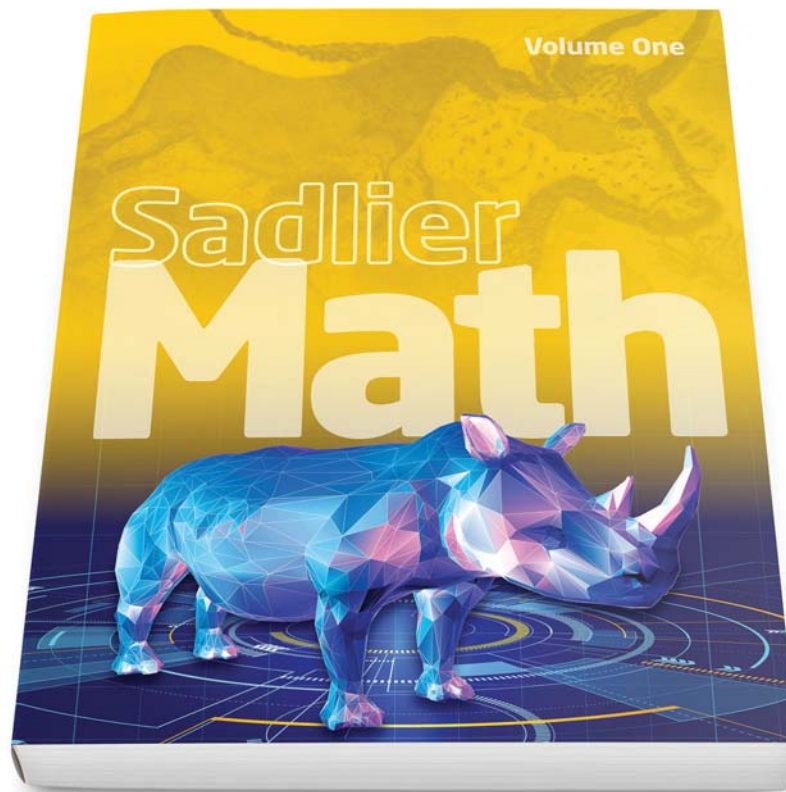


Sadlier Math™

Correlation to the Archdiocese of Newark
Catholic Schools Curriculum Map for Mathematics

Grade K



Learn more at www.SadlierSchool.com/SadlierMath

FIRST TRIMESTER: SEPTEMBER - NOVEMBER

Kindergarten Content Standards	Sadlier Math, Kindergarten
Number Sense	
<p>K.CC.3 Recognize and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>Chapter 2: 2-4 through 2-7 Chapter 3: 3-1 Chapter 4: 4-1 through 4-3, 4-5 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-5 Chapter 16: 16-6</p>
<p>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, by using matching and counting strategies.</p>	<p>Chapter 2: 2-1 through 2-3 Chapter 3: 3-3 through 3-5, 3-8 Chapter 4: 4-5 Chapter 5: 5-8</p>
<p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Chapter 3: 3-6 & 3-8 Chapter 4: 4-5 Chapter 5: 5-3 & 5-8 Chapter 12: 12-2 & 12-10</p>
<p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	
<p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>	<p>Chapter 2: 2-4 through 2-7 Chapter 4: 4-1, 4-2 & 4-5 Chapter 12: 12-1, 12-4 through 12-7</p>
<p>K.MD.S4 Use tally marks to record data.</p>	<p>Chapter 5: 5-4 through 5-6</p>
<p>K.MD.S5 Represent data using concrete objects, pictures, and graphs</p>	<p>See Grade 1 (halves, fourths) Chapter 11: 10-2, 10-4 & 10-5</p>
<p>K.CC.S4 Use ordinal numbers to identify first (1st) through fifth (5th) position.</p>	<p>Chapter 3: 3-7 Chapter 5: 5-7</p>
<p>K.CC.1 Count to 100 by ones and by tens.</p>	<p>Chapter 16: 16-1 through 16-6</p>
<p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	<p>Chapter 16: 16-3 through 16-6</p>

FIRST TRIMESTER: SEPTEMBER - NOVEMBER

Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>K.CC.S1 Identify missing numbers on a number line up to 10.</p>	<p>Chapter 16: 16 See also related content Chapter 12: 12-3 Chapter 15: 15-4</p>
<p>K.CC.S2 Count backward from 10.</p>	<p>Chapter 5: 5-2</p>
<p>Patterns</p>	
<p>K.OA.S3 Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes (e.g., ABABAB...)</p>	<p>Chapter 6: 6-6, 6-7 & 6-9 Chapter 10: 10-7 Chapter 11: 11-7</p>
<p>K.OA.S4. Identify a missing element in a given pattern.</p>	<p>Chapter 6: 6-6, 6-7 & 6-9</p>
<p>Shapes – 2D</p>	
<p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p>	<p>Chapter 6: 6-1 through 6-4, 6-6 through 6-9 Chapter 7: 7-1, 7-2 & 7-6 Chapter 8: 8-1 through 8-7</p>
<p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).</p>	<p>Chapter 6: 6-5 Chapter 7: 7-3 & 7-5</p>
<p>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).</p>	<p>Chapter 1: 1-4 & 1-6 Chapter 5: 5-6 Chapter 6: 6-1 through 6-9 Chapter 7: 7-1 through 7-6 Chapter 8: 8-1 through 8-7</p>
<p>K.G.6 Compose simple shapes to form larger shapes. <i>Example: “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>	<p>Chapter 6: 6-8 Chapter 7: 7-4 & 7-6</p>

FIRST TRIMESTER: SEPTEMBER - NOVEMBER

Kindergarten Content Standards	Sadlier Math, Kindergarten
Position	
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, next to, inside, and outside.</i>	Chapter 8: 8-1 through 8-7
K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Chapter 7: 7-4 & 7-6
Sort and Classify	
K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Chapter 1: 1-1 through 1-6 Chapter 5: 5-4 through 5-6
K.OA.S2 Sort and classify objects by color, shape, size, number, and other properties.	Chapter 1: 1-3 through 1-5 Chapter 5: 5-6
Calendar	
K.MD.S7 Use a calendar to identify months, weeks, and days.	Chapter 17: 17-2

SECOND TRIMESTER: DECEMBER - FEBRUARY

Kindergarten Content Standards	Sadlier Math, Kindergarten
Number Sense	
K.CC.3 Recognize and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Chapter 2: 2-4 through 2-7 Chapter 3: 3-1 Chapter 4: 4-1 through 4-3, 4-5 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-5 Chapter 16: 16-6

SECOND TRIMESTER: DECEMBER - FEBRUARY

Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>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, by using matching and counting strategies.</p>	<p>Chapter 2: 2-1 through 2-3 Chapter 3: 3-3 through 3-5, 3-8 Chapter 4: 4-5 Chapter 5: 5-8</p>
<p>K.CC.5 Count to answer “how many?” questions about:</p> <ul style="list-style-type: none"> ○ 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. 	<p>Chapter 2: 2-4 through 2-6 Chapter 3: 3-1 & 3-8 Chapter 4: 4-1 through 4-3, 4-5 Chapter 5: 5-1, 5-4 through 5-6 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-3 Chapter 18: 18-2 & 18-4</p>
<p>K.CC.5b Count out a requested number of objects from 1-20.</p>	
<p>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 a group of ten ones and one, two, three, four, five, six, seven, eight or nine ones.</p>	<p>Chapter 13: 13-1 through 13-6</p>
<p>K.CC.S3 Connect number words and numerals to 20.</p>	<p>Chapter 2: 2-4 through 2-6 Chapter 4: 4-1 through 4-3 Chapter 12: 12-1, 12-4 through 12-8</p>
<p>K.CC.1 Count to 100 by ones and by tens.</p>	<p>Chapter 16: 16-1 through 16-6</p>
<p>Fractional Parts</p>	
<p>K.G.S1 Identify a whole divided into equal parts (e.g., halves, thirds, fourths).</p>	<p>See Grade 1 (halves, fourths) Chapter 14: 14-1 through 14-5 See Grade 2 (thirds) Chapter 14: 14-3</p>

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SECOND TRIMESTER: DECEMBER - FEBRUARY

Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>K.G.S2 Explore symmetry in shapes and pictured objects.</p>	<p>See Grade 1 related content Chapter 14: 14-1 through 14-5 * Symmetry formally introduced in Grade 4 Lesson 17-4.</p>
<p>Graphing</p>	
<p>K.MD.S3 Pose questions and gather data about themselves and their surroundings.</p>	<p>Chapter 5: 5-4</p>
<p>K.MD.S4 Use tally marks to record data.</p>	<p>Chapter 5: 5-4 through 5-6</p>
<p>K.MD.S5 Represent data using concrete objects, pictures, and graphs.</p>	<p>See Grade 1 Chapter 10-1 through 10-5</p>
<p>K.MD.S6 Interpret displays of data presented in tables, pictographs and bar graphs.</p>	
<p>Shapes</p>	
<p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p>	<p>Chapter 6: 6-1 through 6-4, 6-6 through 6-9 Chapter 7: 7-1, 7-2 & 7-6 Chapter 8: 8-1 through 8-7</p>
<p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).</p>	<p>Chapter 6: 6-5 Chapter 7: 7-3 & 7-5</p>
<p>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).</p>	<p>Chapter 1: 1-4 & 1-6 Chapter 5: 5-6 Chapter 6: 6-1 through 6-9 Chapter 7: 7-1 through 7-6 Chapter 8: 8-1 through 8-7</p>
<p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>Chapter 7: 7-4 & 7-6</p>

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SECOND TRIMESTER: DECEMBER - FEBRUARY

Kindergarten Content Standards	Sadlier Math, Kindergarten
K.G.6 Compose simple shapes to form larger shapes. <i>Example: "Can you join these two triangles with full sides touching to make a rectangle?"</i>	Chapter 6: 6-8 Chapter 7: 7-4 & 7-6
Addition and Subtraction	
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Chapter 10: 10-1 through 10-6, 10-8 Chapter 11: 11-1 through 11-6, 11-8
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 10: 10-1 through 10-6, 10-8 & 10-9 Chapter 11: 11-1 through 11-6, 11-8 & 11-9

THIRD TRIMESTER: MARCH - JUNE

Kindergarten Content Standards	Sadlier Math, Kindergarten
Number Sense	
K.CC.1 Count to 100 by ones and by tens.	Chapter 16: 16-1 through 16-6
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).	Chapter 2: 2-4 through 2-7 Chapter 3: 3-1 Chapter 4: 4-1 through 4-3, 4-5 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-5 Chapter 16: 16-6
Measurement	
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Chapter 14: 14-1 through 14-6, 14-8

THIRD TRIMESTER: MARCH - JUNE	
Kindergarten Content Standards	Sadlier Math, Kindergarten
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. <i>Example: Directly compare the heights of two children and describe one child as taller/shorter.</i>	Chapter 14: 14-1 through 14-8
K.MD.S1 Compare and order lengths and heights (e.g., using shortest/longest, shortest/tallest).	Chapter 14: 14-1 through 14-4
K.MD.S2 Use non-standard units close in size to standard units to estimate measure.	See Grade 1 Chapter 5: 5-2 through 5-5
K.MD.S9 Identify hot and cold temperatures on a thermometer.	Chapter 14: 14-7
Time	
K.MD.S8 Tell time to the hour on an analog and digital clock.	Chapter 17: 17-4
Money	
K.MD.S10 Identify U.S. coins and recognize the value associated with each type of coin: penny, nickel, dime, quarter.	Chapter 18: 18-1 & 18-3
K.MD.S12 Compare the value of two groups of coins.	Chapter 18: 18-1 through 18-3
K.OA.S1 Add and subtract money amounts up to 9¢.	Chapter 18: 18-1 & 18-2 See also Grade 1 Chapter 16-1 & 16-2
Addition and Subtraction	
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Chapter 10: 10-1 through 10-6, 10-8 Chapter 11: 11-1 through 11-6, 11-8

THIRD TRIMESTER: MARCH - JUNE	
Kindergarten Content Standards	Sadlier Math, Kindergarten
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 10: 10-1 through 10-6, 10-8 & 10-9 Chapter 11: 11-1 through 11-6, 11-8 & 11-9
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Chapter 9: 9-1 through 9-4
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Chapter 10: 10-8 Chapter 11: 11-8
K.OA.5 Fluently add and subtract within 5.	Chapter 10: 10-7 Chapter 11: 11-7
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 a group of ten ones and one, two, three, four, five, six, seven, eight or nine ones.	Chapter 13: 13-1 through 13-6