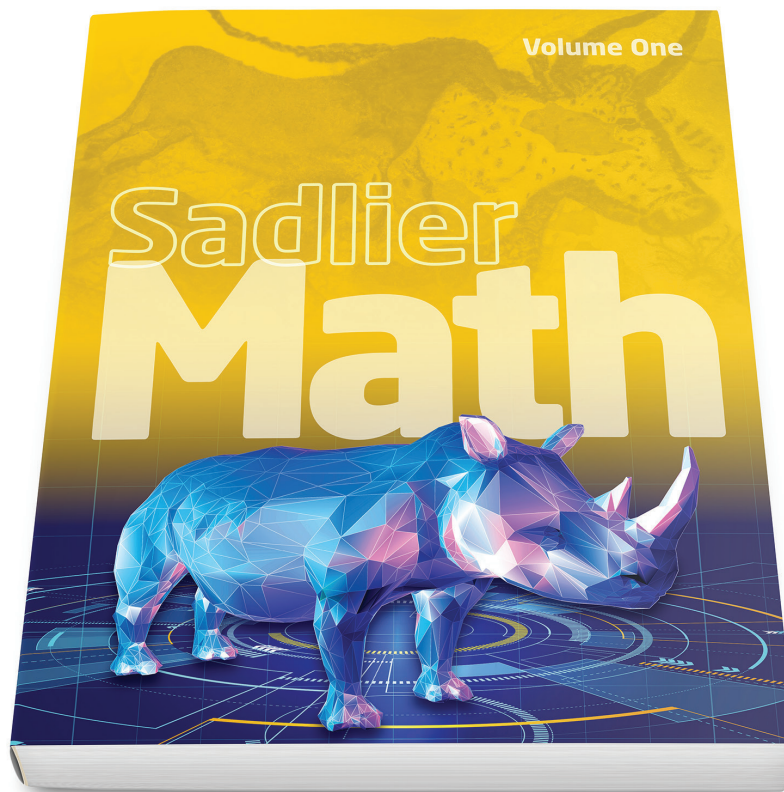


Sadlier Math™

Correlation to the Diocese of Metuchen Mathematics Standards

Grade K



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COUNTING AND CARDINALITY (K.CC)

Kindergarten Content Standards

Sadlier Math, Kindergarten

K.CC All students will know number names and the count sequence.

1. Count to 100 by ones and by tens.	Chapter 16: 16-1 through 16-6
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Chapter 16: 16-3 through 16-6
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

K.CC All students will count to tell the number of objects.

4. Demonstrate an understanding of the relationship between numbers and quantities; connect counting to cardinality.	
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.	Chapter 2: 2-4 through 2-7 Chapter 4: 4-1, 4-2 & 4-5 Chapter 12: 12-1, 12-4 through 12-7
b. 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.	Chapter 2: 2-4 through 2-6 Chapter 3: 3-1 & 3-8 Chapter 4: 4-1 through 4-4 Chapter 5: 5-1, 5-5 & 5-6 Chapter 12: 12-1, 12-4 through 12-8 Chapter 15: 15-1 through 15-3
c. Understand that each successive number name refers to a quantity that is one larger.	Chapter 3: 3-2 Chapter 4: 4-4 Chapter 5: 5-1 & 5-2 Chapter 12: 12-3 & 12-9 Chapter 15: 15-4

COUNTING AND CARDINALITY (K.CC)

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
<p>5.</p> <p>a. 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, ○ as many as 10 things in a scattered configuration; <p>b. Count out a requested number of objects from 1-20.</p>	<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>

K.CC All students will be able to compare numbers.

<p>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.</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>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>

OPERATIONS AND ALGEBRAIC THINKING (K.OA)

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
<p>K.OA All students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p>	
<p>1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.</p>	<p>Chapter 10: 10-1 through 10-6, 10-8 Chapter 11: 11-1 through 11-6, 11-8</p>
<p>2. Solve addition and subtraction word problems, and add and subtract within 10, (e.g., by using objects or drawings to represent the problem).</p>	<p>Chapter 10: 10-1 through 10-6, 10-8 & 10-9 Chapter 11: 11-1 through 11-6, 11-8 & 11-9</p>

OPERATIONS AND ALGEBRAIC THINKING (K.OA)

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
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 such as, $5 = 2 + 3$ and $5 = 4 + 1$).	Chapter 9: 9-1 through 9-4
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
5. Fluently add and subtract within 5.	Chapter 10: 10-7 Chapter 11: 11-7

NUMBER AND OPERATIONS IN BASE TEN (K.NBT)

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
K.NBT All students will gain a foundation for understanding place value.	
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

MEASUREMENT AND DATA (K.MD)

Kindergarten Content Standards	Sadlier Math, Kindergarten
K.MD All students will describe and compare measurable attributes.	
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
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
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

GEOMETRY (K.G)

Kindergarten Content Standards	Sadlier Math, Kindergarten
K.G All students will identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
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
2. Correctly name shapes regardless of their orientations or overall size.	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

GEOMETRY (K.G)	
Kindergarten Content Standards	Sadlier Math, Kindergarten
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Chapter 6: 6-5 Chapter 7: 7-3 & 7-5
K.G All students will analyze, compare, create, and compose shapes.	
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).	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
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
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