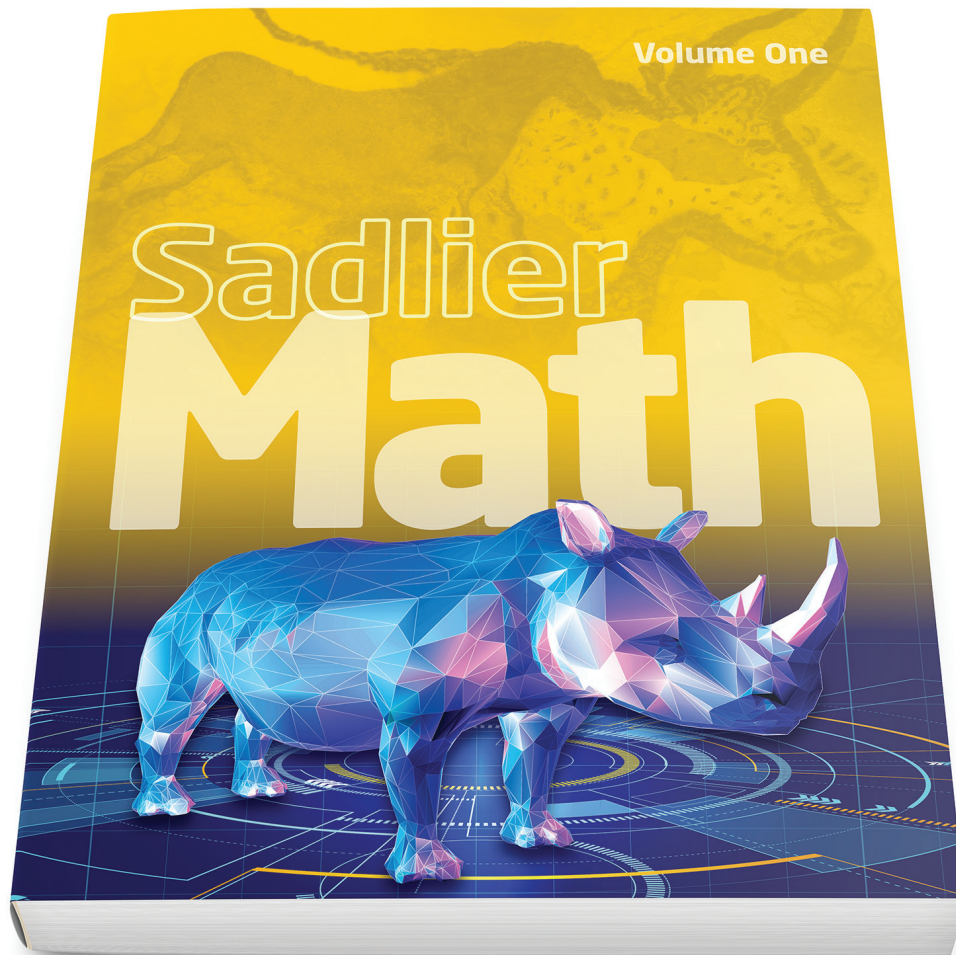


# Sadlier Math™

Correlation to the Alabama 2019 Course of Study  
Mathematics

Grade K



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## COUNTING AND CARDINALITY

### Grade K Content Standards

### Sadlier Math, Grade K

#### Know number names and the count sequence.

1. **[K.CC.1]** Count to 100 by ones and by tens.

#### Chapter 16: 16-1 through 16-6

- 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

2. **[K.CC.2]** Count to 100 by ones beginning from any given number (instead of beginning at one).

#### Chapter 16: 16-3 through 16-6

- 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

3. **[K.CC.3]** Write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

#### Chapter 2: 2-4 through 2-7

- 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

#### Chapter 3: 3-1

- 3-1 Count to Tell How Many—pp. 75-78

#### Chapter 4: 4-1 through 4-3, 4-5

- 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

#### Chapter 12: 12-1, 12-4 through 12-8

- 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

#### Chapter 15: 15-1 through 15-5

- 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

#### Chapter 16: 16-6

- 16-6 Problem Solving: Make a Table—pp. 607-612

## COUNTING AND CARDINALITY

### Grade K Content Standards

### Sadlier Math, Grade K

#### Count to tell the number of objects.

**4. [K.CC.4]** Recognize the relationship between numbers and quantities; connect counting to cardinality using a variety of objects including pennies.

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 (1:1 correspondence). [K-CC4a]

#### Chapter 2: 2-4 through 2-7

- 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

#### Chapter 4: 4-1, 4-2 & 4-5

- 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

#### Chapter 12: 12-1, 12-4 through 12-7

- 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

b. Recognize 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. [K-CC4b]

#### Chapter 2: 2-4 through 2-6

- 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

#### Chapter 3: 3-1 & 3-8

- 3-1 Count to Tell How Many—pp. 75-78
- 3-8 Problem Solving: Use Tools—pp. 105-110

#### Chapter 4: 4-1 through 4-4

- 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

#### Chapter 5: 5-1, 5-5 & 5-6

- 5-1 Count Numbers to 10—pp. 147-150
- 5-5 Tally Charts—pp. 165-168
- 5-6 Sort and Count—pp. 169-172

#### Chapter 12: 12-1, 12-4 through 12-8

- 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

#### Chapter 15: 15-1 through 15-3

- 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

## COUNTING AND CARDINALITY

Grade K Content Standards	Sadlier Math, Grade K
<p>c. Recognize that each successive number name refers to a quantity that is one larger. [K-CC4c]</p>	<p><b>Chapter 3: 3-2</b></p> <ul style="list-style-type: none"> <li>3-2 Order Numbers to 5—pp. 79-82</li> </ul> <p><b>Chapter 4: 4-4</b></p> <ul style="list-style-type: none"> <li>4-4 Order Numbers to 10—pp. 131-134</li> </ul> <p><b>Chapter 5: 5-1 &amp; 5-2</b></p> <ul style="list-style-type: none"> <li>5-1 Count Numbers to 10—pp. 147-150</li> <li>5-2 Count Forward and Count Back—pp. 151-154</li> </ul> <p><b>Chapter 12: 12-3 &amp; 12-9</b></p> <ul style="list-style-type: none"> <li>12-3 Order Numbers to 12—pp. 437-440</li> <li>12-9 Order Numbers to 20—pp. 463-466</li> </ul> <p><b>Chapter 15: 15-4</b></p> <ul style="list-style-type: none"> <li>15-4 Order Numbers to 31—pp. 569-572</li> </ul>
<p>5. [K.CC.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 (subitize).</p>	<p><b>Chapter 2: 2-4 through 2-6</b></p> <ul style="list-style-type: none"> <li>2-4 Count and Write 1 and 2—pp. 51-54</li> <li>2-5 Count and Write 3 and 4—pp. 55-58</li> <li>2-6 Count and Write 0 and 5—pp. 59-62</li> </ul> <p><b>Chapter 3: 3-1 &amp; 3-8</b></p> <ul style="list-style-type: none"> <li>3-1 Count to Tell How Many—pp. 75-78</li> <li>3-8 Problem Solving: Use Tools—pp. 105-110</li> </ul> <p><b>Chapter 4: 4-1 through 4-3, 4-5</b></p> <ul style="list-style-type: none"> <li>4-1 Count and Write 6 and 7—pp. 117-120</li> <li>4-2 Count and Write 8 and 9—pp. 121-124</li> <li>4-3 Count and Write 10—pp. 127-130</li> <li>4-5 Problem Solving: Read and Understand—pp. 135-140</li> </ul> <p><b>Chapter 5: 5-1, 5-4 through 5-6</b></p> <ul style="list-style-type: none"> <li>5-1 Count Numbers to 10—pp. 147-150</li> <li>5-4 Tally Marks—pp. 161-164</li> <li>5-5 Tally Charts—pp. 165-168</li> <li>5-6 Sort and Count—pp. 169-172</li> </ul> <p><b>Chapter 12: 12-1, 12-4 through 12-8</b></p> <ul style="list-style-type: none"> <li>12-1 Count and Write 11 and 12—pp. 429-432</li> <li>12-4 Count and Write 13 and 14—pp. 441-444</li> <li>12-5 Count and Write 15—pp. 447-450</li> <li>12-6 Count and Write 16 and 17—pp. 451-454</li> <li>12-7 Count and Write 18 and 19—pp. 455-458</li> <li>12-8 Count and Write 20—pp. 459-462</li> </ul> <p><b>Chapter 15: 15-1 through 15-3</b></p> <ul style="list-style-type: none"> <li>15-1 Count and Write 21 to 24—pp. 555-558</li> <li>15-2 Count and Write 25 to 28—pp. 559-562</li> <li>15-3 Count and Write 29 to 31—pp. 565-568</li> </ul> <p><b>Chapter 18: 18-2 &amp; 18-4</b></p> <ul style="list-style-type: none"> <li>18-2 Count On from Pennies and Nickels—pp. 653-656</li> <li>18-4 Count On from Dimes and Quarters—pp. 663-666</li> </ul>

## COUNTING AND CARDINALITY

Grade K Content Standards	Sadlier Math, Grade K
<b>Compare numbers.</b>	
<p><b>6. [K.CC.6]</b> Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or equal/the same as to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)</p>	<p><b>Chapter 2: 2-1 through 2-3</b></p> <ul style="list-style-type: none"> <li>2-1 As Many As—pp. 37-40</li> <li>2-2 Fewest, Most—pp. 41-44</li> <li>2-3 Make Equal Groups—pp. 45-48</li> </ul> <p><b>Chapter 3: 3-3 through 3-5, 3-8</b></p> <ul style="list-style-type: none"> <li>3-3 Equal Number—pp. 85-88</li> <li>3-4 Greater Than—pp. 89-92</li> <li>3-5 Less Than—pp. 93-96</li> <li>3-8 Problem Solving: Use Tools—pp. 105-110</li> </ul> <p><b>Chapter 4: 4-5</b></p> <ul style="list-style-type: none"> <li>4-5 Problem Solving: Read and Understand—pp. 135-140</li> </ul> <p><b>Chapter 5: 5-8</b></p> <ul style="list-style-type: none"> <li>5-8 Problem Solving: Use Counting—pp. 177-182</li> </ul>
<p><b>7. [K.CC.7]</b> Compare two numbers between 0 and 10 presented as written numerals (without using inequality symbols).</p>	<p><b>Chapter 3: 3-6 &amp; 3-8</b></p> <ul style="list-style-type: none"> <li>3-6 Compare Numbers up to 5—pp. 97-100</li> <li>3-8 Problem Solving: Use Tools—pp. 105-110</li> </ul> <p><b>Chapter 4: 4-5</b></p> <ul style="list-style-type: none"> <li>4-5 Problem Solving: Read and Understand—pp. 135-140</li> </ul> <p><b>Chapter 5: 5-3 &amp; 5-8</b></p> <ul style="list-style-type: none"> <li>5-3 Compare Numbers up to 10—pp. 155-158</li> <li>5-8 Problem Solving: Use Counting—pp. 177-182</li> </ul> <p><b>Chapter 12: 12-2 &amp; 12-10</b></p> <ul style="list-style-type: none"> <li>12-2 Compare Numbers up to 12—pp. 433-436</li> <li>12-10 Problem Solving: Use a Model—pp. 467-472</li> </ul>

## OPERATIONS AND ALGEBRAIC THINKING

Grade K Content Standards	Sadlier Math, Grade K
<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	
<p><b>8. [K.OA.1]</b> Represent addition and subtraction with objects, fingers, pennies, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)</p>	<p><b>Chapter 10: 10-1 through 10-6, 10-8</b></p> <ul style="list-style-type: none"> <li>10-1 Add To—pp. 337-340</li> <li>10-2 Put Together—pp. 341-344</li> <li>10-3 Add 1—pp. 345-348</li> <li>10-4 Add 2—pp. 349-352</li> <li>10-5 Add 3—pp. 353-356</li> <li>10-6 Add 4—pp. 357-360</li> <li>10-8 Use Ten-Frames to Add—pp. 367-370</li> </ul> <p><b>Chapter 11: 11-1 through 11-6, 11-8</b></p> <ul style="list-style-type: none"> <li>11-1 Take Away—pp. 383-386</li> <li>11-2 Take Apart—pp. 387-390</li> </ul> <p style="text-align: right;"><i>continued</i></p>

## OPERATIONS AND ALGEBRAIC THINKING

Grade K Content Standards	Sadlier Math, Grade K
	<ul style="list-style-type: none"> <li>• 11-3 Subtract 1—pp. 391-394</li> <li>• 11-4 Subtract 2—pp. 395-398</li> <li>• 11-5 Subtract 3—pp. 399-402</li> <li>• 11-6 Subtract 4—pp. 403-406</li> <li>• 11-8 Use Ten-Frames to Subtract—pp. 413-416</li> </ul>
<p><b>9. [K.OA.2]</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<p><b>Chapter 10: 10-1 through 10-6, 10-8 &amp; 10-9</b></p> <ul style="list-style-type: none"> <li>• 10-1 Add To—pp. 337-340</li> <li>• 10-2 Put Together—pp. 341-344</li> <li>• 10-3 Add 1—pp. 345-348</li> <li>• 10-4 Add 2—pp. 349-352</li> <li>• 10-5 Add 3—pp. 353-356</li> <li>• 10-6 Add 4—pp. 357-360</li> <li>• 10-8 Use Ten-Frames to Add—pp. 367-370</li> <li>• 10-9 Problem Solving: Use a Model—pp. 371-376</li> </ul> <p><b>Chapter 11: 11-1 through 11-6, 11-8 &amp; 11-9</b></p> <ul style="list-style-type: none"> <li>• 11-1 Take Away—pp. 383-386</li> <li>• 11-2 Take Apart—pp. 387-390</li> <li>• 11-3 Subtract 1—pp. 391-394</li> <li>• 11-4 Subtract 2—pp. 395-398</li> <li>• 11-5 Subtract 3—pp. 399-402</li> <li>• 11-6 Subtract 4—pp. 403-406</li> <li>• 11-8 Use Ten-Frames to Subtract—pp. 413-416</li> <li>• 11-9 Problem Solving: Use a Number Sentence—pp. 417-422</li> </ul>
<p><b>10. [K.OA.3]</b> 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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p>	<p><b>Chapter 9: 9-1 through 9-4</b></p> <ul style="list-style-type: none"> <li>• 9-1 Break Apart 2, 3, 4, and 5—pp. 307-310</li> <li>• 9-2 Break Apart 6 and 7—pp. 311-314</li> <li>• 9-3 Break Apart 8 and 9—pp. 317-320</li> <li>• 9-4 Break Apart 10—pp. 321-324</li> </ul>
<p><b>11. [K.OA.4]</b> 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.</p>	<p><b>Chapter 10: 10-8</b></p> <ul style="list-style-type: none"> <li>• 10-8 Use Ten-Frames to Add—pp. 367-370</li> </ul> <p><b>Chapter 11: 11-8</b></p> <ul style="list-style-type: none"> <li>• 11-8 Use Ten-Frames to Subtract—pp. 413-416</li> </ul>
<p><b>12. [K.OA.5]</b> Fluently add and subtract within 5.</p>	<p><b>Chapter 10: 10-3 through 10-7</b></p> <ul style="list-style-type: none"> <li>• 10-3 Add 1—pp. 345-348</li> <li>• 10-4 Add 2—pp. 349-352</li> <li>• 10-5 Add 3—pp. 353-356</li> <li>• 10-6 Add 4—pp. 357-360</li> <li>• 10-7 Addition Patterns—pp. 363-366</li> </ul> <p><b>Chapter 11: 11-3 through 11-7</b></p> <ul style="list-style-type: none"> <li>• 11-3 Subtract 1—pp. 391-394</li> <li>• 11-4 Subtract 2—pp. 395-398</li> <li>• 11-5 Subtract 3—pp. 399-402</li> <li>• 11-6 Subtract 4—pp. 403-406</li> <li>• 11-7 Subtraction Patterns—pp. 409-412</li> </ul>

## OPERATIONS AND ALGEBRAIC THINKING

### Grade K Content Standards

### Sadlier Math, Grade K

#### Understand simple patterns.

**13.** Duplicate and extend simple patterns by using concrete objects.

#### Chapter 6: 6-6, 6-7 & 6-8

- 6-6 Shape Patterns—pp. 211-214
- 6-7 Make Patterns—pp. 215-218
- 6-9 Problem Solving: Find a Pattern—pp. 223-228

#### Chapter 10: 10-7

- 10-7 Addition Patterns—pp. 363-366

#### Chapter 11: 11-7

- 11-7 Subtraction Patterns—pp. 409-412

## NUMBER AND OPERATIONS IN BASE TEN

### Grade K Content Standards

### Sadlier Math, Grade K

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

**14. [K.NBT.1]** Compose and decompose numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones using objects or drawings.

#### Chapter 13: 13-1 through 13-6

- 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: Make a Drawing—pp. 501-506

## MEASUREMENT AND DATA

### Grade K Content Standards

### Sadlier Math, Grade K

#### Describe and compare measurable attributes.

**15. [K.MD.1]** Identify and describe measurable attributes (e.g., length, weight, height) of a single object using vocabulary such as long/short, heavy/light, or tall/short.

#### Chapter 14: 14-1 through 14-6, 14-8

- 14-1 Describe and Compare by Size—pp. 513-516
- 14-2 Describe and Compare by Length 5—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

## MEASUREMENT AND DATA

Grade K Content Standards	Sadlier Math, Grade K
<p><b>16. [K.MD.2]</b> 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.</p> <p>Example: Directly compare the heights of two children and describe one child as taller or shorter.</p>	<p><b>Chapter 14: 14-1 through 14-8</b></p> <ul style="list-style-type: none"> <li>• 14-1 Describe and Compare by Size—pp. 513–516</li> <li>• 14-2 Describe and Compare by Length—pp. 517–520</li> <li>• 14-3 Order by Length—pp. 521–524</li> <li>• 14-4 Describe and Compare by Height—pp. 525–528</li> <li>• 14-5 Describe and Compare by Weight—pp. 531–534</li> <li>• 14-6 Describe and Compare by More Than One Attribute—pp. 535–538</li> <li>• 14-7 Describe Temperature—pp. 539–542</li> <li>• 14-8 Problem Solving: Make a Table—pp. 543–548</li> </ul>

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

<p><b>17. [K.MD.3]</b> Classify objects into given categories; count the number of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) Counting and sorting coins should be limited to pennies. Students should recognize the ¢ symbol.</p>	<p><b>Chapter 1: 1-1 through 1-6</b></p> <ul style="list-style-type: none"> <li>• 1-1 Alike or Same—pp. 3–6</li> <li>• 1-2 Different—pp. 7–10</li> <li>• 1-3 Sort by Color—pp. 11–14</li> <li>• 1-4 Sort by Shape—pp. 17–20</li> <li>• 1-5 Sort by Size—pp. 21–24</li> <li>• 1-6 Problem Solving: The Four-Step Process—pp. 25–30</li> </ul> <p><b>Chapter 5: 5-4 through 5-6</b></p> <ul style="list-style-type: none"> <li>• 5-4 Tally Marks—pp. 161–164</li> <li>• 5-5 Tally Charts—pp. 165–168</li> <li>• 5-6 Sort and Count—pp. 169–172</li> </ul>
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## GEOMETRY

Grade K Content Standards	Sadlier Math, Grade K
<p><b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b></p>	
<p><b>18. [K.G.1]</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p>	<p><b>Chapter 8: 8-1 through 8-7</b></p> <ul style="list-style-type: none"> <li>• 8-1 Above, Below—pp. 269–272</li> <li>• 8-2 Top, Middle, Bottom—pp. 273–276</li> <li>• 8-3 Over, On, Under—pp. 277–280</li> <li>• 8-4 Inside, Outside, Beside—pp. 283–286</li> <li>• 8-5 In Front of, Behind, Next to—pp. 287–290</li> <li>• 8-6 Left, Right, Between—pp. 291–294</li> <li>• 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295–300</li> </ul>
<p><b>19. [K.G.2]</b> Correctly name shapes regardless of their orientations or overall size.</p>	<p><b>Chapter 6: 6-1 through 6-4, 6-6 through 6-9</b></p> <ul style="list-style-type: none"> <li>• 6-1 Triangles—pp. 189–192</li> <li>• 6-2 Squares and Rectangles—pp. 193–196</li> <li>• 6-3 Circles—pp. 197–200</li> <li>• 6-4 Hexagons—pp. 203–206</li> <li>• 6-6 Shape Patterns—pp. 211–214</li> <li>• 6-7 Make Patterns—pp. 215–218</li> </ul> <p style="text-align: right;"><i>continued</i></p>



**GEOMETRY**

Grade K Content Standards	Sadlier Math, Grade K
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	<ul style="list-style-type: none"> <li>• 6-8 Make Shapes from Other Shapes—pp. 219–222</li> <li>• 6-9 Problem Solving: Find a Pattern—pp. 223–228</li> </ul> <p><b>Chapter 7: 7-1, 7-2 &amp; 7-6</b></p> <ul style="list-style-type: none"> <li>• 7-1 Cylinders, Cones, and Spheres—pp. 235–238</li> <li>• 7-2 Cubes and Rectangular Prisms—pp. 239–242</li> <li>• 7-6 Problem Solving: Make a Drawing—pp. 257–262</li> </ul> <p><b>Chapter 8: 8-1 through 8-7</b></p> <ul style="list-style-type: none"> <li>• 8-1 Above, Below—pp. 269–272</li> <li>• 8-2 Top, Middle, Bottom—pp. 273–276</li> <li>• 8-3 Over, On, Under—pp. 277–280</li> <li>• 8-4 Inside, Outside, Beside—pp. 283–286</li> <li>• 8-5 In Front of, Behind, Next to—pp. 287–290</li> <li>• 8-6 Left, Right, Between—pp. 291–294</li> <li>• 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295–300</li> </ul>
<p><b>20. [K.G.3]</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p><b>Chapter 6: 6-5</b></p> <ul style="list-style-type: none"> <li>• 6-5 Compare Two-Dimensional Shapes—pp. 207–210</li> </ul> <p><b>Chapter 7: 7-3 &amp; 7-5</b></p> <ul style="list-style-type: none"> <li>• 7-3 Compare Three-Dimensional Shapes—pp. 245–248</li> <li>• 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253–256</li> </ul>

**Analyze, compare, create, and compose shapes.**

<p><b>21. [K.G.4]</b> 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 or “corners”), and other attributes (e.g., having sides of equal length).</p>	<p><b>Chapter 1: 1-4 &amp; 1-6</b></p> <ul style="list-style-type: none"> <li>• 1-4 Sort by Shape—pp. 17–20</li> <li>• 1-6 Problem Solving: The Four-Step Process—pp. 25–30</li> </ul> <p><b>Chapter 5: 5-6</b></p> <ul style="list-style-type: none"> <li>• 5-6 Sort and Count—pp. 169–172</li> </ul> <p><b>Chapter 6: 6-1 through 6-9</b></p> <ul style="list-style-type: none"> <li>• 6-1 Triangles—pp. 189–192</li> <li>• 6-2 Squares and Rectangles—pp. 193–196</li> <li>• 6-3 Circles—pp. 197–200</li> <li>• 6-4 Hexagons—pp. 203–206</li> <li>• 6-5 Compare Two-Dimensional Shapes—pp. 207–210</li> <li>• 6-6 Shape Patterns—pp. 211–214</li> <li>• 6-7 Make Patterns—pp. 215–218</li> <li>• 6-8 Make Shapes from Other Shapes—pp. 219–222</li> <li>• 6-9 Problem Solving: Find a Pattern—pp. 223–228</li> </ul> <p><b>Chapter 7: 7-1 through 7-6</b></p> <ul style="list-style-type: none"> <li>• 7-1 Cylinders, Cones, and Spheres—pp. 235–238</li> <li>• 7-2 Cubes and Rectangular Prisms—pp. 239–242</li> <li>• 7-3 Compare Three-Dimensional Shapes—pp. 245–248</li> <li>• 7-4 Model Three-Dimensional Shapes—pp. 249–252</li> <li>• 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253–256</li> <li>• 7-6 Problem Solving: Make a Drawing—pp. 257–262</li> </ul> <p><b>Chapter 8: 8-1 through 8-7</b></p> <ul style="list-style-type: none"> <li>• 8-1 Above, Below—pp. 269–272</li> <li>• 8-2 Top, Middle, Bottom—pp. 273–276</li> </ul> <p style="text-align: right;"><i>continued</i></p>
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<b>GEOMETRY</b>	
<b>Grade K Content Standards</b>	<b>Sadlier Math, Grade K</b>
	<ul style="list-style-type: none"> <li>• 8-3 Over, On, Under—pp. 277-280</li> <li>• 8-4 Inside, Outside, Beside—pp. 283-286</li> <li>• 8-5 In Front of, Behind, Next to—pp. 287-290</li> <li>• 8-6 Left, Right, Between—pp. 291-294</li> <li>• 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295-300</li> </ul>
<p><b>22. [K.G.5]</b> Model shapes in the world by building shapes from components (e.g., sticks or clay balls) and drawing shapes.</p>	<p><b>Chapter 7: 7-4 &amp; 7-6</b></p> <ul style="list-style-type: none"> <li>• 7-4 Model Three-Dimensional Shapes—pp. 249-252</li> <li>• 7-6 Problem Solving: Make a Drawing—pp. 257-262</li> </ul>
<p><b>23. [K.G.6]</b> Compose simple shapes to form larger shapes.</p> <p>Example: “Can you join these two triangles with full sides touching to make a rectangle?”</p>	<p><b>Chapter 6: 6-8</b></p> <ul style="list-style-type: none"> <li>• 6-8 Make Shapes from Other Shapes—pp. 219-222</li> </ul> <p><b>Chapter 7: 7-4 &amp; 7-6</b></p> <ul style="list-style-type: none"> <li>• 7-4 Model Three-Dimensional Shapes—pp. 249-252</li> <li>• 7-6 Problem Solving: Make a Drawing—pp. 257-262</li> </ul>

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