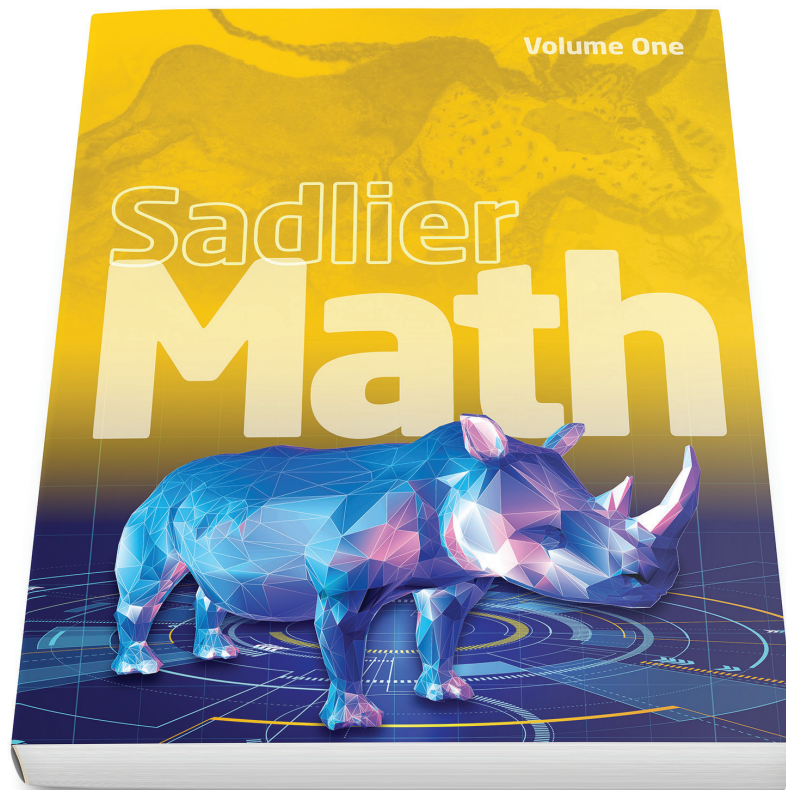


# **Sadlier Math™**

Correlation to the Archdiocese of Washington  
Catholic Schools Academic Standards: Mathematics

Grade K



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## STANDARD 1 – NUMBER SENSE

Kindergarten Grade Content Standards	Sadlier Math, Kindergarten
<p><i>Students understand the relationship between numbers and quantities up to 10, and that a set* of objects has the same number in all situations regardless of the position or arrangement of the objects.</i></p>	
<p><b>MA.K.1.1</b> Match sets of objects one-to-one.</p> <p>Example: Take crayons from the box and give one to each student in the group. Explain what you are doing.</p>	<p><b>Chapter 2: 2-1</b></p> <ul style="list-style-type: none"> <li>2-1 As Many As—pp. 37-40 (Match objects one-to-one to show as many as; TE Develop Concepts: Match Objects One-to-One)</li> </ul>
<p><b>MA.K.1.2</b> Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.</p> <p>Example: Compare the blocks in two boxes. Tell which box contains more blocks and explain the way in which you decided on your answer.</p>	<p><b>Chapter 2: 2-1 through 2-5</b></p> <ul style="list-style-type: none"> <li>2-1 As Many As—pp. 37-40 (Match objects one-to-one to show as many as; TE Develop Concepts: Match Objects One-to-One)</li> <li>2-2 Fewest, Most—pp. 41-44 (Compare groups of objects; TE Develop Concepts: More or Fewer?)</li> <li>2-3 Make Equal Groups—pp. 45-48 (To make equal groups; TE Develop Concepts: Equal Groups)</li> <li>2-4 Count and Write 1 and 2—pp. 51-54 (Count and write 1 and 2; TE Develop Concepts: Team 1 and Team 2)</li> <li>2-5 Count and Write 3 and 4—pp. 55-58 (Count and write 3 and 4; TE Develop Concepts: Equal Groups of 3 or 4)</li> </ul>
<p><b>MA.K.1.3</b> Know that larger numbers describe sets with more objects in them than sets described by smaller numbers.</p> <p>Example: Understand that a set of 7 apples contains more apples than a set of 3 apples.</p>	<p><b>Chapter 3: 3-4 through 3-6, 3-8</b></p> <ul style="list-style-type: none"> <li>3-4 Greater Than—pp. 89-92 (Identify whether the number of objects in one group is greater than the number of objects in another group; TE Develop Concepts: Groups with More)</li> <li>3-5 Less Than—pp. 93-96 (Identify whether the number of objects in one group is less than the number of objects in another group; TE Develop Concepts: Groups with Fewer)</li> <li>3-6 Compare Numbers up to 5—pp. 97-100 (Compare numbers up to 5 written as numerals; TE Develop Concepts: Compare Groups)</li> <li>3-8 Problem Solving: Use Tools—pp. 105-110 (Use tools to solve problems that involve counting; TE Develop Concepts: Comparing Groups)</li> </ul>
<p><b>MA.K.1.4</b> Divide sets of ten or fewer objects into equal groups.</p> <p>Example: Take 6 blocks and give the same number to each of 3 children.</p>	<p><b>Chapter 2: 2-3</b></p> <ul style="list-style-type: none"> <li>2-3 Make Equal Groups—pp. 45-48 (To make equal groups; TE Develop Concepts: Equal Groups)</li> </ul>
<p><b>MA.K.1.5</b> Divide shapes into equal parts.</p> <p>Example: Divide a piece of paper into 4 equal pieces.</p>	<p>See Grade 1</p> <p><b>Chapter 14: 14-1 through 14-4</b></p> <ul style="list-style-type: none"> <li>14-1 Equal Shares—pp. 533-536</li> <li>14-2 Make Halves—pp. 537-540</li> <li>14-3 Make Fourths—pp. 541-544</li> <li>14-4 Halves and Fourths—pp. 547-550</li> </ul>

## STANDARD 1 – NUMBER SENSE

### Kindergarten Grade Content Standards

### Sadlier Math, Kindergarten

**MA.K.1.6** Count, recognize, represent, name, and order a number of objects (up to 31).

Example: Count a group of seven pennies.  
Recognize that 7 is the number for this set.

**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 4-3, 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 5: 5-1, 5-4 through 5-6**

- 5-1 Count Numbers to 10—pp. 147-150
- 5-4 Tally Marks—pp. 161-164
- 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

**Chapter 18: 18-2 & 18-4**

- 18-2 Count On from Pennies and Nickels—pp. 653-656
- 18-4 Count On from Dimes and Quarters—pp. 663-666

**MA.K.1.7** Find the number that is one more than or one less than any whole number\* up to 10.

Example: You have a bag of 7 apples. How many apples are in a box that holds one less than the bag of apples?

**Chapter 4: 4-2**

- 4-2 Count and Write 8 and 9—pp. 121-124 (TE Develop Concepts: Making More Than 7; one more)
- 4-4 Order Numbers to 10—pp. 131-134 (TE Using the Student Pages: 1 more)

**Chapter 5: 5-1 & 5-3**

- 5-1 Count Numbers to 10—pp. 147-150 (Write About It: 1 more; TE Develop Concepts: 1 More)
- 5-3 Compare Numbers up to 10—pp. 155-158 (Identify a number as being greater than or less than another number)

**Chapter 10: 10-3 & 10-7**

- 10-3 Add 1—pp. 345-348 (Add 1 to any number less than 10)
- 10-7 Addition Patterns—pp. 363-366 (TE Write About It: 1 more)

**Chapter 11: 11-3**

- 11-3 Subtract 1—pp. 391-394 (Subtract 1 from numbers 1 through 10)

## STANDARD 1 – NUMBER SENSE

Kindergarten Grade Content Standards	<i>Sadlier Math</i> , Kindergarten
<p><b>MA.K.1.8</b> Use correctly the words <i>one/many, none/some/all, more/less, and most/least</i>.</p> <p>Example: Take some of the blocks out of this box, but not all of them.</p>	<p><b>Chapter 1: 1-2</b></p> <ul style="list-style-type: none"> <li>1-2 Different—pp. 7-10 (All)</li> </ul> <p><b>Chapter 2: 2-2 &amp; 2-6</b></p> <ul style="list-style-type: none"> <li>2-2 Fewest, Most—pp. 41-44 (All)</li> <li>2-6 Count and Write 0 and 5—pp. 59-62 (None)</li> </ul> <p><b>Chapter 3: 3-1</b></p> <ul style="list-style-type: none"> <li>3-1 Count to Tell How Many—pp. 75-78</li> </ul> <p><b>Chapter 5: 5-3</b></p> <ul style="list-style-type: none"> <li>5-3 Compare Numbers up to 10—pp. 155-158 (TE Early Finishers: greatest to least)</li> </ul> <p><b>Chapter 15: 15-5</b></p> <ul style="list-style-type: none"> <li>15-5 Problem Solving: Logical Reasoning—pp. 573-578 (Least)</li> </ul>
<p><b>MA.K.1.9</b> Record and organize information using objects and pictures.</p> <p>Example: Ask some of your friends what pets they have. Use pictures of animals to show the number of pets your friends have.</p>	<p>See Grade 1</p> <p><b>Chapter 10: 10-1 through 10-4</b></p> <ul style="list-style-type: none"> <li>10-1 Read Tally Charts—pp. 377-380</li> <li>10-2 Make Tally Charts—pp. 381-384</li> <li>10-3 Read Picture Graphs—pp. 387-390</li> <li>10-4 Make Picture Graphs—pp. 391-394</li> </ul>
<p><b>MA.K.1.10</b> Count backwards from 10.</p>	<p><b>Chapter 5: 5-2</b></p> <ul style="list-style-type: none"> <li>5-2 Count Forward and Count Back—pp. 151-154</li> </ul>
<p><b>MA.K.1.11</b> Use ordinal words to identify position, such as first, next, last.</p>	<p><b>Chapter 17: 17-1</b></p> <ul style="list-style-type: none"> <li>17-1 Time Sequence: First, Next, Last—pp. 619-622 (Identify activities that happen first, next, and last as happening in 1-2-3 order; TE Develop Concepts: Sequence of Actions)</li> </ul>

## STANDARD 2 – COMPUTATION

Kindergarten Grade Content Standards	<i>Sadlier Math</i> , Kindergarten
<p><i>Students understand and describe simple additions and subtractions.</i></p>	
<p><b>MA.K.2.1</b> Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined).</p> <p>Example: Put together 3 pencils and 2 pencils. Count the total number of pencils.</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. 367-37</li> </ul>

## STANDARD 2 – COMPUTATION

Kindergarten Grade Content Standards	Sadlier Math, Kindergarten
<p><b>MA.K.2.2</b> Model subtraction by removing objects from sets (for numbers less than 10).</p> <p>Example: From a pile of 9 crayons, take away 6 crayons. Count the number of crayons left in the pile.</p>	<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> <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>MA.K.2.3</b> Describe addition and subtraction situations (for numbers less than 10).</p> <p>Example: In the last example, explain what operation you were using when you took away crayons from the pile.</p>	<p><b>Chapter 10: 10-1 through 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>• 10-7 Addition Patterns—pp. 363-366</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 11-9</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>• 11-7 Subtraction Patterns—pp. 409-412</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>

## STANDARD 3 – ALGEBRA AND FUNCTIONS

Kindergarten Grade Content Standards	Sadlier Math, Kindergarten
<p><i>Students sort and classify objects.</i></p>	
<p><b>MA.K.3.1</b> Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group.</p> <p>Example: Find the squares in a collection of shapes. Sort these squares into large ones and small ones and explain how you decided which squares went in each pile.</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 (Sort objects that are alike or the same; TE Develop Concepts: Sort objects that are alike or the same)</li> <li>• 1-2 Different—pp. 7-10 (Classify objects as different; TE Develop Concepts: Identify an object that is different)</li> <li>• 1-3 Sort by Color—pp. 11-14 (Sort objects that are the same color; TE Develop Concepts: Sort by one attribute: color)</li> <li>• 1-4 Sort by Shape—pp. 17-20 (Sort objects that are the same shape; TE Develop Concepts: Sort by one attribute: shape)</li> <li>• 1-5 Sort by Size—pp. 21-24 (Sort objects by size; TE Develop Concepts: Identify objects as big or small)</li> <li>• 1-6 Problem Solving: Logical Reasoning—pp. 25-30 (Use logical reasoning to solve problems; TE Develop Concepts: Use Logical Reasoning to Solve a Problem)</li> </ul>

## STANDARD 3 – ALGEBRA AND FUNCTIONS

Kindergarten Grade Content Standards	<i>Sadlier Math</i> , Kindergarten
<p><b>MA.K.3.2</b> Identify, copy, and make simple patterns with numbers and shapes.</p> <p>Example: Make a pattern of squares and circles with one square, one circle, one square, one circle, etc.</p>	<p><b>Chapter 6: 6-6 through 6-9</b></p> <ul style="list-style-type: none"> <li>6-6 Shape Patterns—pp. 211-214 (Identify and extend shape patterns; TE Develop Concepts: Creating Patterns)</li> <li>6-7 Make Patterns—pp. 215-218 (Make shape patterns that follow a pattern rule; TE Develop Concepts: Identifying Pattern Rules)</li> <li>6-9 Problem Solving: Find a Pattern—pp. 223-228 (Use pattern rules to help you solve problems with shapes; TE Develop Concepts: Creating Patterns)</li> </ul> <p><b>Chapter 10: 10-7</b></p> <ul style="list-style-type: none"> <li>10-7 Addition Patterns—pp. 363-366 (Identify addition patterns and add to show a number pattern; TE Develop Concepts: Make Patterns)</li> </ul> <p><b>Chapter 11: 11-7</b></p> <ul style="list-style-type: none"> <li>11-7 Subtraction Patterns—pp. 409-412 (Identify subtraction patterns and subtract to show a number)</li> </ul>

## STANDARD 4 – GEOMETRY

Kindergarten Grade Content Standards	<i>Sadlier Math</i> , Kindergarten
<p><i>Students identify common objects around them and describe their geometric features and position.</i></p>	
<p><b>MA.K.4.1</b> Identify and describe common geometric objects: circle, triangle, square, rectangle, and cube.</p> <p>Example: Look for cubes and circles at home and at school.</p>	<p><b>Chapter 6: 6-1 through 6-3</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> </ul> <p><b>Chapter 7: 7-2</b></p> <ul style="list-style-type: none"> <li>7-2 Cubes and Rectangular Prisms—pp. 239-242</li> </ul>
<p><b>MA.K.4.2</b> Compare and sort common objects by position, shape, size, roundness, and number of vertices.</p> <p>Example: Compare the numbers of vertices of triangles, squares, and rectangles.</p>	<p><b>Chapter 1: 1-4 &amp; 1-56</b></p> <ul style="list-style-type: none"> <li>1-4 Sort by Shape—pp. 17-20</li> <li>1-5 Sort by Size—pp. 21-24</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: 6-5</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> <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> </ul> <p style="text-align: right;"><i>continued</i></p>

## STANDARD 4 – GEOMETRY

Kindergarten Grade Content Standards	Sadlier Math, Kindergarten
	<ul style="list-style-type: none"> <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>MA.K.4.3</b> Identify and use the terms: inside, outside, between, above, and below.</p> <p>Example: Tell when a block is inside or outside a box.</p>	<p><b>Chapter 8: 8-1, 8-4 &amp; 8-6</b></p> <ul style="list-style-type: none"> <li>• 8-1 Above, Below—pp. 269-272 (Describe the location of shapes in the environment using the position words above and below; TE Develop Concepts: Build Above and Below)</li> <li>• 8-4 Inside, Outside, Beside—pp. 283-286 (Describe the location of shapes in the environment using the position words inside, outside, and beside; TE Develop Concepts: Inside, Outside, and Beside)</li> <li>• 8-6 Left, Right, Between—pp. 291-294 (Describe the location of shapes in the environment using the position words left, right, and between; TE Develop Concepts: Using Left and Right)</li> </ul> <p>See also related content</p> <p><b>Chapter 8: 8-2, 8-3 &amp; 8-5</b></p> <ul style="list-style-type: none"> <li>• 8-2 Top, Middle, Bottom—pp. 273-276 (Describe the location of shapes in the environment using the position words top, middle, and bottom; TE Develop Concepts: Bottom to Top)</li> <li>• 8-3 Over, On, Under—pp. 277-280 (Describe the location of shapes in the environment using the position words over, on, and under; TE Develop Concepts: Over, On, or Under)</li> <li>• 8-5 In Front of, Behind, Next to—pp. 287-290 (Describe the location of shapes in the environment using the position words in front of, behind, and next to; TE Develop Concepts: In Front of, Behind, Next to)</li> </ul>

## STANDARD 5 – MEASUREMENT

Kindergarten Grade Content Standards	Sadlier Math, Kindergarten
<p><i>Students understand the concept of time and units to measure it. They understand that objects have length, capacity, weight, and temperature, and that they can compare objects using these qualities.</i></p>	
<p><b>MA.K.5.1</b> Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more.</p> <p>Example: Hold two books side by side to see which is shorter. Hold one in each hand to see which is heavier.</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 5—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>

## STANDARD 5 – MEASUREMENT

Kindergarten Grade Content Standards	Sadlier Math, Kindergarten
<p><b>MA.K.5.2</b> Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time.</p> <p>Example: Use a calendar to find the number of days in the month of your birthday.</p>	<p><b>Chapter 17: 17-1 through 17-5</b></p> <ul style="list-style-type: none"> <li>17-1 Time Sequence: First, Next, Last—pp. 619–622</li> <li>17-2 Calendar—pp. 623–626</li> <li>17-3 More Time, Less Time—pp. 629–632</li> <li>17-4 Time on the Hour—pp. 633–636</li> <li>17-5 Problem Solving: Make and Use a Plan</li> </ul> <p>See also Grade 1</p> <p><b>Chapter 15: 15-4</b></p> <ul style="list-style-type: none"> <li>15-4 Day and Night—pp. 577–580</li> </ul> <p>See also Grade 2</p> <p><b>Chapter 12: 12-11</b></p> <ul style="list-style-type: none"> <li>12-11 a.m. and p.m.—pp. 539–542 (morning, afternoon)</li> </ul>

## STANDARD 6 - PROBLEM SOLVING

Kindergarten Grade Content Standards	Sadlier Math, Kindergarten
<p><i>Students make decisions about how to set up a problem.</i></p> <p><b>MA.K.6.1</b> Choose the approach, materials, and strategies to use in solving problems.</p> <p>Example: Solve the problem: “There are four blocks on the table and a box of blocks that is closed. The teacher says that there are five blocks in the box. Find the number of blocks in all, without opening the box.” Decide to draw a picture.</p>	<p>Problem solving is taught in two places: integrated in each Concept/Skill lesson and as a full Problem Solving lesson in each chapter that combines problem solving strategies and applications.</p> <p>See the following problem solving resources:</p> <p><b>Problem Solving Math Practices</b></p> <ul style="list-style-type: none"> <li>Four Steps: Read, Plan, Solve, Check—p. xxiii</li> <li>Make Sense of Problems—p. xxiv</li> <li>Use Reasoning—p. xxv</li> <li>Explain Your Reasoning—p. xxvi</li> <li>Model with Mathematics—p. xxvii</li> <li>Use the Right Tools—p. xxviii</li> <li>Be Precise—p. xxix</li> <li>Look for a Pattern—p. xxx</li> </ul> <p><b>Chapter 1: 1-6</b></p> <ul style="list-style-type: none"> <li>1-6 Problem Solving: Logical Reasoning—pp. 25–30</li> </ul> <p><b>Chapter 2: 2-7</b></p> <ul style="list-style-type: none"> <li>2-7 Problem Solving: Use a Map—pp. 63–68</li> </ul> <p><b>Chapter 3: 3-8</b></p> <ul style="list-style-type: none"> <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 style="text-align: right;"><i>continued</i></p>

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**STANDARD 6 - PROBLEM SOLVING**

**Kindergarten Grade Content Standards**

**Sadlier Math, Kindergarten**

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<p><b>MA.K.6.2</b> Use tools such as objects or drawings to model problems.</p> <p>Example: In the first example, draw a picture of the four blocks that you can see, and then draw five more blocks for the ones that you cannot see.</p>	<p><b>Problem Solving Math Practices</b></p> <ul style="list-style-type: none"> <li>Model with Mathematics—p. xxvii</li> <li>Use the Right Tools—p. xxviii</li> </ul> <p><b>Chapter 2: 2-7</b></p> <ul style="list-style-type: none"> <li>2-7 Problem Solving: Use a Map—pp. 63-68</li> </ul> <p><b>Chapter 7: 7-6</b></p> <ul style="list-style-type: none"> <li>7-6 Problem Solving: Make a Drawing—pp. 257-262</li> </ul> <p><b>Chapter 10: 10-9</b></p> <ul style="list-style-type: none"> <li>10-9 Problem Solving: Use a Model—pp. 371-376</li> </ul> <p><b>Chapter 12: 12-10</b></p> <ul style="list-style-type: none"> <li>12-10 Problem Solving: Use a Model—pp. 467-472</li> </ul> <p><b>Chapter 13: 13-6</b></p> <ul style="list-style-type: none"> <li>13-6 Problem Solving: Make a Drawing—pp. 501-506</li> </ul> <p><b>Chapter 18: 18-5</b></p> <ul style="list-style-type: none"> <li>18-5 Problem Solving: Use a Model—pp. 667-672</li> </ul>

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## STANDARD 6 - PROBLEM SOLVING

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<p><i>Students solve problems in reasonable ways and justify their reasoning.</i></p>	
<p><b>MA.K.6.3</b> Explain the reasoning used with concrete objects and pictures.</p> <p>Example: In the first example, count the number of blocks that you have drawn and write the number that represents the total.</p>	<p><b>Problem Solving Math Practices</b></p> <ul style="list-style-type: none"> <li>Use Reasoning—p. xxv</li> <li>Explain Your Reasoning—p. xxvi</li> </ul> <p><b>Chapter 1: 1-6</b></p> <ul style="list-style-type: none"> <li>1-6 Problem Solving: Logical Reasoning—pp. 25-30 (Use logical reasoning to solve problems; TE Develop Concepts: Use Logical Reasoning to Solve a Problem)</li> </ul> <p><b>Chapter 3: 3-3</b></p> <ul style="list-style-type: none"> <li>3-3 Equal Number—pp. 85-88 (TE Mental Math: Encourage the children to justify their responses.)</li> </ul> <p><b>Chapter 5: 5-7</b></p> <ul style="list-style-type: none"> <li>5-7 Ordinals: First to Tenth—pp. 173-176 (TE Talk It Over: As children construct arguments to justify their answers, encourage their peers to listen respectfully and provide a constructive critique.)</li> </ul> <p><b>Chapter 15: 15-5</b></p> <ul style="list-style-type: none"> <li>15-5 Problem Solving: Logical Reasoning—pp. 573-578 (Use logical reasoning to solve problems; TE Develop Concepts: Compare Numbers)</li> </ul>
<p><b>MA.K.6.4</b> Make precise calculations and check the validity of the results in the context of the problem.</p> <p>Example: In the first example, open the box of blocks and place them on the table. Count the total number of blocks on the table to see whether your drawing was correct.</p>	<p><b>Problem Solving Math Practices</b></p> <ul style="list-style-type: none"> <li>Be Precise—p. xxix</li> </ul> <p><b>Chapter 5: 5-3</b></p> <ul style="list-style-type: none"> <li>5-3 Compare Numbers up to 10—pp. 155-158 (TE Problem Solving: Explain to children that in this problem, they are trying to find the error Aiden made and then correct it. Allow all children an opportunity to explain how they know Aiden's answer is incorrect and how they would solve the problem.)</li> </ul> <p><b>Chapter 14: 14-8</b></p> <ul style="list-style-type: none"> <li>14-8 Problem Solving: Make a Table—pp. 543-548 (TE Guided Practice: Children should check their tables and answer that Jada is not right.)</li> </ul> <p><b>Chapter 16: 16-6</b></p> <ul style="list-style-type: none"> <li>16-6 Problem Solving: Make a Table—pp. 607-612 (TE Early Finishers: Both children should work together to check that the table is correct.)</li> </ul> <p><b>Chapter 17: 17-5</b></p> <ul style="list-style-type: none"> <li>17-5 Problem Solving: Make and Use a Plan (TE Use the Student Pages: Remind children that the last step of solving any problem is checking their work. One way children can check their work is to use a different strategy to solve the problem.)</li> </ul>