

SADLIER

# Standards-Based Progress Mathematics

Aligned to the Chapter 111.

## Texas Essential Knowledge and Skills (TEKS) for Mathematics

Subchapter A. Elementary, §111.2, Kindergarten,  
Adopted 2012.

### Kindergarten

#### Contents

##### (b) Knowledge and skills

(2) Number and operations .....	2
(3) Number and operations .....	4
(4) Number and operations .....	5
(5) Algebraic reasoning .....	5
(6) Geometry and measurement .....	5
(7) Geometry and measurement .....	6
(8) Data analysis .....	6
(9) Personal financial literacy .....	6



William H. Sadler, Inc.  
www.sadlerschool.com  
800-221-5175

## (b) Knowledge and skills

### KINDERGARTEN TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

(2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(A) count forward and backward to at least 20 with and without objects;

(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;

### SADLIER STANDARDS-BASED PROGRESS MATHEMATICS KINDERGARTEN

**Lesson 1** Count and Model 1 and 2—pp. 11–14

**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 13** Count to Tell How Many—pp. 59–62

**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

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

**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

**Lesson 6** Count and Write 0 and 5—pp. 31–34

**Lesson 7** Match to Compare—pp. 35–38

**Lesson 8** Count and Model 6 and 7—pp. 39–42

**Lesson 9** Count and Write 6 and 7—pp. 43–46

**Lesson 10** Count and Model 8, 9 and 10—pp. 47–50

**Lesson 11** Count and Write 8, 9, and 10—pp. 51–54

**Lesson 27** Count and Model 11 and 12—pp. 131–134

**Lesson 28** Count and Write 11 and 12—pp. 135–138

**Lesson 29** Count and Model 13 and 14—pp. 139–142

**Lesson 30** Count and Write 13 and 14—pp. 143–146

**Lesson 31** Count and Model 15 and 16—pp. 147–150

KINDERGARTEN TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER STANDARDS-BASED PROGRESS MATHEMATICS KINDERGARTEN

- (C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;

- (D) recognize instantly the quantity of a small group of objects in organized and random arrangements;

**Lesson 32** Count and Write 15 and 16—pp. 151–154

**Lesson 33** Count and Model 17 and 18—pp. 155–158

**Lesson 34** Count and Write 17 and 18—pp. 159–162

**Lesson 35** Count and Model 19 and 20—pp. 163–166

**Lesson 36** Count and Write 19 and 20—pp. 167–170

**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

**Lesson 6** Count and Write 0 and 5—pp. 31–34

**Lesson 7** Match to Compare—pp. 35–38

**Lesson 8** Count and Model 6 and 7—pp. 39–42

**Lesson 9** Count and Write 6 and 7—pp. 43–46

**Lesson 10** Count and Model 8, 9 and 10—pp. 47–50

**Lesson 11** Count and Write 8, 9, and 10—pp. 51–54

**Lesson 13** Count to Tell How Many—pp. 59–62

**Lesson 27** Count and Model 11 and 12—pp. 131–134

**Lesson 28** Count and Write 11 and 12—pp. 135–138

**Lesson 29** Count and Model 13 and 14—pp. 139–142

**Lesson 30** Count and Write 13 and 14—pp. 143–146

**Lesson 31** Count and Model 15 and 16—pp. 147–150

**Lesson 32** Count and Write 15 and 16—pp. 151–154

**Lesson 33** Count and Model 17 and 18—pp. 155–158

**Lesson 34** Count and Write 17 and 18—pp. 159–162

**Lesson 35** Count and Model 19 and 20—pp. 163–166

**Lesson 36** Count and Write 19 and 20—pp. 167–170

*Related content—*

**Lesson 7** Match to Compare—pp. 35–38

**Lesson 8** Count and Model 6 and 7 (images and 10s grids)—pp. 39–42

**Lesson 10** Count and Model 8, 9 and 10 (images and 10s grids)—pp. 47–50

**Lesson 12** Count to Compare—pp. 55–58

KINDERGARTEN TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER STANDARDS-BASED PROGRESS MATHEMATICS KINDERGARTEN

- (E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20;
- (F) generate a number that is one more than or one less than another number up to at least 20;
- (G) compare sets of objects up to at least 20 in each set using comparative language;
- (H) use comparative language to describe two numbers up to 20 presented as written numerals; and
- (I) compose and decompose numbers up to 10 with objects and pictures.

(3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

- (A) model the action of joining to represent addition and the action of separating to represent subtraction;
- (B) solve word problems using objects and drawings to find sums up to 10 and differences within 10; and
- (C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.

**Lesson 13** Count to Tell How Many—pp. 59–62

**Lesson 7** Match to Compare—pp. 35–38

**Lesson 12** Count to Compare—pp. 55–58

**Lesson 7** Match to Compare—pp. 35–38

**Lesson 12** Count to Compare—pp. 55–58

**Lesson 7** Match to Compare—pp. 35–38

**Lesson 12** Count to Compare—pp. 55–58

**Lesson 14** Compare Numbers (equal to, greater than, less than)—pp. 63–66

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

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

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

**Lesson 25** Break Apart Numbers to 10—pp. 115–118

**Lesson 26** Make Ten—pp. 119–122

**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 16** Put Together to Add—pp. 79–82

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

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

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

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

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

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

KINDERGARTEN TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER STANDARDS-BASED PROGRESS MATHEMATICS KINDERGARTEN

- (4) Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.
- (5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.
- (6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
- (A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;
  - (B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;
  - (C) identify two-dimensional components of three-dimensional objects;
  - (D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;
  - (E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and

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

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

**Lesson 25 Break Apart Numbers to 10**—pp. 115–118

**Lesson 26 Make Ten**—pp. 119–122

n/a

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

**Lesson 42 Circles and Triangles**—pp. 207–210

**Lesson 43 Squares, Rectangles, and Hexagons**—pp. 211–214

**Lesson 44 Compare Flat Shapes**—pp. 215–218

**Lesson 45 Solid Shapes**—pp. 219–222

**Lesson 46 Compare Solid Shapes**—pp. 223–226

**Lesson 48 Above, Below, Beside, Next To**—pp. 231–234

**Lesson 49 In Front of, Behind**—pp. 235–238

**Lesson 46 Compare Solid Shapes** (circle-shaped flat parts)—pp. 223–226

**Lesson 42 Circles and Triangles**—pp. 207–210

**Lesson 43 Squares, Rectangles, and Hexagons**—pp. 211–214

**Lesson 44 Compare Flat Shapes**—pp. 215–218

**Lesson 47 Identify Flat and Solid Shapes**—pp. 227–230

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

**Lesson 42 Circles and Triangles**—pp. 207–210

**Lesson 43 Squares, Rectangles, and Hexagons**—pp. 211–214

**Lesson 44 Compare Flat Shapes**—pp. 215–218

**Lesson 45 Solid Shapes**—pp. 219–222

KINDERGARTEN TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER STANDARDS-BASED PROGRESS MATHEMATICS KINDERGARTEN

(F) create two-dimensional shapes using a variety of materials and drawings.

(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

(A) give an example of a measurable attribute of a given object, including length, capacity, and weight; and

(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

(8) Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:

(A) collect, sort, and organize data into two or three categories;

(B) use data to create real-object and picture graphs; and

(C) draw conclusions from real-object and picture graphs.

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) identify ways to earn income;

(B) differentiate between money received as income and money received as gifts;

(C) list simple skills required for jobs; and

(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs.

**Lesson 46 Compare Solid Shapes**—pp. 223–226

**Lesson 47 Identify Flat and Solid Shapes**—pp. 227–230

**Lesson 50 Building Shapes**—pp. 239–242

**Lesson 51 Building Larger Shapes**—pp. 243–246

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

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

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

n/a

n/a

n/a

n/a

n/a

n/a