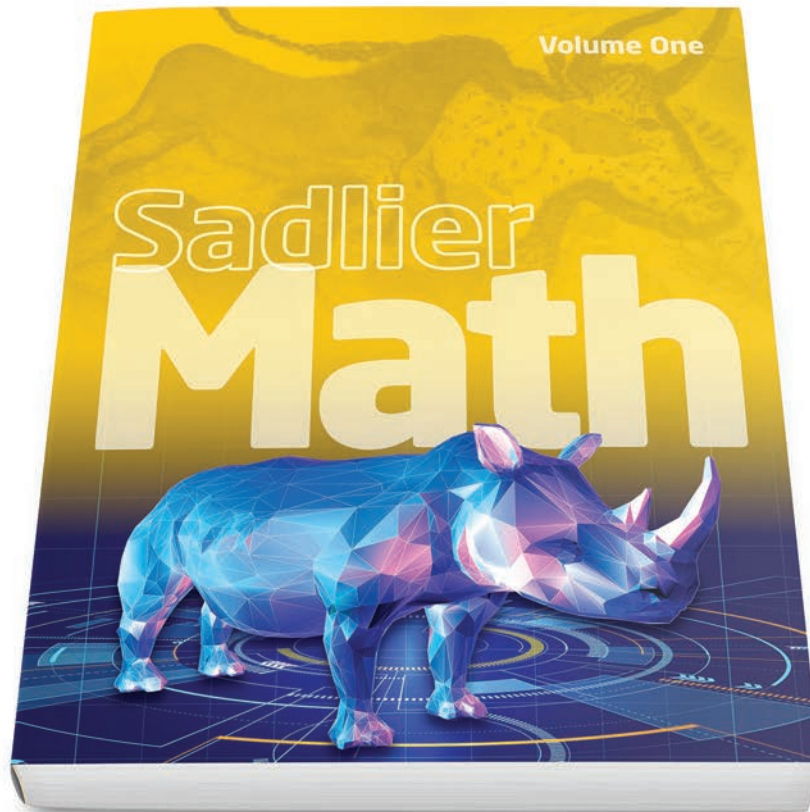


Sadlier Math™

Correlation to the New York State
Next Generation Mathematics Learning Standards (2017)

Grade K



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NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	Sadlier Math, Grade K
Know number names and the count sequence.	
NY-K.CC.1 Count to 100 by ones and by tens.	<p>Chapter 16 Numbers to 100</p> <ul style="list-style-type: none"> • 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
NY-K.CC.2 Count to 100 by ones beginning from any given number (instead of beginning at 1).	<p>Chapter 16 Numbers to 100</p> <ul style="list-style-type: none"> • 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
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>Chapter 2 Count and Write Numbers 0 to 5</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 • 2-7 Problem Solving: Use a Map—pp. 63–68 <p>Chapter 3 Count and Compare Numbers 0 to 5</p> <ul style="list-style-type: none"> • 3-1 Count to Tell How Many—pp. 75–78 <p>Chapter 4 Count and Write Numbers 6 to 10</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 • 4-5 Problem Solving: Read and Understand—pp. 135–140 <p>Chapter 12 Count, Write, and Order Numbers 11 to 20</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 style="text-align: right;"><i>continued</i></p>

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	Sadlier Math, Grade K
	<p>Chapter 15 Count, Write, and Order Numbers to 31</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 • 15-4 Order Numbers to 31—pp. 569-572 • 15-5 Problem Solving: Logical Reasoning—pp. 573-578 <p>Chapter 16 Numbers to 100</p> <ul style="list-style-type: none"> • 16-6 Problem Solving: Make a Table—pp. 607-612
<p>Count to tell the number of objects.</p>	
<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 2 Count and Write Numbers 0 to 5</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 • 2-7 Problem Solving: Use a Map—pp. 63-68 <p>Chapter 4 Count and Write Numbers 6 to 10</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 • 4-5 Problem Solving: Read and Understand—pp. 135-140 <p>Chapter 12 Count, Write, and Order Numbers 11 to 20</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
<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 2 Count and Write Numbers 0 to 5</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 style="text-align: right;"><i>continued</i></p>

NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	<i>Sadlier Math, Grade K</i>
	<p>Chapter 3 Count and Compare Numbers 0 to 5</p> <ul style="list-style-type: none"> • 3-1 Count to Tell How Many—pp. 75-78 • 3-8 Problem Solving: Use Tools—pp. 105-110 <p>Chapter 4 Count and Write Numbers 6 to 10</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 • 4-4 Order Numbers to 10—pp. 131-134 <p>Chapter 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147-150 • 5-5 Tally Charts—pp. 165-168 • 5-6 Sort and Count—pp. 169-172 <p>Chapter 12 Count, Write, and Order Numbers 11 to 20</p> <ul style="list-style-type: none"> • 12-1 Count and Write 11 and 12—pp. 429-432 41-444 • 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 Count, Write, and Order Numbers to 31</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>NY-K.CC.4c Understand the concept that each successive number name refers to a quantity that is one larger.</p>	<p>Chapter 3 Count and Compare Numbers 0 to 5</p> <ul style="list-style-type: none"> • 3-2 Order Numbers to 5—pp. 79-82 <p>Chapter 4 Count and Write Numbers 6 to 10</p> <ul style="list-style-type: none"> • 4-4 Order Numbers to 10—pp. 131-134 <p>Chapter 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147-150 • 5-2 Count Forward and Count Back—pp. 151-154 <p>Chapter 12 Count, Write, and Order Numbers 11 to 20</p> <ul style="list-style-type: none"> • 12-3 Order Numbers to 12—pp. 437-440 • 12-9 Order Numbers to 20—pp. 463-466 <p>Chapter 15 Count, Write, and Order Numbers to 31</p> <ul style="list-style-type: none"> • 15-4 Order Numbers to 31—pp. 569-572

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NY-K.CC COUNTING AND CARDINALITY	
Kindergarten Content Standards	Sadlier Math, Grade K
<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 3 Count and Compare Numbers 0 to 5</p> <ul style="list-style-type: none"> • 3-7 Ordinals: First to Fifth—pp. 101-104 <p>Chapter 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> • 5-7 Ordinals: First to Tenth—pp. 173-176 (Use ordinal numbers to describe relative position.)
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.</p> <p>e.g., “How many _____ are there?”</p>	<p>Chapter 2 Count and Write Numbers 0 to 5</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 3 Count and Compare Numbers 0 to 5</p> <ul style="list-style-type: none"> • 3-1 Count to Tell How Many—pp. 75-78 <p>Chapter 4 Count and Write Numbers 6 to 10</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 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147-150 • 5-4 Tally Marks—pp. 161-164 • 5-5 Tally Charts—pp. 165-168C41 • 5-6 Sort and Count—pp. 169-172 <p>Chapter 12 Count, Write, and Order Numbers 11 to 20</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 Count, Write, and Order Numbers to 31</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>Chapter 18 Money</p> <ul style="list-style-type: none"> • 18-2 Count On from Pennies and Nickels—pp. 653-656—pp. 653-656 • 18-4 Count On from Dimes and Quarters—pp. 663-666—pp. 663-666

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NY-K.CC **COUNTING AND CARDINALITY**

Kindergarten Content Standards	Sadlier Math, Grade K
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<p>NY-K.CC.5b Given a number from 1–20, count out that many objects.</p> <p>e.g., “How many _____ are there?”</p>	<p>Chapter 2 Count and Write Numbers 0 to 5</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 3 Count and Compare Numbers 0 to 5</p> <ul style="list-style-type: none"> • 3-1 Count to Tell How Many—pp. 75–78 • 3-8 Problem Solving: Use Tools—pp. 105–110 <p>Chapter 4 Count and Write Numbers 6 to 10</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 • 4-5 Problem Solving: Read and Understand—pp. 135–140 <p>Chapter 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147–150 • 5-4 Tally Marks—pp. 161–164 • 5-5 Tally Charts—pp. 165–168C41 • 5-6 Sort and Count—pp. 169–172 <p>Chapter 12 Count, Write, and Order Numbers 11 to 20</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
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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.</p> <p>e.g., using matching and counting strategies.</p> <p>Note: Include groups with up to ten objects.</p>	<p>Chapter 2 Count and Write Numbers 0 to 5</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. 45–48C13 <p>Chapter 3 Count and Compare Numbers 0 to 5</p> <ul style="list-style-type: none"> • 3-3 Equal Numbers—pp. 85–88 • 3-4 Greater Than—pp. 89–92 • 3-5 Less Than—pp. 93–96 • 3-8 Problem Solving: Use Tools—pp. 105–110 <p style="text-align: right;"><i>continued</i></p>
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NY-K.CC **COUNTING AND CARDINALITY**

Kindergarten Content Standards	<i>Sadlier Math, Grade K</i>
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	<p>Chapter 4 Count and Write Numbers 6 to 10</p> <ul style="list-style-type: none"> 4-5 Problem Solving: Read and Understand—pp. 135-140 <p>Chapter 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> 5-8 Problem Solving: Use Counting—pp. 177-182
<p>NY-K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>e.g., 6 is greater than 2</p>	<p>Chapter 3 Count and Compare Numbers 0 to 5</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 Count and Write Numbers 6 to 10</p> <ul style="list-style-type: none"> 4-5 Problem Solving: Read and Understand—pp. 135-140 <p>Chapter 5 Count and Compare Numbers 0 to 10</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 Count, Write, and Order Numbers 11 to 20</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

NY-K.OA **OPERATIONS AND ALGEBRAIC THINKING**

Kindergarten Content Standards	<i>Sadlier Math, Grade K</i>
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<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	
<p>NY-K.OA.1 Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.</p> <p>Note: Drawings need not show details, but should show the mathematics in the problem.</p>	<p>Chapter 10 Addition Within 10</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 Subtraction Within 10</p> <ul style="list-style-type: none"> 11-1 Take Away—pp. 383-386 <p style="text-align: right;"><i>continued</i></p>

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NY-K.OA OPERATIONS AND ALGEBRAIC THINKING

Kindergarten Content Standards	Sadlier Math, Grade K
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	<ul style="list-style-type: none"> • 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
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NY-K.OA.2

<p>NY-K.OA.2a Add and subtract within 10. e.g., using objects or drawings. to represent the problem.</p>	<p>Chapter 10 Addition Within 10</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 Subtraction Within 10</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
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<p>NY-K.OA.2b Solve addition and subtraction word problems within 10. e.g., using objects or drawings. to represent the problem.</p>	<p>Chapter 10 Addition Within 10</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 • 10-9 Problem Solving: Use a Model—pp. 371-376 <p>Chapter 11 Subtraction Within 10</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 <p style="text-align: right;"><i>continued</i></p>
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NY-K.OA OPERATIONS AND ALGEBRAIC THINKING	
Kindergarten Content Standards	Sadlier Math, Grade K
	<ul style="list-style-type: none"> • 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>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.</p> <p>e.g., using objects or drawings.</p>	<p>Chapter 9 Break Apart Numbers 10 or Less</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>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.</p> <p>e.g., using objects or drawings</p>	<p>Chapter 10 Addition Within 10</p> <ul style="list-style-type: none"> • 10-8 Use Ten-Frames to Add—pp. 367–370 <p>Chapter 11 Subtraction Within 10</p> <ul style="list-style-type: none"> • 11-8 Use Ten-Frames to Subtract—pp. 413–416
<p>NY-K.OA.5 Fluently add and subtract within 5.</p> <p>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 10 Addition Within 10</p> <ul style="list-style-type: none"> • 10-7 Addition Patterns—pp. 363–366 <p>Chapter 11 Subtraction Within 10</p> <ul style="list-style-type: none"> • 11-7 Subtraction Patterns—pp. 409–412
<p>NY-K.OA.6 Duplicate, extend, and create simple patterns using concrete objects.</p>	<p>Chapter 6 Two-Dimensional Shapes</p> <ul style="list-style-type: none"> • 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

NY-K.NBT NUMBER AND OPERATIONS IN BASE TEN

Kindergarten Content Standards	Sadlier Math, Grade K
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Work with numbers 11–19 to gain foundations for place value.

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.

- Chapter 13 Make and Break Apart Numbers 11 to 19**
- 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: Making a Drawing—pp. 501–506

NY-K.MD MEASUREMENT AND DATA

Kindergarten Content Standards	Sadlier Math, Grade K
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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 14 Measurement**
- 14-1 Describe and Compare by Size—pp. 513–516
 - 14-2 Describe and Compare by Length—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

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

- Chapter 14 Measurement**
- 14-1 Describe and Compare by Size—pp. 513–516
 - 14-2 Describe and Compare by Length—pp. 517–520
 - 14-3 Order by Length—pp. 521–524

continued

NY-K.MD MEASUREMENT AND DATA	
Kindergarten Content Standards	Sadlier Math, Grade K
	<ul style="list-style-type: none"> • 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 • 14-7 Describe Temperature—pp. 539–542 • 14-8 Problem Solving: Make a Table—pp. 543–548
<p>Classify objects and count the number of objects in each category.</p>	
<p>NY-K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Note: Limit category counts to be less than or equal to 10.</p>	<p>Chapter 1 Sorting</p> <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 • 1-6 Problem Solving: The Four-Step Process—pp. 25–30 <p>Chapter 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> • 5-4 Tally Marks—pp. 161–164 • 5-5 Tally Charts—pp. 165–168 • 5-6 Sort and Count—pp. 169–172
<p>NY-K.MD.4 Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.</p>	<p>Chapter 18 Money</p> <ul style="list-style-type: none"> • 18-1 Pennies and Nickels—pp. 649–652—pp. 649–652 • 18-2 Count On from Pennies and Nickels—pp. 653–656—pp. 653–656 • 18-3 Dimes and Quarters—pp. 659–662—pp. 659–662 • 18-4 Count On from Dimes and Quarters—pp. 663–666—pp. 663–666

NY-K.G GEOMETRY	
Kindergarten Content Standards	Sadlier Math, Grade K
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 8 Position and Location</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>NY-K.G.2 Name shapes regardless of their orientation or overall size.</p>	<p>Chapter 6 Two-Dimensional Shapes</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 • 6-6 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 Three-Dimensional Shapes</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 Position and Location</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

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NY-K.G GEOMETRY	
Kindergarten Content Standards	<i>Sadlier Math, Grade K</i>
<p>NY-K.G.3 Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.</p>	<p>Chapter 6 Two-Dimensional Shapes</p> <ul style="list-style-type: none"> • 6-5 Compare Two-Dimensional Shapes—pp. 207–210 <p>Chapter 7 Three-Dimensional Shapes</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>Analyze, compare, create, and compose shapes.</p>	
<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> <ul style="list-style-type: none"> • 1-4 Sort by Shape—pp. 17–20 • 1-6 Problem Solving: The Four-Step Process—pp. 25–30 <p>Chapter 5 Count and Compare Numbers 0 to 10</p> <ul style="list-style-type: none"> • 5-6 Sort and Count—pp. 169–172 <p>Chapter 6 Two-Dimensional Shapes</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 Three-Dimensional Shapes</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 <p style="text-align: right; font-style: italic;">continued</p>

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NY-K.G GEOMETRY	
Kindergarten Content Standards	<i>Sadlier Math, Grade K</i>
	<ul style="list-style-type: none"> • 7-6 Problem Solving: Make a Drawing—pp. 257–262 <p>Chapter 8 Position and Location</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>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 7 Three-Dimensional Shapes</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>NY-K.G.6 Compose larger shapes from simple shapes.</p> <p>e.g., join two triangles to make a rectangle.</p>	<p>Chapter 6 Two-Dimensional Shapes</p> <ul style="list-style-type: none"> • 6-8 Make Shapes from Other Shapes—pp. 219–222 <p>Chapter 7 Three-Dimensional Shapes</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