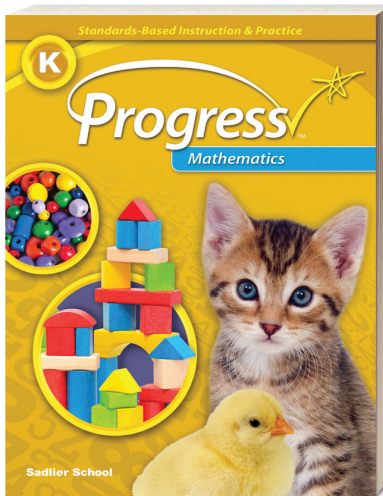


SADLIER

Progress Mathematics



Aligned to the

Massachusetts Curriculum Framework for Mathematics

Kindergarten

Contents

- 2 Counting and Cardinality
- 4 Operations and Algebraic Thinking
- 5 Number and Operations in Base Ten
- 5 Measurement and Data
- 6 Geometry



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Counting and Cardinality

K.CC

KINDERGARTEN CONTENT STANDARDS

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 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).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 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 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.

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

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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

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

Counting and Cardinality

K.CC

KINDERGARTEN CONTENT 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.

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

Counting and Cardinality

K.CC

KINDERGARTEN CONTENT 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.⁵

⁵ Include groups with up to ten objects.

7. Compare two numbers between 1 and 10 presented as written numerals.

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Lesson 7 Match to Compare—pp. 35–38

Lesson 12 Count to Compare—pp. 55–58

Lesson 14 Compare Numbers—pp. 63–66

Operations and Algebraic Thinking

K.OA

KINDERGARTEN CONTENT STANDARDS

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings,⁶ sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

⁶ Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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 $5 = 4 + 1$).

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.

5. Fluently add and subtract within 5.

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Lesson 16 Put Together to Add—pp. 79–82

Lesson 17 Add to Find How Many—pp. 83–86

Lesson 19 Take Away to Subtract—pp. 91–94

Lesson 20 Subtract to Find How Many Left—pp. 95–98

Lesson 18 Problem Solving: Addition—pp. 87–90

Lesson 21 Problem Solving: Subtraction—pp. 99–102

Lesson 22 Break Apart Numbers to 5—pp. 103–106

Lesson 24 Break Apart Numbers to 10—pp. 115–118

Lesson 26 Make Ten—pp. 119–122

Lesson 23 Addition: Sums to 5 (Fluency)—pp. 107–110

Lesson 24 Subtract: From 5 or Less (Fluency)—pp. 111–114

Number and Operations in Base Ten

K.NBT

KINDERGARTEN CONTENT STANDARDS

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

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.

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

Measurement and Data

K.MD

KINDERGARTEN CONTENT STANDARDS

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Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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.*

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

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

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

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.⁷

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

⁷Limit category counts to be less than or equal to 10.

Geometry

K.G

KINDERGARTEN CONTENT STANDARDS

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

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).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

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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