Progress in Mathematics

SADLIER Common Core Progress Mathematics

Common Core State Standards for Mathematics

Kindergarten Crosswalk

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Chapter 1 Sorting

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
1-1 1-2	Alike/Same—pp. 3–4 Different—pp. 5–6	Lesson 41	Sort and Count—pp. 195–198	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹		
1-3	Sort by Color—pp. 7–8				¹ Limit category counts to be less than or equal to 10.		
1-4	Same Shape—pp. 9–10	Lesson 41	Sort and Count—pp. 195–198	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹		
					¹ Limit category counts to be less than or equal to 10.		
		Lesson 44	Compare Flat Shapes—pp. 215–218	K.G.4	Analyze and compare two- and three-		
		Lesson 46	Compare Solid Shapes—pp. 223–226		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 equa length).		
1-5	Sort by Size—pp. 13–14 Lesson	Lesson 40	Lesson 40 Compare Measurements—pp. 191–194	K.MD. 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 41	Sort and Count—pp. 195–198	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹		
					¹ Limit category counts to be less than or equal to 10.		
1-6 1-7	Sort by Color and Shape—pp. 15–16Lesson 4Sort by Shape and Size—pp. 17–18	Lesson 40	Compare Measurements—pp. 191–194	K.MD. 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.		

Chapter 1 Sorting

PROGR	ess in Mathematics, Kindergarten	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
		Lesson 41	Sort and Count—pp. 195–198	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹	
					¹ Limit category counts to be less than or equal to 10.	
		Lesson 44	Compare Flat Shapes—pp. 215–218	K.G.4	Analyze and compare two- and three-	
		Lesson 46	Compare Solid Shapes—pp. 223–226		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).	
1-8	Sort Two Ways (color and shape)—pp. 19–20	Lesson 41	Sort and Count—pp. 195–198	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹	
	Les				¹ Limit category counts to be less than or equal to 10.	
		Lesson 44	Compare Flat Shapes—pp. 215–218	K.G.4	Analyze and compare two- and three-	
		Lesson 46	Compare Solid Shapes—pp. 223–226		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 equa length).	
1-9	Problem Solving Strategy: Logical Reasoning—pp. 21–22	Lesson 41	Sort and Count—pp. 195–198	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹	
					¹ Limit category counts to be less than or equal to 10.	
Chap	ter 2 Geometry and Patterns					
PROGR	ESS IN MATHEMATICS, KINDERGARTEN		RE PROGRESS MATHEMATICS, KINDERGARTEN	Соммон	Core State Standards for Mathematics, Kindergarten	
2-1	Cylinder, Cone, and Sphere—pp. 37–38	Lesson 48	Above, Below, Beside, Next To—pp. 231– 234	K.G.1	Describe objects in the environment using names of shapes, and describe the relative	
2-2	Cube and Rectangular Prism—pp. 39–40	Lesson 49	In Front of, Behind—pp. 235–238		positions of these objects using terms such as above, below, beside, in front of, behind, and next to	

PROGRESS IN MATHEMATICS, KINDERGARTEN	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN	COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
	Lesson 45 Solid Shapes—pp. 219–222	K.G.2 Correctly name shapes regardless of their orientations or overall size.		
	Lesson 47 Identify Flat and Solid Shapes—pp. 227– 230	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		
	Lesson 46 Compare Solid Shapes—pp. 223–226	K.G.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).		
*2-2A Recognize Solid Shapes—Online	Lesson 41 Sort and Count—pp. 195–198	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹		
		¹ Limit category counts to be less than or equal to 10.		
	Lesson 48 Above, Below, Beside, Next To—pp. 231– 234	K.G.1 Describe objects in the environment using names of shapes, and describe the relative		
	Lesson 49 In Front of, Behind—pp. 235–238	above, below, beside, in front of, behind, and next to.		
	Lesson 45 Solid Shapes—pp. 219–222	K.G.2 Correctly name shapes regardless of their orientations or overall size.		
	Lesson 50 Building Shapes—pp. 239–242	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		
	Lesson 51 Building Larger Shapes—pp. 243–246	K.G.6 Compose simple shapes to form larger shapes.		
		For example, "Can you join these two triangles with full sides touching to make a rectangle?"		
2-3 Moving Shapes—pp. 41–42	Lesson 46 Compare Solid Shapes—pp. 223–226	K.G.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")		
		– continued on next page –		

PROGRESS IN MATHEMATICS, KINDERGARTEN COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN - continued from previous page and other attributes (e.g., having sides of equal length). Lesson 50 Building Shapes—pp. 239–242 K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 2-4 Plane Figures on Solids—pp. 43–44 Lesson 42 Circles and Triangles—pp. 207–210 K.G.2 Correctly name shapes regardless of their orientations or overall size. 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-K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). 230 Lesson 44 Compare Flat Shapes—pp. 215–218 Analyze and compare two- and three-K.G.4 dimensional shapes, in different sizes and Lesson 46 Compare Solid Shapes—pp. 223–226 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). Lesson 50 Building Shapes—pp. 239–242 K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Analyze and compare two- and three-*2-4A Plane Figures—Online Lesson 44 Compare Flat Shapes—pp. 215–218 K.G.4 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).

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
		Lesson 50	Building Shapes—pp. 239–242	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2-5	Triangle —pp. 45–46	Lesson 48	Above, Below, Beside, Next To—pp. 231– 234	K.G.1	Describe objects in the environment using names of shapes, and describe the relative
2-6	Square and Rectangle—pp. 47–48	Lesson 49	In Front of, Behind—pp. 235–238		positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
		Lesson 42	Circles and Triangles—pp. 207–210	K.G.2	Correctly name shapes regardless of their
		Lesson 43	Squares, Rectangles, and Hexagons—pp. 211–214		orientations or overall size.
		Lesson 45	Solid Shapes—pp. 219–222		
	Lesson	Lesson 44	Compare Flat Shapes—pp. 215–218	K.G.4	Analyze and compare two- and three-
		Lesson 46	Compare Solid Shapes—pp. 223–226		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).
		Lesson 50	Building Shapes—pp. 239–242	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
2-7	Circle —pp. 49–50	Lesson 42	Circles and Triangles—pp. 207–210	K.G.2	Correctly name shapes regardless of their
		Lesson 43	Squares, Rectangles, and Hexagons—pp. 211–214		orientations or overall size.
		Lesson 45	Solid Shapes—pp. 219–222		
		Lesson 44	Compare Flat Shapes—pp. 215–218	K.G.4	Analyze and compare two- and three-
	Lesson 46	Compare Solid Shapes—pp. 223–226		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).	

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
		Lesson 50	Building Shapes—pp. 239–242	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		
*2-7A	Compare Plane and Solid Figures—Online	Lesson 47	Identify Flat and Solid Shapes—pp. 227– 230	K.G.3	ldentify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").		
		Lesson 44	Compare Flat Shapes—pp. 215–218	K.G.4	Analyze and compare two- and three-		
	Le	Lesson 46	Compare Solid Shapes—pp. 223–226		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 equa length).		
		Lesson 50	Building Shapes—pp. 239–242	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		
2-8	Combine and Separate Figures—pp. 51–52	Lesson 51	Building Larger Shapes—pp. 243–246	K.G.6	Compose simple shapes to form larger shapes.		
					For example, "Can you join these two triangles with full sides touching to make a rectangle?"		
2-9	Color Patterns—pp. 55–56						
2-10	Shape Patterns—pp. 57–58						
2-11	Size and Growing Patterns—pp. 59–60	Lesson 40	Compare Measurements—pp. 191–194	K.MD. 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.		
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						

Chapter 3 Positions

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COR	RE PROGRESS MATHEMATICS, KINDERGARTEN	COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGART	
3-1	Above, Below—pp. 77–78	Lesson 48	Above, Below, Beside, Next To—pp. 231–	K.G.1	Describe objects in the environment using
3-2	Top, Middle, Bottom—pp. 79–80	-	234		positions of these objects using terms such as
3-3	Over, On, Under —pp. 81–82	Lesson 49	In Front of, Behind—pp. 235–238		above, below, beside, in front of, behind, and next to.
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				
3-9	Problem Solving Strategy: Follow Directions/Act It Out—pp. 95–96				

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
4-1	As Many As —pp. 111–112	Lesson 7	Match to Compare—pp. 35–38	K.CC.6	Identify whether the number of objects in one	
4-2	More —pp. 113–114	Lesson 12	Count to Compare—pp. 55–58		group is greater than, less than, or equal to the number of objects in another group, e.g., by	
4-3	Fewer —pp. 115–116				using matching and counting strategies. ¹	
4-4	Fewest, Most—pp. 117–118				¹ Include groups with up to ten objects.	
4-5	Equalizing Sets—pp. 119–120					
4-6	Identify and Write 0 and 1—pp. 123–124 Les	Lesson 2	Count and Write 1 and 2—pp. 15–18	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).	
		Lesson 6	Count and Write 0 and 5—pp. 31–34			

Image: serie of the serie	PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
 Lesson 5 Count and Model 0 and 5—pp. 27-30 In the standard order, paining each object With one and only one object. Lesson 1 Count and Model 1 and 2—pp. 11–14 KCC.2 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. Identify and Write 2 and 3—pp. 125–126 Lesson 4 Count and Write 1 and 2—pp. 15–18 Lesson 4 Count and Write 3 and 4—pp. 23–26 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 4 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 4 Count and Write 3 and 4—pp. 19–22 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 4 Count and Write 3 and 4—pp. 19–22 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 4 Count and Write 3 and 4—pp. 19–22 Lesson 3 Count and Model 3 and 4—pp. 19–22 Lesson 4 Count and Write 3 and 4—pp. 19–22 Lesson 3 Count and Write		Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.4a	When counting objects, say the number names		
Lesson 1 Count and Model 1 and 2—pp. 11–14 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. 4-7 Identify and Write 2 and 3—pp. 125–126 Lesson 2 Count and Write 1 and 2—pp. 15–18 K.CC.3 Write numbers from 0 to 20. Represent a number from 0 to 20. Represent a number form 0 no objects. 4-7 Identify and Write 2 and 3—pp. 125–126 Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.4 Write numbers from 0 to 20. Represent a number form 0 to 20. Represent a number form 0 ho objects. Lesson 1 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 K.CC.4 When counting objects with a written numeral 0-20 (with 0 representing a count of no object). Lesson 1 Count and Model 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 K.CC.4 When counting objects with a writte on a each number names and each number name and each number name and each number name and each number name and each number from 1–20, count out that many as 20 things arranged in a line, a rectangula array, or a circle or as any as 10 Lesson 2 Count and Model 1 and 2—pp. 11–14 K.CC.5 Count to answer "how many?" questions about as marget in a line, a rectangula array, or a cir			Lesson 5	Count and Model 0 and 5—pp. 27–30		In the standard order, pairing each object with one and only one number name and each number name with one and only one object.	
Lesson 2 Count and Write 1 and 2—pp. 15–18 as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 4-7 Identify and Write 2 and 3—pp. 125–126 Lesson 5 Count and Write 1 and 2—pp. 15–18 K.CC.3 Write numbers from 0 to 20. Represent a number of objects. 4-7 Identify and Write 2 and 3—pp. 125–126 Lesson 1 Count and Write 3 and 4—pp. 23–26 K.CC.3 Write numbers from 0 to 20. Represent a number of objects. Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.4 When counting objects. Lesson 1 Count and Model 1 and 2—pp. 19–22 K.CC.4 When counting objects. Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.4 When counting objects. Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.4 When counting objects. Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.4 Understand that each successive number name and each number name with one and only one object. K.CC.4 Understand that each successive number name end each number from 1–20, count out that many objects. So thing 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. Lesson 1 Count and Model 1 and 2—pp. 19–22 K.CC.4 Understand that each suc			Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.5	Count to answer "how many?" questions about	
Lesson 5 Count and Model 0 and 5—pp. 27-30 things in a scattered configuration; given a number from 1-20, count out that many objects. 4-7 Identify and Write 2 and 3—pp. 125-126 Lesson 2 Count and Write 1 and 2—pp. 15-18 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). Lesson 1 Count and Model 1 and 2—pp. 11-14 K.CC.4 When counting objects, say the number names in the standard order, pairing each object with one and only one objects. Lesson 2 Count and Model 1 and 2—pp. 19-22 K.CC.4 When counting objects, say the number names in the standard order, pairing each object with one and only one objects. Lesson 1 Count and Model 1 and 2—pp. 19-12 K.CC.4 Understand that each successive number name with one and only one objects. Lesson 2 Count and Model 1 and 2—pp. 11-14 K.CC.5 Count to answer "how many?" questions about as momber rame and each number from 1-20, count out that 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. 4-8 Identify and Write 4 and 5—pp. 127-128 Lesson 3 Count and Model 3 and 4—pp. 23-26 K.CC.2 Count forward beginning from a given number withing in a scattered configuration; given a number of objects. 4-8 Identify and Write 4 and 5—pp. 127-128			Lesson 2	Count and Write 1 and 2—pp. 15–18		as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10	
Lesson 6Count and Write 0 and 5—pp. 31-34objects.4-7Identify and Write 2 and 3—pp. 125-126Lesson 2Count and Write 1 and 2—pp. 15-18K.CC.3Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).4-7Identify and Write 2 and 3—pp. 125-126Lesson 1Count and Model 1 and 2—pp. 11-14K.CC.3Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).4-8Identify and Write 4 and 5—pp. 127-128Lesson 3Count and Model 1 and 2—pp. 15-18 Lesson 4K.CC.3Count and Write 3 and 4—pp. 23-264-8Identify and Write 4 and 5—pp. 127-128Lesson 38Count and Write 3 and 4—pp. 23-26K.CC.3Count forward beginning from a given number number from 1-20, count out that many 			Lesson 5	Count and Model 0 and 5—pp. 27–30		things in a scattered configuration; given a number from 1–20, count out that many	
 4-7 Identify and Write 2 and 3—pp. 125–126 Lesson 2 Count and Write 1 and 2—pp. 15–18 Lesson 4 Count and Write 3 and 4—pp. 23–26 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). K.CC.4 When counting objects, say the number names and each number name with one and only one number name and each number name with one and only one number name and each number name with one and only one number name and each number name with one and only one object. K.CC.4 Understand that each successive number name refers to a quantity that is one larger. Lesson 1 Count and Model 1 and 2—pp. 11–14 Lesson 2 Count and Write 1 and 2—pp. 11–14 Lesson 3 Count and Model 1 and 2—pp. 11–14 Lesson 4 Count and Model 1 and 2—pp. 15–18 Lesson 4 Count and Write 1 and 2—pp. 15–18 Lesson 4 Count and Write 3 and 4—pp. 23–26 K.CC.2 Count forward beginning from a given number names names name nation number names names names names number names number names namany na number names names names names names names names names			Lesson 6	Count and Write 0 and 5—pp. 31–34		objects.	
Lesson 4 Count and Write 3 and 4—pp. 23-26 Number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Lesson 1 Count and Model 1 and 2—pp. 11-14 K.CC.4 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 number name and each number name with one and only one object. Lesson 1 Count and Model 1 and 2—pp. 11-14 K.CC.4 When counting objects, say the number name and each number name with one and only one object. Lesson 2 Count and Model 1 and 2—pp. 11-14 K.CC.4 Understand that each successive number name refers to a quantity that is one larger. Lesson 3 Count and Model 3 and 4—pp. 19-22 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. 4-8 Identify and Write 4 and 5—pp. 127-128 Lesson 3 Count and Write 3 and 4—pp. 23-26 K.CC.2 Count forward beginning from a given number vithin the known sequence (instead of having to begin at 1). Lesson 4 Count and Write 3 and 4—pp. 23-26 K.CC.2 Write numbers of 0.20. Represent a number form 1-20, count of no objects with a written numeral 0-20 (with 0 representing a count of no objects).	4-7	Identify and Write 2 and 3—pp. 125–126	Lesson 2	Count and Write 1 and 2—pp. 15–18	K.CC.3	Write numbers from 0 to 20. Represent a	
Lesson 1 Count and Model 1 and 2—pp. 11–14 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 one and only one number name and each number name with one and only one onumber from 1–20, count one and write 3 and 4—ppp. 23–26 <td rowspan="3"></td> <td rowspan="6">Less Less Less Less Less</td> <td>Lesson 4</td> <td>Count and Write 3 and 4—pp. 23–26</td> <td></td> <td>(with 0 representing a count of no objects).</td>		Less Less Less Less Less	Lesson 4	Count and Write 3 and 4—pp. 23–26		(with 0 representing a count of no objects).	
Lesson 3 Count and Model 3 and 4—pp. 19–22 In the standard order, maining each object with one and only one object. K.CC.4c Understand that each successive number name and each number name with one and only one object. K.CC.4c Understand that each successive number name refers to a quantity that is one larger. Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.4c Understand that each successive number name refers to a quantity that is one larger. Lesson 2 Count and Write 1 and 2—pp. 15–18 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. 4-8 Identify and Write 4 and 5—pp. 127–128 Lesson 3 Count and Write 3 and 4—pp. 23–26 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 4 Count and Write 3 and 4—pp. 23–26 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).			Lesson 1	Count and Model 1 and 2—pp. 11–14	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.	
K.CC.4c Understand that each successive number name refers to a quantity that is one larger. Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.4c Understand that each successive number name refers to a quantity that is one larger. Lesson 2 Count and Write 1 and 2—pp. 11–14 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. Lesson 4 Count and Write 3 and 4—pp. 23–26 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 4 Count and Write 3 and 4—pp. 23–26 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).			Lesson 3	Count and Model 3 and 4—pp. 19–22			
Lesson 1Count and Model 1 and 2—pp. 11–14K.CC.5Count 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.4-8Identify and Write 4 and 5—pp. 127–128Lesson 3Count and Write 3 and 4—pp. 23–26K.CC.2Count forward beginning from a given number within the known sequence (instead of having to begin at 1).Lesson 4Count and Write 3 and 4—pp. 23–26K.CC.3Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).					K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.	
Lesson 2 Count and Write 1 and 2—pp. 15–18 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. 4-8 Identify and Write 4 and 5—pp. 127–128 Lesson 3 Count and Write 3 and 4—pp. 23–26 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 4 Count and Write 3 and 4—pp. 23–26 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).			Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.5	Count to answer "how many?" questions about	
Lesson 3Count and Model 3 and 4—pp. 19–22things in a scattered configuration; given a number from 1–20, count out that many objects.4-8Identify and Write 4 and 5—pp. 127–128Lesson 38Count by Ones and Tens to 100—pp. 175– 178K.CC.2Count forward beginning from a given number within the known sequence (instead of having to begin at 1).4-8Identify and Write 4 and 5—pp. 127–128Lesson 4Count and Write 3 and 4—pp. 23–26K.CC.2Count forward beginning from a given number within the known sequence (instead of having to begin at 1).Lesson 4Count and Write 3 and 4—pp. 23–26K.CC.3Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			Lesson 2	Count and Write 1 and 2—pp. 15–18		as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10	
Lesson 4 Count and Write 3 and 4—pp. 23–26 objects. 4-8 Identify and Write 4 and 5—pp. 127–128 Lesson 38 Count by Ones and Tens to 100—pp. 175- 178 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 4 Count and Write 3 and 4—pp. 23–26 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).			Lesson 3	Count and Model 3 and 4—pp. 19–22		things in a scattered configuration; given a number from 1–20, count out that many	
4-8 Identify and Write 4 and 5—pp. 127–128 Lesson 38 Count by Ones and Tens to 100—pp. 175– 178 K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Lesson 4 Count and Write 3 and 4—pp. 23–26 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).			Lesson 4	Count and Write 3 and 4—pp. 23–26		objects.	
Lesson 4Count and Write 3 and 4—pp. 23–26K.CC.3Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	4-8	Identify and Write 4 and 5—pp. 127–128	Lesson 38	Count by Ones and Tens to 100—pp. 175– 178	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
Lesson 6Count and Write 0 and 5—pp. 31–34number of objects with a written numeral 0-20(with 0 representing a count of no objects).			Lesson 4	Count and Write 3 and 4—pp. 23–26	K.CC.3	Write numbers from 0 to 20. Represent a	
			Lesson 6	Count and Write 0 and 5—pp. 31–34		number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	

PROGRESS IN MATHEMATICS, KINDERGARTEN	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
	Lesson 3	Count and Model 3 and 4—pp. 19–22	K.CC.4a	When counting objects, say the number names
	Lesson 5	Count and Model 0 and 5—pp. 27–30		in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
			K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
	Lesson 3	Count and Model 3 and 4—pp. 19–22	K.CC.5	Count to answer "how many?" questions about
	Lesson 4	Count and Write 3 and 4—pp. 23–26		as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10
	Lesson 5	Count and Model 0 and 5—pp. 27–30		things in a scattered configuration; given a number from 1–20, count out that many
	Lesson 6	Count and Write 0 and 5—pp. 31–34		objects.
*4-8A Count to Tell How Many—Online	Lesson 13	Count to Tell How Many—pp. 59–62	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.
*4-8B Order 0-5—Online	Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.4b	Understand that the last number name said
	Lesson 3	Count and Model 3 and 4—pp. 19–22		number of objects is the same regardless of
	Lesson 5	Count and Model 0 and 5—pp. 27–30		their arrangement or the order in which they were counted.
*4-8C Ways to Make 2, 3, 4, and 5—Online	Lesson 22	Break Apart Numbers to 5—pp. 103–106	K.OA.3	Decompose numbers less than or equal to 10
	Lesson 25	Break Apart Numbers to 10—pp. 115–118		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 $5 = 4 + 1$).
4-9 Ordinals: First to Fifth—pp. 129–130				
4-10 Identify and Write 6 and 7—pp. 133–134	Lesson 9	Count and Write 6 and 7—pp. 43–46	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).

PROGRESS IN MATHEMATICS, KINDERGARTEN	COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
	Lesson 8	Count and Model 6 and 7—pp. 39–42	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.		
			K.CC.4b	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.		
			K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.		
	Lesson 8	Count and Model 6 and 7—pp. 39–42	K.CC.5	Count to answer "how many?" questions about		
	Lesson 9	Count and Write 6 and 7—pp. 43–46		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.		
*4-10A Ways to Make 6 and 7—Online	Lesson 22	Break Apart Numbers to 5—pp. 103–106	K.OA.3	Decompose numbers less than or equal to 10		
	Lesson 25	Break Apart Numbers to 10—pp. 115–118		objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and $5 = 4 + 1$).		
4-11 Identify and Write 8 and 9 —pp. 135–136	Lesson 11	Count and Write 8, 9, and 10—pp. 51–54	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).		
	Lesson 10	Count and Model 8, 9 and 10—pp. 47–50	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.		
			K.CC.4b	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.		

Progress in Mathematics, Kindergarten	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
			K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.	
	Lesson 10	Count and Model 8, 9 and 10—pp. 47–50	K.CC.5	Count to answer "how many?" questions about	
	Lesson 11	Count and Write 8, 9, and 10—pp. 51–54		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.	
*4-11A Ways to Make 8 and 9—Online	Lesson 22	Break Apart Numbers to 5—pp. 103–106	K.OA.3	Decompose numbers less than or equal to 10	
	Lesson 25	Break Apart Numbers to 10—pp. 115–118		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 $5 = 4 + 1$).	
4-12 Identify and Write 10 —pp. 137–138	Lesson 11	Count and Write 8, 9, and 10—pp. 51–54	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).	
	Lesson 10	Count and Model 8, 9 and 10—pp. 47–50	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.	
			K.CC.4b	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.	
			K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.	
	Lesson 10	Count and Model 8, 9 and 10—pp. 47–50	K.CC.5	Count to answer "how many?" questions about	
	Lesson 11	Count and Write 8, 9, and 10—pp. 51–54		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.	

PROGRESS IN MATHEMATICS, KINDERGARTEN	COMMON COR	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
*4-12A Ways to Make 10—Online	Lesson 22	Break Apart Numbers to 5—pp. 103–106	K.OA.3	Decompose numbers less than or equal to 10	
	Lesson 25	Break Apart Numbers to 10—pp. 115–118		objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and $5 = 4 + 1$).	
*4-12B One More, One Fewer—Online	Lesson 7	Match to Compare—pp. 35–38	K.CC.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. ¹	
	Lesson 12	Count to Compare—pp. 55–58			
				¹ Include groups with up to ten objects.	
*4-12C Count to Compare Numbers—Online	Lesson 1	Count and Model 1 and 2—pp. 11–14	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.	
	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			
	Lesson 7	Match to Compare—pp. 35–38	K.CC.6	Identify whether the number of objects in one	
	Lesson 12	Count to Compare—pp. 55–58		group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹	

¹ Include groups with up to ten objects.

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COR	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
4-13	Numbers 1-10—pp. 139-140	Lesson 2	Count and Write 1 and 2—pp. 15–18	K.CC.3	Write numbers from 0 to 20. Represent a		
		Lesson 4	Count and Write 3 and 4—pp. 23–26		number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		
		Lesson 6	Count and Write 0 and 5—pp. 31–34				
		Lesson 9	Count and Write 6 and 7—pp. 43–46				
		Lesson 11	Count and Write 8, 9, and 10—pp. 51–54				
		Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.4a	When counting objects, say the number names		
		Lesson 3	Count and Model 3 and 4—pp. 19–22		in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		
		Lesson 5	Count and Model 0 and 5—pp. 27–30				
		Lesson 8 Count and Model 6 and 7—pp. 39–42 K	K.CC.4b	Understand that the last number name said tells the number of objects counted. The			
	Le	Lesson 10	Count and Model 8, 9 and 10—pp. 47–50		number of objects is the same regardless of their arrangement or the order in which they were counted.		
				K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.		
		Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.5	Count to answer "how many?" questions about		
		Lesson 2	Count and Write 1 and 2—pp. 15–18		as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10		
		Lesson 3	Count and Model 3 and 4—pp. 19–22		things in a scattered configuration; given a number from 1–20, count out that many		
		Lesson 4	Count and Write 3 and 4—pp. 23–26		objects.		
		Lesson 5	Count and Model 0 and 5—pp. 27–30				
		Lesson 6	Count and Write 0 and 5—pp. 31–34				
		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				

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
4-14	Number Line—pp. 141–142	Lesson 7	Count by Ones and Tens to 100 —pp. 175– 178	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
*4-14A	Compare Numbers—Online	Lesson 14	Compare Numbers—pp. 63–66	K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	
4-15	Ordinals: First to Tenth—pp. 143–144					
4-16	Number Patterns—pp. 145–146					
4-17	Problem Solving Strategy: Use a Map —pp. 147–148					
Chapt	er 5 Numbers to 31					
PROGRESS	S IN MATHEMATICS, KINDERGARTEN		RE PROGRESS MATHEMATICS, KINDERGARTEN	Соммон	Core State Standards for Mathematics, Kindergarten	
5-1	Identify and Write 11 and 12—pp. 159–160	Lesson 28	Count and Write 11 and 12—pp. 135–138	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).	
	L	Lesson 27	Count and Model 11 and 12—pp. 131–134	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.	
		Lesson 27	Count and Model 11 and 12—pp. 131–134	K.CC.5	Count to answer "how many?" questions about	
		Lesson 28	Count and Write 11 and 12—pp. 135–138		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	

5-2 Compare Numbers to 12—pp. 161–162

Lesson 7Match to Compare—pp. 35–38K.CC.6Identify 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.1
1 Include groups with up to ten objects.

Chapter 5 Numbers to 31

Lesson 14 Compare Numbers—pp. 63–66 K.CC.7 Compare two numbers between 1 presented as written numerals. 5-3 Order Numbers to 12—pp. 163–164 Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.3 Write numbers from 0 to 20. Represented as written numerals. Lesson 3 Count and Model 3 and 4—pp. 19–22 K.CC.3 Write numbers from 0 to 20. Representing a count of notes that here and the second secon	and 10
5-3 Order Numbers to 12—pp. 163–164 Lesson 1 Count and Model 1 and 2—pp. 11–14 K.CC.3 Write numbers from 0 to 20. Reprendent to 20. Reprende	
Lesson 3 Count and Model 3 and 4—pp. 19–22 number of objects with a written r (with 0 representing a count of no	sent a
	umeral 0-20 objects).
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 7Match to Compare—pp. 35–38K.CC.6Identify whether the number of ob-	jects in one
Lesson 12 Count to Compare—pp. 55–58 group is greater than, less than, or number of objects in another group using matching and counting strater than and the provided of the pro	equal to the p, e.g., by egies.1 jects.
Lesson 14 Compare Numbers pp. 63–66 K.CC.7 Compare two numbers between 1 presented as written numerals.	and 10
5-4 Identify and Write 13 and 14—pp. 165–166 Lesson 30 Count and Write 13 and 14—pp. 143–146 K.CC.3 Write numbers from 0 to 20. Reprendent of objects with a written r (with 0 representing a count of no count of n	sent a umeral 0-20 objects).
Lesson 29Count and Model 13 and 14—pp. 139–142K.CC.4aWhen counting objects, say the nu in the standard order, pairing each one and only one number name ar number name with one and only counting on and only counting on and only counting on and only counting on a standard order.	mber names object with id each ne object.
Lesson 29 Count and Model 13 and 14—pp. 139–142 K.CC.5 Count to answer "how many?" que	stions about
Lesson 30 Count and Write 13 and 14—pp. 143–146 as many as 20 things arranged in a rectangular array, or a circle, or as in things in a scattered configuration number from 1–20, count out that objects.	line, a nany as 10 given a many
5-5 Identify and Write 15 and 16—pp. 167–168 Lesson 32 Count and Write 15 and 16—pp. 151–154 K.CC.3 Write numbers from 0 to 20. Reprendent of objects with a written representing a count of no	sent a umeral 0-20 objects).

Chapter 5 Numbers to 31 **PROGRESS IN MATHEMATICS, KINDERGARTEN** COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN Lesson 31 Count and Model 15 and 16—pp. 147–150 When counting objects, say the number names K.CC.4a in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Lesson 31 Count and Model 15 and 16—pp. 147–150 K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a Lesson 32 Count and Write 15 and 16—pp. 151–154 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. 5-6 Identify and Write 17 and 18—pp. 169–170 Lesson 34 Count and Write 17 and 18—pp. 159–162 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). Lesson 33 Count and Model 17 and 18—pp. 155–158 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. Lesson 33 Count and Model 17 and 18—pp. 155–158 K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a **Lesson 34 Count and Write 17 and 18**—pp. 159–162 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. 5-7 Identify and Write 19 and 20—pp. 171–172 Lesson 36 Count and Write 19 and 20—pp. 167–170 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). Lesson 35 Count and Model 19 and 20—pp. 163–166 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. Count to answer "how many?" questions about Lesson 35 Count and Model 19 and 20—pp. 163–166 K.CC.5 as many as 20 things arranged in a line, a Lesson 36 Count and Write 19 and 20—pp. 167–170 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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Chapter 5 Numbers to 31

PROGRESS IN MATHEM	iatics, Kindergarten	COMMON COF	RE PROGRESS MATHEMATICS, KINDERGARTEN	Соммон	Core State Standards for Mathematics, Kindergarten
*5-7A Count O	ut That Many —Online	Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.5	Count to answer "how many?" questions about
		Lesson 2	Count and Write 1 and 2—pp. 15–18		as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10
		Lesson 3	Count and Model 3 and 4—pp. 19–22		things in a scattered configuration; given a number from 1–20, count out that many
		Lesson 4	Count and Write 3 and 4—pp. 23–26		objects.
		Lesson 5	Count and Model 0 and 5—pp. 27–30		
		Lesson 6	Count and Write 0 and 5—pp. 31–34		
		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 12	Count to Compare—pp. 55–58		
		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		
*5-7B Count N	umbers to 20—Online	Lesson 38	Count by Ones and Tens to 100 —pp. 175– 178	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having

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to begin at 1).

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PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
		Lesson 37	Make and Break Apart 11 to 19—pp. 171– 174	K.NBT.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.	
5-8	Identify and Write 21–25—pp. 175–176	Lesson 38	Count by Ones and Tens to 100—pp. 175-	K.CC.1	Count to 100 by ones and by tens.	
5-9	Identify and Write 26-31—pp. 177-178		178			
5-10	Compare Numbers to 31—pp. 179–180	_				
5-11	Order Numbers to 31—pp. 181–182 Lesson Lesson Lesson	Lesson 2	Count and Write 1 and 2—pp. 15–18	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).	
		Lesson 4	Count and Write 3 and 4—pp. 23–26			
		Lesson 6	Count and Write 0 and 5—pp. 31–34			
		Lesson 9	Count and Write 6 and 7—pp. 43–46			
		Lesson 11	Count and Write 8, 9, and 10—pp. 51–54			
		Lesson 13	Count to Tell How Many—pp. 59–62			
		Lesson 28	Count and Write 11 and 12—pp. 135–138			
		Lesson 30	Count and Write 13 and 14—pp. 143–146			
		Lesson 32	Count and Write 15 and 16—pp. 151–154			
		Lesson 34	Count and Write 17 and 18—pp. 159–162			
		Lesson 36	Count and Write 19 and 20—pp. 167–170			
E 40		_				

5-12 Estimate Groups—pp. 183–184

5-13 Problem Solving Strategy: Guess and Test pp. 185–186

Chapter 6 Tables, Graphs, and Fractions

PROGR	ess in Mathematics, Kindergarten	COMMON CO	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN				
6-1	Tally Marks—pp. 201–202	Lesson 1	Count and Model 1 and 2—pp. 11–14	K.CC.5 Co			
6-2	Tally Charts—pp. 203–204	Lesson 2	Count and Write 1 and 2—pp. 15–18	as rec			
		Lesson 3	Count and Model 3 and 4—pp. 19–22	thi			
		Lesson 4	Count and Write 3 and 4—pp. 23–26	ob			
		Lesson 5	Count and Model 0 and 5—pp. 27–30				
		Lesson 6	Count and Write 0 and 5—pp. 31–34				
		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 12	Count to Compare—pp. 55–58				
		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				

COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN

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.

Chapter 6 Tables, Graphs, and Fractions

PROGRESS IN MATHEMATICS, KINDERGARTEN

*6-2A Sorting Categories—Online

COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN

Lesson 41 Sort and Count—pp. 195–198

 COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN

 K.MD.3
 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

- 6-3 Picture Graphs—pp. 205–206
- 6-4 Pictographs—pp. 207–208
- 6-5 Surveys and Real Graphs—pp. 209–210
- 6-6 Bar Graphs—pp. 211–212

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 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 12	Count to Compare—pp. 55–58
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

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.

¹Limit category counts to be less than or equal to 10.

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Chapter 6 Tables, Graphs, and Fractions

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CO	re Progress Mathematics, Kindergarten	COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTE	
		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		
6-7	Equal Parts—pp. 215–216				
6-8	Explore Symmetry—pp. 217–218	~1			
6-9	Explore Halves—pp. 219–220				
6-10	Explore Fourths—pp. 221–222	~*			
6-11	More Likely/Equally Likely/Less Likely—pp. 223–224				
6-12	Problem Solving Strategy: Make a List—pp. 225–226	46			

Chapter 7 Addition Readiness

PROGRES	S IN MATHEMATICS, KINDERGARTEN		PROGRESS MATHEMATICS, KINDERGARTEN	Соммон	Core State Standards for Mathematics, Kindergarten
7-1	Joining —pp. 237–238	Lesson 16	Put Together to Add—pp. 79–82	K.OA.1	Represent addition and subtraction with
* 7-1 A	Model Joining Stories—Online	Lesson 17	Add to Find How Many—pp. 83–86		sounds (e.g., claps), acting out situations,
7-2	Add 1 —pp. 239–240				verbal explanations, expressions, or equations.
7-3	Add 2 —pp. 241–242				² Drawings need not show details, but should show the mathematics in the problem. (This applies whereas drawings are martianed in the Standards)
7-4	Add 3 —pp. 243–244				wherever drawings are mentioned in the Standards.)
	Lesson Lesson	Lesson 18	Problem Solving: Addition—pp. 87–90	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		Lesson 23	Addition: Sums to 5 (Fluency)—pp. 107– 110	K.OA.5	Fluently add and subtract within 5.
7-5	Add 4 —pp. 245–246	Lesson 16	Put Together to Add—pp. 79–82	K.OA.1	Represent addition and subtraction with
		Lesson 17	Add to Find How Many—pp. 83–86		objects, fingers, mental images, drawings, ²
					– continued on next page –

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Chapter 7 Addition Readiness

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COR	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
					- continued from previous page -	
					sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
				² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)		
		Lesson 18	Problem Solving: Addition—pp. 87–90	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
		Lesson 22	Break Apart Numbers to 5—pp. 103–106	K.OA.3	Decompose numbers less than or equal to 10	
		Lesson 25	Break Apart Numbers to 10—pp. 115–118		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 $5 = 4 + 1$).	
		Lesson 23	Addition: Sums to 5 (Fluency)—pp. 107– 110	K.OA.5	Fluently add and subtract within 5.	
*7-5	A Use a Bar Model to Add—Online	Lesson 16	Put Together to Add—pp. 79–82	K.OA.1	Represent addition and subtraction with	
		Lesson 17	Lesson 17 Add to Find How Many—pp. 83–86		objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	
		Lesson 18	Problem Solving: Addition—pp. 87–90	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
7-6	Vertical Addition—pp. 249–250	Lesson 16	Put Together to Add—pp. 79–82	K.OA.1	Represent addition and subtraction with	
		Lesson 17	Add to Find How Many—pp. 83–86		objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	

Chapter 7 Addition Readiness

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
		Lesson 18	Problem Solving: Addition—pp. 87–90	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		Lesson 23	Addition: Sums to 5 (Fluency)—pp. 107– 110	K.OA.5	Fluently add and subtract within 5.
7-7	Use Ten-Frames to Add—pp. 251–252	Lesson 16	Put Together to Add—pp. 79–82	K.OA.1	Represent addition and subtraction with
		Lesson 17	Add to Find How Many—pp. 83–86		objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
*7-7A	Use a Ten-Frame to Make 11 and 12—Online	Lesson 37	Make and Break Apart 11 to 19—pp. 171– 174	K.NBT.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.
* 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			_	
7-8	Problem Solving Strategy: Write a Number Le Sentence—pp. 253–254 Le	Lesson 16	Put Together to Add—pp. 79–82	K.OA.1	Represent addition and subtraction with
		Lesson 17	Add to Find How Many—pp. 83–86		objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
		Lesson 18	Problem Solving: Addition—pp. 87–90	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		Lesson 23	Addition: Sums to 5 (Fluency)—pp. 107– 110	K.OA.5	Fluently add and subtract within 5.

Chapter 8 Subtraction Readiness

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
8-1	Take Away pp. 269–270 L	Lesson 19	Take Away to Subtract—pp. 91–94	K.OA.1	Represent addition and subtraction with
		Lesson 20	Subtract to Find How Many Left—pp. 95– 98		objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
		Lesson 21	Problem Solving: Subtraction—pp. 99– 102	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		Lesson 24	Subtract: From 5 or less (Fluency)—pp. 111–114	K.OA.5	Fluently add and subtract within 5.
*8-1A	Model Subtraction Stories—Online Lesson Lesson	Lesson 19	Take Away to Subtract—pp. 91–94	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		Lesson 20	Subtract to Find How Many Left—pp. 95– 98		
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
		Lesson 21	Problem Solving: Subtraction—pp. 99– 102	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
8-2	Subtract 1—pp. 271–272	Lesson 19	Take Away to Subtract—pp. 91–94	K.OA.1	Represent addition and subtraction with
8-3	Subtract 2—pp. 273–274	Lesson 20	Subtract to Find How Many Left—pp. 95-		objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
8-4	Subtract 3 —pp. 275–276		30		
8-5	Subtract 4—pp. 277–278 Lesson 2 Lesson 2	_			the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
		Lesson 21	Problem Solving: Subtraction—pp. 99– 102	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		Lesson 24	Subtract: From 5 or less (Fluency)—pp. 111–114	K.OA.5	Fluently add and subtract within 5.

Chapter 8 Subtraction Readiness

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
*8-5A	Use a Bar Model to Subtract—Online	Lesson 19	Take Away to Subtract—pp. 91–94	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		Lesson 20	Subtract to Find How Many Left—pp. 95– 98		
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
		Lesson 21	Problem Solving: Subtraction—pp. 99– 102	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
8-6	Vertical Subtraction—pp. 281–282	Lesson 19	Take Away to Subtract—pp. 91–94	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		Lesson 20	Subtract to Find How Many Left —pp. 95– 98		
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
		Lesson 21	Problem Solving: Subtraction—pp. 99– 102	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		Lesson 24	Subtract: From 5 or less (Fluency)—pp. 111–114	K.OA.5	Fluently add and subtract within 5.
8-7	Addition and Subtraction Patterns—pp. 283– 284 Lesso Lesso	Lesson 19	Take Away to Subtract—pp. 91–94	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		Lesson 20	Subtract to Find How Many Left—pp. 95– 98		
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
		Lesson 24	Subtract: From 5 or less (Fluency)—pp. 111–114	K.OA.5	Fluently add and subtract within 5.

Chapter 8 Subtraction Readiness

PROGRESS IN MATHEMATICS, KINDERGARTEN	
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- 8-8 Use Ten-Frames to Subtract—pp. 285–286
- 8-9 Problem Solving Strategy: Choose the Operation—pp. 287–288

	,,
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 23 Addition: Sums to 5 (Fluency)—pp. 107– 110
- Lesson 24 Subtract: From 5 or Less (Fluency)—pp. 111–114

COMMON CORE STATE STANDARDS FOR MATHEMATICS	KINDERGARTEN
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K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.			
	² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)			

K.OA.5 Fluently add and subtract within 5.

Chapter 9 Money

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
9-1	Pennies and Nickels—pp. 299–300 Lesson	Lesson 28	Count and Write 11 and 12—pp. 135–138	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.	
		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			
		Lesson 41	Sort and Count—pp. 195–198	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ¹	
					¹ Limit category counts to be less than or equal to 10.	

Lesson 4

Lesson 9

Chapter 9 Money

9-2 Count On from Pennies and Nickels—pp. 301-302

Losson 28	Count by Ones and Tens to 100	nn			
COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN					

- Lesson 38 -pp. 175– Count by Ones and Tens to 178
- Lesson 1 Count and Model 1 and 2—pp. 11–14
- Count and Write 1 and 2—pp. 15–18 Lesson 2
- Lesson 3 Count and Model 3 and 4—pp. 19–22

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
- Count and Model 6 and 7—pp. 39–42 Lesson 8
- **Count and Write 6 and 7**—pp. 43–46
- Count and Model 8, 9 and 10—pp. 47–50 Lesson 10
- Lesson 11 Count and Write 8, 9, and 10—pp. 51–54
- Lesson 12 Count to Compare—pp. 55–58
- Count to Tell How Many—pp. 59–62 Lesson 13
- 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
- Count and Write 15 and 16—pp. 151–154 Lesson 32
- 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

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- K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 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.

Chapter 9 Money

PROGRESS IN MATHEMATICS.	. KINDERGARTEN

9-3 Dimes and Quarters—pp. 303–304

COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN

- 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 6Count and Write 0 and 5—pp. 31–34
- 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 12 Count to Compare—pp. 55–58
- 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
- Lesson 38 Count by Ones and Tens to 100—pp. 175– 178

COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN

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.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

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Chapter 9 Money

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN		
9-4	Count On from Dimes and Quarters—pp. 305– 306	Lesson 38	Count by Ones and Tens to 100—pp. 175– 178	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	
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					
9-9	Adding Money—pp. 317–318	Lesson 16	Put Together to Add—pp. 79–82	K.OA.1	Represent addition and subtraction with	
		Lesson 17	Add to Find How Many—pp. 83–86		sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	
		Lesson 18	Problem Solving: Addition—pp. 87–90	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
9-10	Subtracting Money—pp. 319–320	Lesson 19	Take Away to Subtract—pp. 91–94	K.OA.1	Represent addition and subtraction with	
		Lesson 20	Subtract to Find How Many Left—pp. 95– 98		objects, fingers, mental images, drawings, ² sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
					² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	
	L	Lesson 21	Problem Solving: Subtraction—pp. 99– 102	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	

Chapter 9 Money

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
9-11	Problem Solving Strategy: Use a Model—pp. 321–322				
Chap	ter 10 Time				
PROGRE	SS IN MATHEMATICS, KINDERGARTEN	Соммон Сон	RE PROGRESS MATHEMATICS, KINDERGARTEN	Соммон	Core State Standards for Mathematics, Kindergarten
10-1	Time Sequence—pp. 337–338				
10-2	Calendar —pp. 339–340	Lesson 38	Count by Ones and Tens to 100—pp. 175-	K.CC.1	Count to 100 by ones and by tens.
10-3	Calendar: Yesterday, Today, Tomorrow —pp. 341–342		178	K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
		Lesson 15	Add Two-Digit Numbers—pp. 128–135	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
10-4	Seasons—pp. 343–344				
10-5	More Time, Less Time—pp. 345–346				
10-6	Time on the Hour —pp. 349–350				

- **10-7 Tell the Time**—pp. 351–352
- **10-8** Problem Solving Strategy: Use a Model—pp. 353–354

Chapter 11 Measurement

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON COF	COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
11-1 11-2	Compare by Size—pp. 365–366 Compare by Length—pp. 367–368	Lesson 39	Describe Measurements—pp. 187–190	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
11-3	Order by Length—pp. 369–370	Lesson 40	Compare Measurements—pp. 191–194	K.MD. 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.	
11-4	Compare by Height—pp. 371–372					
					For example, directly compare the heights of two children and describe one child as taller/shorter.	
11-5	Measure Length—pp. 373–374	Lesson 39	Describe Measurements—pp. 187–190	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
11-6	Measure Distance Around—pp. 375–376					
11-7	Weight: Heavier or Lighter—pp. 379–380	Lesson 39	Describe Measurements—pp. 187–190	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
11-8	Order by Weight—pp. 381–382					
11-9	Holds More or Holds Less—pp. 383–384	Lesson 40	Compare Measurements—pp. 191–194	K.MD. 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.	
11-10	Order by Capacity—pp. 385–386					
					For example, directly compare the heights of two children and describe one child as taller/shorter.	
*11-10A	Multiple Measureable Attributes—Online	Lesson 39	Describe Measurements—pp. 187–190	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	
11-11	Temperature—pp. 387–388	-				
11-12	Problem Solving Strategy: Make a Graph—	4				

pp. 389–390

Chapter 12 Numbers to 100

PROGRESS IN MATHEMATICS, KINDERGARTEN		COMMON CORE PROGRESS MATHEMATICS, KINDERGARTEN		COMMON CORE STATE STANDARDS FOR MATHEMATICS, KINDERGARTEN	
12-1	Count to 100 —pp. 405–406	Lesson 38	Count by Ones and Tens to 100—pp. 175– 178	K.CC.1	Count to 100 by ones and by tens.
				K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
*12-1A	Count Forward to 100—Online	Lesson 38	Count by Ones and Tens to 100—pp. 175– 178	K.CC.1	Count to 100 by ones and by tens.
*12-1B	Recognize Counting Patterns—Online				
12-2	Explore Tens—pp. 407–408				
12-3	Explore Tens and Ones—pp. 409–410	Lesson 37	Make and Break Apart 11 to 19—pp. 171-	K.NBT.1	Compose and decompose numbers from 11 to
*12-3A	Make Teen Numbers—Online		174		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.
12-4	Count by 2s —pp. 413–414				
12-5	Count by 5s —pp. 415–416				
12-6	Count by 10s —pp. 417–418	Lesson 38	Count by Ones and Tens to 100 —pp. 175– 178	K.CC.1	Count to 100 by ones and by tens.
12-7	Odd or Even —pp. 419–420				
12-8	Problem Solving Strategy: Make a Table—pp. 421–422				