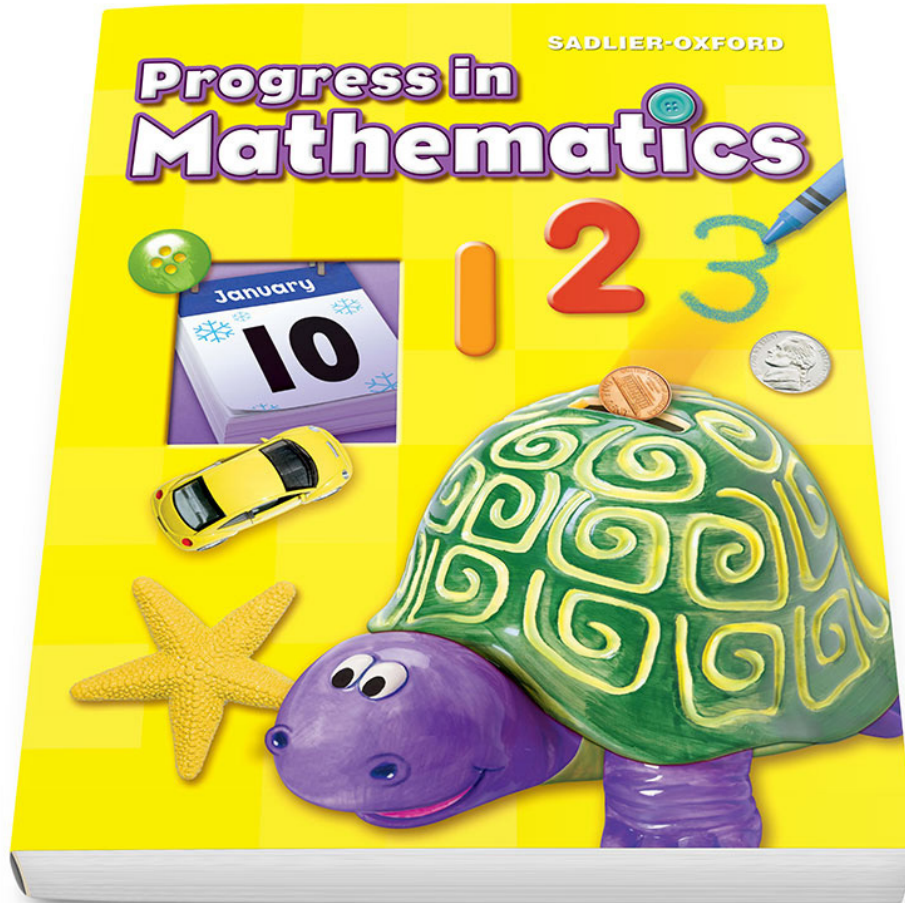


Progress in Mathematics

Correlation to the New York State

Next Generation Mathematics Learning Standards (2017)

Grade K



Learn more at www.sadlier.com/school/pim

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	Progress in Mathematics, Grade K
Know number names and the count sequence.	
<p>NY-K.CC.1 Count to 100 by ones and by tens.</p>	<p>Chapter 4 Numbers 0-10 4-13 Numbers 1-10—pp. 139-140 4-14 Number Line—pp. 141-142</p> <p>Chapter 12 Numbers to 100 12-1 Count to 100—pp. 405-406 *12-1A Count Forward to 100—Online *12-1B Recognize Counting Patterns—Online 12-2 Explore Tens—pp. 407-408 12-3 Explore Tens and Ones—pp. 409-410 12-6 Count by 10s—pp. 417-41</p>
<p>NY-K.CC.2 Count to 100 by ones beginning from any given number (instead of beginning at 1).</p>	<p>Chapter 4 Numbers 0-10 *4-8B Order 0-5 (count from any number)—Online 4-14 Number Line—pp. 141-142</p> <p>Chapter 5 Numbers to 31 *5-7B Count Numbers to 20—Online</p> <p>Chapter 12 Numbers to 100 12-1 Count to 100—pp. 405-406 *12-1A Count Forward to 100—Online *12-1B Recognize Counting Patterns—Online</p>
<p>NY-K.CC.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).</p>	<p>Chapter 4 Numbers 0-10 4-6 Identify and Write 0 and 1—pp. 123-124 4-7 Identify and Write 2 and 3—pp. 125-126 4-8 Identify and Write 4 and 5—pp. 127-128 *4-8A Count to Tell How Many (write the number)—Online *4-8B Order 0-5 (write the number)—Online 4-10 Identify and Write 6 and 7—pp. 133-134 4-11 Identify and Write 8 and 9—pp. 135-136 4-12 Identify and Write 10—pp. 137-138 4-13 Numbers 1-10—pp. 139-140</p> <p style="text-align: right;"><i>continued</i></p>

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	Progress in Mathematics, Grade K
	<p>Chapter 5 Numbers to 31 5-1 Identify and Write 11 and 12—pp. 159-160 5-4 Identify and Write 13 and 14—pp. 165-166 5-5 Identify and Write 15 and 16—pp. 167-168 5-6 Identify and Write 17 and 18—pp. 169-170 5-7 Identify and Write 19 and 20—pp. 171-172</p>
Count to tell the number of objects.	
<p>NY-K.CC.4 Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.</p>	
<p>NY-K.CC.4a 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. (1:1 correspondence)</p>	<p>Chapter 4 Numbers 0-10 4-6 Identify and Write 0 and 1—pp. 123-124 4-7 Identify and Write 2 and 3—pp. 125-126 4-8 Identify and Write 4 and 5—pp. 127-128 *4-8A Count to Tell How Many—Online 4-10 Identify and Write 6 and 7—pp. 133-134 4-11 Identify and Write 8 and 9—pp. 135-136 4-12 Identify and Write 10—pp. 137-138 *4-12C Count to Compare Numbers—Online 4-13 Numbers 1-10—pp. 139-140</p> <p>Chapter 5 Numbers to 31 5-1 Identify and Write 11 and 12—pp. 159-160 5-4 Identify and Write 13 and 14—pp. 165-166 5-5 Identify and Write 15 and 16—pp. 167-168 5-6 Identify and Write 17 and 18—pp. 169-170 5-7 Identify and Write 19 and 20—pp. 171-172</p>
<p>NY-K.CC.4b Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Chapter 4 Numbers 0-10 4-6 Identify and Write 0 and 1—pp. 123-124 4-7 Identify and Write 2 and 3—pp. 125-126 4-8 Identify and Write 4 and 5—pp. 127-128 *4-8A Count to Tell How Many—Online 4-10 Identify and Write 6 and 7—pp. 133-134 4-11 Identify and Write 8 and 9—pp. 135-136 4-12 Identify and Write 10—pp. 137-138 *4-12C Count to Compare Numbers—Online 4-13 Numbers 1-10—pp. 139-140</p> <p style="text-align: right;"><i>continued</i></p>

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	Progress in Mathematics, Grade K
	<p>Chapter 5 Numbers to 31 5-1 Identify and Write 11 and 12—pp. 159-160 5-4 Identify and Write 13 and 14—pp. 165-166 5-5 Identify and Write 15 and 16—pp. 167-168 5-6 Identify and Write 17 and 18—pp. 169-170 5-7 Identify and Write 19 and 20—pp. 171-172</p>
<p>NY-K.CC.4c Understand the concept that each successive number name refers to a quantity that is one larger.</p>	<p>Chapter 4 Numbers 0-10 4-6 Identify and Write 0 and 1—pp. 123-124 4-7 Identify and Write 2 and 3—pp. 125-126 4-8 Identify and Write 4 and 5—pp. 127-128 *4-8A Count to Tell How Many—Online 4-10 Identify and Write 6 and 7—pp. 133-134 4-11 Identify and Write 8 and 9—pp. 135-136 4-12 Identify and Write 10—pp. 137-138 *4-12C Count to Compare Numbers—Online 4-13 Numbers 1-10—pp. 139-140</p> <p>Chapter 5 Numbers to 31 5-1 Identify and Write 11 and 12—pp. 159-160 5-4 Identify and Write 13 and 14—pp. 165-166 5-5 Identify and Write 15 and 16—pp. 167-168 5-6 Identify and Write 17 and 18—pp. 169-170 5-7 Identify and Write 19 and 20—pp. 171-172 5-8 Identify and Write 21-25—pp. 175-176 5-9 Identify and Write 26-31—pp. 177-178</p>
<p>NY-K.CC.4d Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.</p>	<p>Chapter 4 Numbers 0-10 4-9 Ordinals: First to Fifth—pp. 129-130 4-15 Ordinals: First to Tenth—pp. 143-144</p>
NY-K.CC.5	
<p>NY-K.CC.5a Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration. e.g., “How many _____ are there?”</p>	<p>Chapter 4 Numbers 0-10 4-7 Identify and Write 2 and 3—pp. 125-126 4-8 Identify and Write 4 and 5—pp. 127-128 *4-8A Count to Tell How Many—Online 4-10 Identify and Write 6 and 7—pp. 133-134 4-11 Identify and Write 8 and 9—pp. 135-136 4-12 Identify and Write 10—pp. 137-138</p> <p style="text-align: right;"><i>continued</i></p>

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	Progress in Mathematics, Grade K
	<p>*4-12C Count to Compare Numbers—Online 4-13 Numbers 1-10—pp. 139-140 4-14 Number Line—pp. 141-142</p> <p>Chapter 5 Numbers to 31 5-1 Identify and Write 11 and 12—pp. 159-160 5-4 Identify and Write 13 and 14—pp. 165-166 5-5 Identify and Write 15 and 16—pp. 167-168 5-6 Identify and Write 17 and 18—pp. 169-170 5-7 Identify and Write 19 and 20—pp. 171-172</p> <p>Chapter 6 Tables, Graphs, and Fractions 6-1 Tally Marks—pp. 201-202 6-2 Tally Charts—pp. 203-204 6-4 Pictographs—pp. 207-208 6-5 Surveys and Real Graphs—pp. 209-210</p>
<p>NY-K.CC.5b Given a number from 1-20, count out that many objects. e.g., “How many _____ are there?”</p>	<p>Chapter 5 Numbers to 31 *5-7A Count Out That Many—Online</p>
Compare numbers.	
<p>NY-K.CC.6 Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group. e.g., using matching and counting strategies. Note: Include groups with up to ten objects.</p>	<p>Chapter 4 Numbers 0-10 4-1 As Many As—pp. 111-112 4-2 More—pp. 113-114 4-3 Fewer—pp. 115-116 4-4 Fewest, Most—pp. 117-118 *4-12C Count to Compare Numbers—Online</p>
<p>NY-K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. e.g., 6 is greater than 2</p>	<p>Chapter 4 Numbers 0-10 *4-14A Compare Numbers—Online</p>

NY-K.OA OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards

Progress in Mathematics, Grade K

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

NY-K.OA.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.

Note: Drawings need not show details, but should show the mathematics in the problem.

Chapter 7 Addition Readiness

7-1 Joining—pp. 237-238

*7-1A Model Joining Stories—Online

7-2 Add 1—pp. 239-240

7-3 Add 2—pp. 241-242

7-4 Add 3—pp. 243-244

7-5 Add 4—pp. 245-246

*7-5A Use a Bar Model to Add—Online

7-6 Vertical Addition—pp. 249-250

7-7 Use Ten-Frames to Add—pp. 251-252

7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253-254

Chapter 8 Subtraction Readiness

8-1 Take Away—pp. 269-270

*8-1A Model Subtraction Stories—Online

8-2 Subtract 1—pp. 271-272

8-3 Subtract 2—pp. 273-274

8-4 Subtract 3—pp. 275-276

8-5 Subtract 4—pp. 277-278

*8-5A Use a Bar Model to Subtract—Online

8-6 Vertical Subtraction—pp. 281-282

8-7 Addition and Subtraction Patterns—pp. 283-284

8-8 Use Ten-Frames to Subtract—pp. 285-286

8-9 Problem Solving Strategy: Choose the Operation—pp. 287-288

Chapter 9 Money

9-9 Adding Money—pp. 317-318

9-10 Subtracting Money—pp. 319-320

NY-K.OA.2

NY-K.OA.2a Add and subtract within 10.

e.g., using objects or drawings. to represent the problem.

Chapter 7 Addition Readiness

7-1 Joining—pp. 237-238

*7-1A Model Joining Stories—Online

7-2 Add 1—pp. 239-240

continued

NY-K.OA OPERATIONS AND ALGEBRAIC THINKING	
Kindergarten Content Standards	<i>Progress in Mathematics, Grade K</i>
<p>NY-K.OA.2b Solve addition and subtraction word problems within 10.</p> <p>e.g., using objects or drawings to represent the problem.</p>	<p>7-3 Add 2—pp. 241-242 7-4 Add 3—pp. 243-244 7-5 Add 4—pp. 245-246 *7-5A Use a Bar Model to Add—Online 7-6 Vertical Addition—pp. 249-250 7-7 Use Ten-Frames to Add—pp. 251-252 7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253-254</p> <p>Chapter 8 Subtraction Readiness 8-1 Take Away—pp. 269-270 *8-1A Model Subtraction Stories—Online 8-2 Subtract 1—pp. 271-272 8-3 Subtract 2—pp. 273-274 8-4 Subtract 3—pp. 275-276 8-5 Subtract 4—pp. 277-278 *8-5A Use a Bar Model to Subtract—Online 8-6 Vertical Subtraction—pp. 281-282 8-7 Addition and Subtraction Patterns—pp. 283-284 8-8 Use Ten-Frames to Subtract—pp. 285-286 8-9 Problem Solving Strategy: Choose the Operation—pp. 287-288</p>
<p>NY-K.OA.2b Solve addition and subtraction word problems within 10.</p> <p>e.g., using objects or drawings to represent the problem.</p>	<p>Chapter 7 Addition Readiness 7-1 Joining—pp. 237-238 *7-1A Model Joining Stories—Online 7-2 Add 1—pp. 239-240 7-3 Add 2—pp. 241-242 7-4 Add 3—pp. 243-244 7-5 Add 4—pp. 245-246 *7-5A Use a Bar Model to Add—Online 7-6 Vertical Addition—pp. 249-250 7-8 Problem Solving Strategy: Write a Number Sentence—pp. 253-254 Read Aloud: “A Walk in the Park”—pp. 261-264</p> <p>Chapter 8 Subtraction Readiness 8-1 Take Away—pp. 269-270 *8-1A Model Subtraction Stories—Online</p> <p style="text-align: right;"><i>continued</i></p>

NY-K.OA OPERATIONS AND ALGEBRAIC THINKING	
Kindergarten Content Standards	<i>Progress in Mathematics, Grade K</i>
	8-2 Subtract 1—pp. 271-272 8-3 Subtract 2—pp. 273-274 8-4 Subtract 3—pp. 275-276 8-5 Subtract 4—pp. 277-278 *8-5A Use a Bar Model to Subtract—Online 8-6 Vertical Subtraction—pp. 281-282 8-7 Addition and Subtraction Patterns—pp. 283-284 8-8 Use Ten-Frames to Subtract—pp. 285-286 8-9 Problem Solving Strategy: Choose the Operation—pp. 287-288 Connections: Math and Science—p. 290
<p>NY-K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition with a drawing or equation. e.g., using objects or drawings.</p>	<p>Chapter 4 Numbers 0-10 *4-8C Ways to Make 2, 3, 4, and 5—Online *4-10A Ways to Make 6 and 7—Online *4-11A Ways to Make 8 and 9—Online *4-12A Ways to Make 10—Online</p>
<p>NY-K.OA.4 Find the number that makes 10 when given a number from 1 to 9. Record each decomposition with a drawing or equation. e.g., using objects or drawings</p>	<p>Chapter 4 Numbers 0-10 *4-12A Ways to Make 10—Online</p>
<p>NY-K.OA.5 Fluently add and subtract within 5. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.</p>	<p>Chapter 7 Addition Readiness 7-1 Joining—pp. 237-238 7-2 Add 1—pp. 239-240 7-3 Add 2—pp. 241-242 7-4 Add 3—pp. 243-244 7-5 Add 4—pp. 245-246 7-6 Vertical Addition—pp. 249-250</p> <p>Chapter 8 Subtraction Readiness 8-1 Take Away—pp. 269-270 8-2 Subtract 1—pp. 271-272 8-3 Subtract 2—pp. 273-274 8-4 Subtract 3—pp. 275-276 <i>continued</i></p>

NY-K.OA OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards	Progress in Mathematics, Grade K
	8-5 Subtract 4—pp. 277-278 8-6 Vertical Subtraction—pp. 281-282 8-7 Addition and Subtraction Patterns—pp. 283-284
<p>NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects.</p>	<p>Chapter 2 Geometry and Patterns 2-9 Color Patterns—pp. 55-56 2-10 Shape Patterns—pp. 57-58 2-11 Size and Growing Patterns—pp. 59-60 2-12 Transfer Patterns—pp. 61-62 2-13 Make Patterns—pp. 63-64 2-14 Problem Solving Strategy: Find a Pattern—pp. 65-66</p> <p>Chapter 4 Numbers 0-10 4-16 Number Patterns—pp. 145-146</p> <p>Chapter 8 Subtraction Readiness 8-7 Addition and Subtraction Patterns—pp. 283-284</p> <p>Chapter 9 Money Connections: Math and Real World (patterns using coins)—p. 324</p>

NY-K.NBT NUMBER AND OPERATIONS IN BASE TEN

Kindergarten Content Standards	Progress in Mathematics, Grade K
--------------------------------	----------------------------------

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

<p>NY-K.NBT.1 Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones. e.g., using objects or drawings.</p>	<p>Chapter 7 Addition Readiness *7-7A Use a Ten-Frame to Make 11 and 12—Online *7-7B Use a Ten-Frame to Make 13 and 14—Online *7-7C Use a Ten-Frame to Make 15 and 16—Online *7-7D Use a Ten-Frame to Make 17 and 18—Online *7-7E Use a Ten-Frame to Make 19 and 20—Online</p> <p>Chapter 8 Subtraction Readiness 8-8 Use Ten-Frames to Subtract—pp. 285-286 <i>continued</i></p>
--	--

NY-K.NBT NUMBER AND OPERATIONS IN BASE TEN

Kindergarten Content Standards	Progress in Mathematics, Grade K
---------------------------------------	---

	<p>Chapter 12 Numbers to 100 *12-3A Make Teen Numbers—Online</p>
--	---

NY-K.MD MEASUREMENT AND DATA

Kindergarten Content Standards	Progress in Mathematics, Grade K
---------------------------------------	---

Describe and compare measurable attributes.

NY-K.MD.1 Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.

e.g., small, big, short, tall, empty, full, heavy, and light.

Chapter 11 Measurement

- 11-1 Compare by Size—pp. 365–366
- 11-2 Compare by Length—pp. 367–368
- 11-3 Order by Length—pp. 369–370
- 11-4 Compare by Height—pp. 371–372
- 11-5 Measure Length—pp. 373–374
- 11-6 Measure Distance Around—pp. 375–376
- 11-7 Weight: Heavier or Lighter—pp. 379–380
- 11-8 Order by Weight—pp. 381–382
- 11-9 Holds More or Holds Less—pp. 383–384
- 11-10 Order by Capacity—pp. 385–386
- *11-10A Multiple Measureable Attributes—Online

NY-K.MD.2 Directly compare two objects with a common measurable attribute and describe the difference.

Chapter 1 Sorting

- 1-5 Sort by Size—pp. 13–14
- 1-7 Sort by Shape and Size—pp. 17–18

Chapter 2 Geometry and Patterns

- 2-11 Size and Growing Patterns—pp. 59–60

Chapter 11 Measurement

- 11-1 Compare by Size—pp. 365–366
- 11-2 Compare by Length—pp. 367–368
- 11-3 Order by Length—pp. 369–370
- 11-4 Compare by Height—pp. 371–372
- 11-7 Weight: Heavier or Lighter—pp. 379–380
- 11-8 Order by Weight—pp. 381–382
- 11-9 Holds More or Holds Less—pp. 383–384
- 11-10 Order by Capacity—pp. 385–38

NY-K.MD MEASUREMENT AND DATA

Kindergarten Content Standards	Progress in Mathematics, Grade K
---------------------------------------	---

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

NY-K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Note: Limit category counts to be less than or equal to 10.

Chapter 1 Sorting

- 1-1 Alike/Same—pp. 3-4
- 1-2 Different—pp. 5-6
- 1-3 Sort by Color—pp. 7-8
- 1-4 Same Shape—pp. 9-10
- 1-5 Sort by Size—pp. 13-14
- 1-6 Sort by Color and Shape—pp. 15-16
- 1-7 Sort by Shape and Size—pp. 17-18
- 1-8 Sort Two Ways—pp. 19-20
- 1-9 Problem Solving Strategy: Logical Reasoning—pp. 21-22
- Connections: Math and Real World (sort objects)—p. 24
- Enrichment: Sort by Size, Shape, and Color—p. 28
- Read Aloud: “Sorting With Sally”—pp. 29-32

Chapter 2 Geometry and Patterns

- *2-2A Recognize Solid Shapes—Online

Chapter 6 Tables, Graphs, and Fractions

- *6-2A Sorting Categories—Online

Chapter 9 Money

- 9-1 Pennies and Nickels—pp. 299-300
- 9-3 Dimes and Quarters—pp. 303-304

NY-K.MD.4 Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.

Chapter 9 Money

- 9-1 Pennies and Nickels—pp. 299-300
- 9-2 Count On from Pennies and Nickels—pp. 301-302
- 9-3 Dimes and Quarters—pp. 303-304
- 9-4 Count On from Dimes and Quarters—pp. 305-306
- 9-5 Trading for Nickels—pp. 309-310
- 9-6 Trading for Dimes—pp. 311-312
- 9-7 Comparing Money—pp. 313-314
- 9-8 Using Money—pp. 315-316
- Connections: Math and Real World (patterns using coins)—p. 324

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

NY-K.G GEOMETRY	
Kindergarten Content Standards	<i>Progress in Mathematics, Grade K</i>
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
<p>NY-K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p>	<p>Chapter 2 Geometry and Patterns 2-1 Cylinder, Cone, and Sphere—pp. 37-38 2-2 Cube and Rectangular Prism—pp. 39-40 *2-2A Recognize Solid Shapes—Online 2-4 Plane Figures on Solids—pp. 43-44 *2-4A Plane Figures—Online 2-5 Triangle—pp. 45-46 2-6 Square and Rectangle—pp. 47-48 2-7 Circle—pp. 49-50</p> <p>Chapter 3 Positions 3-1 Above, Below—pp. 77-78 3-2 Top, Middle, Bottom—pp. 79-80 3-3 Over, On, Under—pp. 81-82 3-4 Inside, Outside—pp. 83-84 *3-4A Inside, Outside, Beside—Online 3-5 In Front, Behind—pp. 87-88 *3-5A In Front, Behind, Next To—Online 3-6 Left, Right—pp. 89-90 3-7 Left, Between, Right—pp. 91-92 3-8 Before, Between, After—pp. 93-94</p>
<p>NY-K.G.2 Name shapes regardless of their orientation or overall size.</p>	<p>Chapter 2 Geometry and Patterns 2-1 Cylinder, Cone, and Sphere—pp. 37-38 2-2 Cube and Rectangular Prism—pp. 39-40 *2-2A Recognize Solid Shapes—Online 2-4 Plane Figures on Solids—pp. 43-44 2-5 Triangle—pp. 45-46 2-6 Square and Rectangle—pp. 47-48 2-7 Circle—pp. 49-50</p>
<p>NY-K.G.3 Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.</p>	<p>Chapter 2 Geometry and Patterns 2-1 Cylinder, Cone, and Sphere—pp. 37-38 2-2 Cube and Rectangular Prism—pp. 39-40 *2-2A Recognize Solid Shapes—Online 2-4 Plane Figures on Solids—pp. 43-44 *2-4A Plane Figures—Online</p> <p style="text-align: right;"><i>continued</i></p>

S and Sadlier® are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

NY-K.G GEOMETRY	
Kindergarten Content Standards	<i>Progress in Mathematics, Grade K</i>
	2-5 Triangle—pp. 45-46 2-6 Square and Rectangle—pp. 47-48 *2-7A Compare Plane and Solid Figures—Online
Analyze, compare, create, and compose shapes.	
<p>NY-K.G.4 Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.</p> <p>e.g., number of sides, number of vertices/“corners,” or having sides of equal length</p>	<p>Chapter 1 Sorting</p> 1-4 Same Shape—pp. 9-10 1-6 Sort by Color and Shape—pp. 15-16 1-7 Sort by Shape and Size—pp. 17-18 1-8 Sort Two Ways—pp. 19-20
<p>NY-K.G.5 Model objects in their environment by building and/or drawing shapes.</p> <p>e.g., using blocks to build a simple representation in the classroom</p> <p>Note on and/or: Students should be taught to model objects by building and drawing shapes; however, when answering a question, students can choose to model the object by building or drawing the shape.</p>	<p>Chapter 2 Geometry and Patterns</p> 2-1 Cylinder, Cone, and Sphere—pp. 37-38 2-2 Cube and Rectangular Prism—pp. 39-40 2-3 Moving Shapes—pp. 41-42 2-4 Plane Figures on Solids—pp. 43-44 *2-4A Plane Figures—Online *2-7A Compare Plane and Solid Figures—Online
<p>NY-K.G.6 Compose larger shapes from simple shapes.</p> <p>e.g., join two triangles to make a rectangle.</p>	<p>Chapter 2 Geometry and Patterns</p> 2-8 Combine and Separate Figures—pp. 51-52