter 5: 5-1</p> <ul style="list-style-type: none"> 5-1 Count Numbers to 10—pp. 147-150 (Make a group) <p>Chapter 9: 9-5</p> <ul style="list-style-type: none"> 9-5 Problem Solving: Make and Use a Plan—pp. 325-330 (Make a group) <p>Chapter 10: 10-1</p> <ul style="list-style-type: none"> 10-1 Add To—pp. 337-340 <p>Chapter 11: 11-1</p> <ul style="list-style-type: none"> 11-1 Take Away—pp. 383-386 <p>Chapter 12: 12-1, 12-6 through 12-8</p> <ul style="list-style-type: none"> 12-1 Count and Write 11 and 12—pp. 429-432 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>6. Read, order and write numbers 0 to 30</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, 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>7. Identify ordinal numbers from first to tenth</p>	<p>Chapter 3: 3-7</p> <ul style="list-style-type: none"> 3-7 Ordinals: First to Fifth—pp. 101-104 <p>Chapter 5: 5-7</p> <ul style="list-style-type: none"> 5-7 Ordinals: First to Tenth—pp. 173-176

I. NUMBERS AND OPERATIONS

Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>8. Use language such as more than, less than, equal, before and after to compare small quantities</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: 3-6</p> <ul style="list-style-type: none"> 3-6 Compare Numbers up to 5—pp. 97-100 <p>Chapter 5: 5-3</p> <ul style="list-style-type: none"> 5-3 Compare Numbers up to 10—pp. 155-158
<p>9. Recognize number words to 10</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>10. Identify one more and one less</p>	<p>Chapter 4: 4-4</p> <ul style="list-style-type: none"> 4-4 Order Numbers to 10—pp. 131-134 <p>Chapter 10: 10-3 & 10-7</p> <ul style="list-style-type: none"> 10-3 Add 1—pp. 345-348 10-7 Addition Patterns—pp. 363-366 <p>Chapter 11: 11-3 & 11-7</p> <ul style="list-style-type: none"> 11-3 Subtract 1—pp. 391-394 11-7 Subtraction Patterns—pp. 409-412
<p>11. Demonstrate place value with manipulatives: ones and tens</p>	<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>See also Grade 1</p> <p>Chapter 6: 6-1</p> <ul style="list-style-type: none"> 6-1 Tens and Ones—pp. 201-204
<p>B. Addition and Subtraction</p>	
<p>The student will:</p>	
<p>1. Count the number in combined groups</p>	<p>Chapter 10: 10-1 & 10-2</p> <ul style="list-style-type: none"> 10-1 Add To—pp. 337-340 10-2 Put Together—pp. 341-344

I. NUMBERS AND OPERATIONS	
Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>2. Use concrete objects to solve problems with sums and differences up to 10</p>	<p>Chapter 10: 10-3 through 10-9</p> <ul style="list-style-type: none"> • 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: 11-3 through 11-8</p> <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 • 11-7 Subtraction Patterns—pp. 409-412 • 11-8 Use Ten-Frames to Subtract—pp. 413-416
C. Multiplication and Division	
No objectives.	
D. Properties	
No objectives.	
E. Fractions/Decimals/Percents	
The student will:	
<p>1. Represent commonly used fractions such as $\frac{1}{4}$ and $\frac{1}{2}$</p>	<p>See Grade 1 related content</p> <p>Chapter 14: 14-2 through 14-5</p> <ul style="list-style-type: none"> • 14-2 Make Halves—pp. 537-540 • 14-3 Make Fourths—pp. 541-544 • 14-4 Halves and Fourths—pp. 547-550 • 14-5 Problem Solving: Draw a Picture—pp. 551-556 <p>See Grade 3</p> <p>Chapter 9: 9-2</p> <ul style="list-style-type: none"> • 9-2 Name Unit Fractions of a Whole—pp. 190-191 (introduce numerator, denominator, fractional notation)

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II. MEASUREMENT	
Kindergarten Content Standards	Sadlier Math, Kindergarten
Students should be able to estimate and measure and in both customary and metric measurements of length, weight, capacity, temperature, time and money. As their ability to measure increases, they should be able to determine the reasonableness of their answers. Students should use appropriate labels for answers.	
A. Linear Measurement	
The student will:	
1. Identify by direct comparison the difference between longer and shorter	Chapter 14: 14-2 • 14-2 Describe and Compare by Length—pp. 517-520
2. Using a non-standard unit of measurement determine longer and shorter (using a shoe, a hand, etc)	See Grade 1 Chapter 5: 5-2 through 5-4 • 5-2 Use Indirect Comparison—pp. 167-170 • 5-3 Same-Size Length Units—pp. 171-174 • 5-4 Measure Length—pp. 175-178
3. Order several objects according to length	Chapter 14: 14-2 & 14-3 • 14-2 Describe and Compare by Length—pp. 517-520 • 14-3 Order by Length—pp. 521-524
B. Weight	
The student will:	
1. Identify by direct comparison the difference between heavier and lighter	Chapter 14: 14-5 • 14-5 Describe and Compare by Weight—pp. 531-534
C. Temperature	
The student will:	
1. Identify by direct comparison the difference between hotter and colder	Chapter 14: 14-7 • 14-7 Describe Temperature—pp. 539-542
D. Time/Money	
The student will:	
1. Recite the 7 days of the week and the 12 months of the year	Chapter 17: 17-2 • 17-2 Calendar—pp. 623-626

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II. MEASUREMENT

Kindergarten Content Standards	Sadlier Math, Kindergarten
2. Recognize parts of the calendar: day of the week, month, year, date	Chapter 17: 17-2 • 17-2 Calendar—pp. 623–626
3. Identify and determine the value of coins (penny, nickel, dime, quarter)	Chapter 18: 18-1 & 18-3 • 18-1 Pennies and Nickels—pp. 649–652 • 18-3 Dimes and Quarters—pp. 659–662
4. Tell time to hour and half hour	Chapter 17: 17-4 • 17-4 Time on the Hour—pp. 633–636 See also Grade 1 Chapter 15: 15-2 • 15-2 Half Hour—pp. 567–570

III. GEOMETRY

Kindergarten Content Standards	Sadlier Math, Kindergarten
The student will:	
1. Identify the difference between two- (circle, square, triangle, rectangle, oval, diamond, heart) and three-dimensional shapes (sphere, cube, cone, rectangular prism, pyramid)	Chapter 6: 6-1 through 6-5 • 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 Chapter 7: 7-1 through 7-4 • 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
2. Demonstrate common language of spatial sense and show examples: inside,	Chapter 8: 8-1 through 8-6 • 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

IV. STATISTICS, PROBABILITY AND DATA ANALYSIS

Kindergarten Content Standards	Sadlier Math, Kindergarten
The student will:	
1. Sort and classify objects according to their attributes (e.g., shape, size, color)	Chapter 1: 1-3 through 1-5 <ul style="list-style-type: none"> 1-3 Sort by Color—pp. 11-14 1-4 Sort by Shape—pp. 17-20 1-5 Sort by Size—pp. 21-24
2. Collect data about themselves and their surroundings (e.g., hair color, eye color, shoe color, birthdays)	See Grade 1 Chapter 10: 10-1 <ul style="list-style-type: none"> 10-1 Read Tally Charts—pp. 377-380 (collecting data)
3. Construct and interpret graphs, real graphs (using physical objects), pictographs	See Grade 1 Chapter 10: 10-1 <ul style="list-style-type: none"> 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

V. ALGEBRA

Kindergarten Content Standards	Sadlier Math, Kindergarten
The student will:	
1. Sort objects and pictures by attributes	Chapter 1: 1-3 through 1-5 <ul style="list-style-type: none"> 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
2. Describe sorting rules	Chapter 1: 1-3 through 1-5 <ul style="list-style-type: none"> 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
3. Identify, create, copy and extend patterns using numbers, pictures, manipulatives, etc.	Chapter 6: 6-6 & 6-7 <ul style="list-style-type: none"> 6-6 Shape Patterns—pp. 211-214 6-7 Make Patterns—pp. 215-218