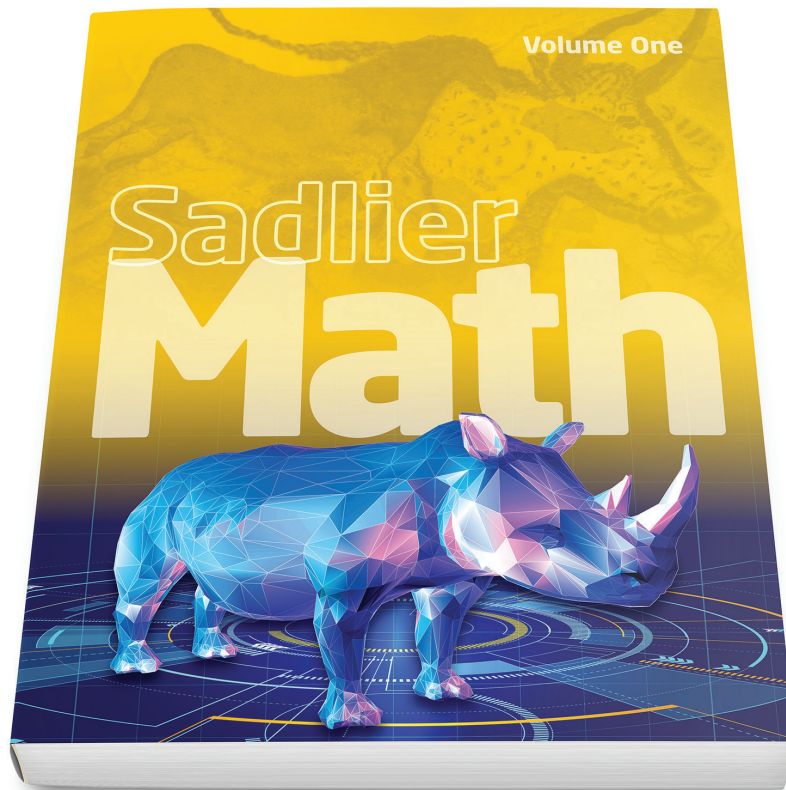


Sadlier Math™

Correlation to the Indiana Academic Standards for Mathematics

Grade K



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THE NUMBER SYSTEM	
Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>MA.K.NS.1 Count to at least 100 by ones and tens and count on by one from any number.</p>	<p>Chapter 16: 16-1 through 16-6</p> <ul style="list-style-type: none"> • 16-1 Count to 50 by Ones—pp. 585-588 • 16-2 Count Forward to 50—pp. 589-592 • 16-3 Count to 100 by Ones—pp. 595-598 • 16-4 Count Forward to 100—pp. 599-602 • 16-5 Count by Tens—pp. 603-606 • 16-6 Problem Solving: Make a Table—pp. 607-612
<p>MA.K.NS.2 Write whole numbers from 0 to 20 and recognize number words from 0 to 10. 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</p> <ul style="list-style-type: none"> • 2-4 Count and Write 1 and 2—pp. 51-54 • 2-5 Count and Write 3 and 4—pp. 55-58 • 2-6 Count and Write 0 and 5—pp. 59-62 • 2-7 Problem Solving: Use a Map—pp. 63-68 <p>Chapter 3: 3-1</p> <ul style="list-style-type: none"> • 3-1 Count to Tell How Many—pp. 75-78 <p>Chapter 4: 4-1 through 4-3, 4-5</p> <ul style="list-style-type: none"> • 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 <p>Chapter 12: 12-1, 12-4 through 12-9</p> <ul style="list-style-type: none"> • 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 • 12-9 Order Numbers to 20—pp. 463-466 <p>Chapter 15: 15-1 through 15-5</p> <ul style="list-style-type: none"> • 15-1 Count and Write 21 to 24—pp. 555-558 • 15-2 Count and Write 25 to 28—pp. 559-562 • 15-3 Count and Write 29 to 31—pp. 565-568 • 15-4 Order Numbers to 31—pp. 569-572 • 15-5 Problem Solving: Logical Reasoning—pp. 573-578 <p>Chapter 16: 16-6</p> <ul style="list-style-type: none"> • 16-6 Problem Solving: Make a Table—pp. 607-612
<p>MA.K.NS.3 Find the number that is one more than or one less than any whole number up to 20.</p>	<p>Chapter 4: 4-2 & 4-4</p> <ul style="list-style-type: none"> • 4-2 Count and Write 8 and 9—pp. 121-124 (TE Develop Concepts: 1 more) • 4-4 Order Numbers to 10—pp. 131-134 (TE Talk It Over: 1 more, 1 less; Write About It: one fewer, one more) <p>Chapter 5: 5-1 through 5-5</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147-150 (Each number is 1 more; TE Develop Concepts: One More) • 5-2 Count Forward and Count Back—pp. 151-154 (1 more, 1 less) • 5-3 Compare Numbers up to 10—pp. 155-158 (1 more) • 5-4 Tally Marks—pp. 161-164 (TE Mental Math: 1 more) <p>Chapter 10: 10-7</p> <ul style="list-style-type: none"> • 10-7 Addition Patterns—pp. 363-366 <p style="text-align: right;"><i>continued</i></p>

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THE NUMBER SYSTEM	
Kindergarten Content Standards	Sadlier Math, Kindergarten
	<p>Chapter 11: 11-1 & 11-7</p> <ul style="list-style-type: none"> • 11-1 Take Away—pp. 383-386 (1 fewer) • 11-7 Subtraction Patterns—pp. 409-412 (Identify subtraction patterns and subtract to show a number pattern: one less; TE Develop Concepts: Making Subtraction Patterns) <p>Chapter 12: 12-1, 12-3 & 12-9</p> <ul style="list-style-type: none"> • 12-1 Count and Write 11 and 12—pp. 429-432 (1 more) • 12-3 Order Numbers to 12—pp. 437-440 (1 more) • 12-9 Order Numbers to 20—pp. 463-466 (Count numbers through 20, starting from any number; one more, one less; TE Develop Concepts: Order Numbers to 20) <p>Chapter 15: 15-4</p> <ul style="list-style-type: none"> • 15-4 Order Numbers to 31—pp. 569-572 (Order numbers to 31; one less, one greater) <p>Chapter 16: 16-1</p> <ul style="list-style-type: none"> • 16-1 Count to 50 by Ones—pp. 585-588 (Count and write numbers to 50: one more, one less; TE Develop Concepts: Count by Ones)
<p>MA.K.NS.4 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p>	<p>Chapter 2: 2-4 through 2-7</p> <ul style="list-style-type: none"> • 2-4 Count and Write 1 and 2—pp. 51-54 • 2-5 Count and Write 3 and 4—pp. 55-58 • 2-6 Count and Write 0 and 5—pp. 59-62 • 2-7 Problem Solving: Use a Map—pp. 63-68 <p>Chapter 3: 3-1 & 3-8</p> <ul style="list-style-type: none"> • 3-1 Count to Tell How Many—pp. 75-78 • 3-8 Problem Solving: Use Tools—pp. 105-110 <p>Chapter 4: 4-1 through 4-5</p> <ul style="list-style-type: none"> • 4-1 Count and Write 6 and 7—pp. 117-120 • 4-2 Count and Write 8 and 9—pp. 121-124 • 4-3 Count and Write 10—pp. 127-130 • 4-4 Order Numbers to 10—pp. 131-134 <p>Chapter 5: 5-1, 5-5 & 5-6</p> <ul style="list-style-type: none"> • 5-1 Count Numbers to 10—pp. 147-150 • 5-5 Tally Charts—pp. 165-168 • 5-6 Sort and Count—pp. 169-172 <p>Chapter 12: 12-1, 12-4 through 12-8</p> <ul style="list-style-type: none"> • 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 <p>Chapter 15: 15-1 through 15-3</p> <ul style="list-style-type: none"> • 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

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THE NUMBER SYSTEM	
Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>MA.K.NS.5 Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.</p>	<p>Chapter 2: 2-4 through 2-6</p> <ul style="list-style-type: none"> • 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 <p>Chapter 3: 3-1 & 3-8</p> <ul style="list-style-type: none"> • 3-1 Count to Tell How Many—pp. 75-78 • 3-8 Problem Solving: Use Tools—pp. 105-110 <p>Chapter 4: 4-1 through 4-3, 4-5</p> <ul style="list-style-type: none"> • 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 <p>Chapter 5: 5-1, 5-4 through 5-6</p> <ul style="list-style-type: none"> • 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 <p>Chapter 12: 12-1, 12-4 through 12-8</p> <ul style="list-style-type: none"> • 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 <p>Chapter 15: 15-1 through 15-3</p> <ul style="list-style-type: none"> • 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 <p>Chapter 18: 18-2 & 18-4</p> <ul style="list-style-type: none"> • 18-2 Count On from Pennies and Nickels—pp. 653-656 • 18-4 Count On from Dimes and Quarters—pp. 663-666
<p>MA.K.NS.6 Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.</p>	<p>Chapter 2: 2-4 through 2-6</p> <ul style="list-style-type: none"> • 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 <p>Chapter 4: 4-1 through 4-3</p> <ul style="list-style-type: none"> • 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
<p>MA.K.NS.7 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</p> <ul style="list-style-type: none"> • 2-1 As Many As—pp. 37-40 • 2-2 Fewest, Most—pp. 41-44 • 2-3 Make Equal Groups—pp. 45-48 <p>Chapter 3: 3-3 through 3-5, 3-8</p> <ul style="list-style-type: none"> • 3-3 Equal Number—pp. 85-88 • 3-4 Greater Than—pp. 89-92 • 3-5 Less Than—pp. 93-96 <p style="text-align: right;"><i>continued</i></p>

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THE NUMBER SYSTEM	
Kindergarten Content Standards	Sadlier Math, Kindergarten
	<ul style="list-style-type: none"> 3-8 Problem Solving: Use Tools—pp. 105-110 <p>Chapter 4: 4-5</p> <ul style="list-style-type: none"> 4-5 Problem Solving: Read and Understand—pp. 135-140 <p>Chapter 5: 5-8</p> <ul style="list-style-type: none"> 5-8 Problem Solving: Use Counting—pp. 177-182
<p>MA.K.NS.8 Compare the values of two numbers from 1 to 20 presented as written numerals.</p>	<p>Chapter 3: 3-6 & 3-8</p> <ul style="list-style-type: none"> 3-6 Compare Numbers up to 5—pp. 97-100 3-8 Problem Solving: Use Tools—pp. 105-110 <p>Chapter 4: 4-5</p> <ul style="list-style-type: none"> 4-5 Problem Solving: Read and Understand—pp. 135-140 <p>Chapter 5: 5-3 & 5-8</p> <ul style="list-style-type: none"> 5-3 Compare Numbers up to 10—pp. 155-158 5-8 Problem Solving: Use Counting—pp. 177-182 <p>Chapter 12: 12-2 & 12-10</p> <ul style="list-style-type: none"> 12-2 Compare Numbers up to 12—pp. 433-436 12-10 Problem Solving: Use a Model—pp. 467-472
<p>MA.K.NS.9 Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.</p>	<p>Chapter 1: 1-1</p> <ul style="list-style-type: none"> 1-1 Alike or Same—pp. 3-6 (Some) <p>Chapter 2: 2-1 through 2-3, 2-6</p> <ul style="list-style-type: none"> 2-1 As Many As—pp. 37-40 2-2 Fewest, Most—pp. 41-44 2-3 Make Equal Groups—pp. 45-48 2-6 Count and Write 0 and 5—pp. 59-62 (None) <p>Chapter 3: 3-3 through 3-5, 3-8</p> <ul style="list-style-type: none"> 3-3 Equal Number—pp. 85-88 3-4 Greater Than—pp. 89-92 3-5 Less Than—pp. 93-96 3-8 Problem Solving: Use Tools—pp. 105-110 <p>Chapter 4: 4-5</p> <ul style="list-style-type: none"> 4-5 Problem Solving: Read and Understand—pp. 135-140 <p>Chapter 5: 5-8</p> <ul style="list-style-type: none"> 5-8 Problem Solving: Use Counting—pp. 177-182
<p>MA.K.NS.10 Separate sets of ten or fewer objects into equal groups.</p>	<p>Chapter 2: 2-5</p> <ul style="list-style-type: none"> 2-3 Make Equal Groups—pp. 45-48 2-5 Count and Write 3 and 4—pp. 55-58 (TE Develop Concepts: Equal Groups of 3 or 4) <p>Chapter 3: 3-3</p> <ul style="list-style-type: none"> 3-3 Equal Number—pp. 85-88 (Identify whether the number of objects in one group is equal to the number of objects in another group; TE Develop Concepts: Equal Groups) <p>Chapter 4: 4-3</p> <ul style="list-style-type: none"> 4-3 Count and Write 10—pp. 127-130 (TE Talk It Over: two equal groups of 5)

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THE NUMBER SYSTEM

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
<p>MA.K.NS.11 Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.</p>	<p>Chapter 13: 13-1 through 13-6</p> <ul style="list-style-type: none"> • 13-1 Make and Break Apart 11 and 12—pp. 479-482 • 13-2 Make and Break Apart 13 and 14—pp. 483-486 • 13-3 Make and Break Apart 15—pp. 487-490 • 13-4 Make and Break Apart 16 and 17—pp. 493-496 • 13-5 Make and Break Apart 18 and 19—pp. 497-500 • 13-6 Problem Solving: Make a Drawing—pp. 501-506

COMPUTATION AND ALGEBRAIC THINKING

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
<p>MA.K.CA.1 Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.</p>	<p>Chapter 10: 10-1 through 10-6, 10-8</p> <ul style="list-style-type: none"> • 10-1 Add To—pp. 337-340 • 10-2 Put Together—pp. 341-344 • 10-3 Add 1—pp. 345-348 • 10-4 Add 2—pp. 349-352 • 10-5 Add 3—pp. 353-356 • 10-6 Add 4—pp. 357-360 • 10-8 Use Ten-Frames to Add—pp. 367-37 <p>Chapter 11: 11-1 through 11-6, 11-8</p> <ul style="list-style-type: none"> • 11-1 Take Away—pp. 383-386 • 11-2 Take Apart—pp. 387-390 • 11-3 Subtract 1—pp. 391-394 • 11-4 Subtract 2—pp. 395-398 • 11-5 Subtract 3—pp. 399-402 • 11-6 Subtract 4—pp. 403-406 • 11-8 Use Ten-Frames to Subtract—pp. 413-416
<p>MA.K.CA.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p>	<p>Chapter 10: 10-1 through 10-9</p> <ul style="list-style-type: none"> • 10-1 Add To—pp. 337-340 • 10-2 Put Together—pp. 341-344 • 10-3 Add 1—pp. 345-348 • 10-4 Add 2—pp. 349-352 • 10-5 Add 3—pp. 353-356 • 10-6 Add 4—pp. 357-360 • 10-7 Addition Patterns—pp. 363-366 • 10-8 Use Ten-Frames to Add—pp. 367-370 <p>Chapter 11: 11-1 through 11-9</p> <ul style="list-style-type: none"> • 11-1 Take Away—pp. 383-386 • 11-2 Take Apart—pp. 387-390 • 11-3 Subtract 1—pp. 391-394 • 11-4 Subtract 2—pp. 395-398 • 11-5 Subtract 3—pp. 399-402 • 11-6 Subtract 4—pp. 403-406 • 11-7 Subtraction Patterns—pp. 409-412 • 11-8 Use Ten-Frames to Subtract—pp. 413-416 • 11-9 Problem Solving: Use a Number Sentence—pp. 417-422

COMPUTATION AND ALGEBRAIC THINKING

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
<p>MA.K.CA.3 Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]</p>	<p>Chapter 9: 9-1 through 9-4</p> <ul style="list-style-type: none"> 9-1 Break Apart 2, 3, 4, and 5—pp. 307–310 9-2 Break Apart 6 and 7—pp. 311–314 9-3 Break Apart 8 and 9—pp. 317–320 9-4 Break Apart 10—pp. 321–32
<p>MA.K.CA.4 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.</p>	<p>Chapter 16: 16-5</p> <ul style="list-style-type: none"> 16-5 Count by Tens—pp. 603–606
<p>MA.K.CA.5 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.</p>	<p>Chapter 6: 6-6 through 6-9</p> <ul style="list-style-type: none"> 6-6 Shape Patterns—pp. 211–214 (Identify and extend shape patterns; TE Develop Concepts: Creating Patterns) 6-7 Make Patterns—pp. 215–218 (Make shape patterns that follow a pattern rule; TE Develop Concepts: Identifying Pattern Rules) 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) <p>Chapter 10: 10-7</p> <ul style="list-style-type: none"> 10-7 Addition Patterns—pp. 363–366 (Identify addition patterns and add to show a number pattern; TE Develop Concepts: Make Patterns) <p>Chapter 11: 11-7</p> <ul style="list-style-type: none"> 11-7 Subtraction Patterns—pp. 409–412 (Identify subtraction patterns and subtract to show a number pattern; TE Develop Concepts: Making Subtraction Patterns)

GEOMETRY

Kindergarten Content Standards	<i>Sadlier Math</i> , Kindergarten
<p>MA.K.G.1 Describe the positions of objects and geometric shapes in space using the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.</p>	<p>Chapter 8: 8-1 through 8-7</p> <ul style="list-style-type: none"> 8-1 Above, Below—pp. 269–272 8-2 Top, Middle, Bottom—pp. 273–276 8-3 Over, On, Under—pp. 277–280 8-4 Inside, Outside, Beside—pp. 283–286 8-5 In Front of, Behind, Next to—pp. 287–290 8-6 Left, Right, Between—pp. 291–294 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295–300

GEOMETRY	
Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>MA.K.G.2 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</p> <ul style="list-style-type: none"> • 1-4 Sort by Shape—pp. 17-20 • 1-6 Problem Solving: Logical Reasoning—pp. 25-3 <p>Chapter 5: 5-6</p> <ul style="list-style-type: none"> • 5-6 Sort and Count—pp. 169-172 <p>Chapter 6: 6-1 through 6-9</p> <ul style="list-style-type: none"> • 6-1 Triangles—pp. 189-192 • 6-2 Squares and Rectangles—pp. 193-196 • 6-3 Circles—pp. 197-200 • 6-4 Hexagons—pp. 203-206 • 6-5 Compare Two-Dimensional Shapes—pp. 207-210 • 6-6 Shape Patterns—pp. 211-214 • 6-7 Make Patterns—pp. 215-218 • 6-8 Make Shapes from Other Shapes—pp. 219-222 • 6-9 Problem Solving: Find a Pattern—pp. 223-228 <p>Chapter 7: 7-1 through 7-6</p> <ul style="list-style-type: none"> • 7-1 Cylinders, Cones, and Spheres—pp. 235-238 • 7-2 Cubes and Rectangular Prisms—pp. 239-242 • 7-3 Compare Three-Dimensional Shapes—pp. 245-248 • 7-4 Model Three-Dimensional Shapes—pp. 249-252 • 7-5 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 253-256 • 7-6 Problem Solving: Make a Drawing—pp. 257-262 <p>Chapter 8: 8-1 through 8-7</p> <ul style="list-style-type: none"> • 8-1 Above, Below—pp. 269-272 • 8-2 Top, Middle, Bottom—pp. 273-276 • 8-3 Over, On, Under—pp. 277-280 • 8-4 Inside, Outside, Beside—pp. 283-286 • 8-5 In Front of, Behind, Next to—pp. 287-290 • 8-6 Left, Right, Between—pp. 291-294 • 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295-300
<p>MA.K.G.3 Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.</p>	<p>Chapter 7: 7-4 & 7-6</p> <ul style="list-style-type: none"> • 7-4 Model Three-Dimensional Shapes—pp. 249-252 • 7-6 Problem Solving: Make a Drawing—pp. 257-262
<p>MA.K.G.4 Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).</p>	<p>Chapter 6: 6-8</p> <ul style="list-style-type: none"> • 6-8 Make Shapes from Other Shapes—pp. 219-222 <p>Chapter 7: 7-4 & 7-6</p> <ul style="list-style-type: none"> • 7-4 Model Three-Dimensional Shapes—pp. 249-252 • 7-6 Problem Solving: Make a Drawing—pp. 257-262

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MEASUREMENT	
Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>MA.K.M.1 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>Chapter 14: 14-1 through 14-8</p> <ul style="list-style-type: none"> • 14-1 Describe and Compare by Size—pp. 513–516 • 14-2 Describe and Compare by Length—pp. 517–520 • 14-3 Order by Length—pp. 521–524 • 14-4 Describe and Compare by Height—pp. 525–528 • 14-5 Describe and Compare by Weight—pp. 531–534 • 14-6 Describe and Compare by More Than One Attribute—pp. 535–538 • 14-7 Describe Temperature—pp. 539–542 • 14-8 Problem Solving: Make a Table—pp. 543–548
<p>MA.K.M.2 Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.</p>	<p>Chapter 17: 17-1 through 17-5</p> <ul style="list-style-type: none"> • 17-1 Time Sequence: First, Next, Last—pp. 619–622 • 17-2 Calendar—pp. 623–626 • 17-3 More Time, Less Time—pp. 629–632 • 17-4 Time on the Hour—pp. 633–636 • 17-5 Problem Solving: Make and Use a Plan <p>See also Grade 1</p> <p>Chapter 15: 15-4</p> <ul style="list-style-type: none"> • 15-4 Day and Night—pp. 577–580 <p>See also Grade 2</p> <p>Chapter 12: 12-11</p> <ul style="list-style-type: none"> • 12-11 a.m. and p.m.—pp. 539–542 (morning, afternoon)
DATA ANALYSIS	
Kindergarten Content Standards	Sadlier Math, Kindergarten
<p>MA.K.DA.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.</p>	<p>Chapter 1: 1-1 through 1-6</p> <ul style="list-style-type: none"> • 1-1 Alike or Same—pp. 3–6 • 1-2 Different—pp. 7–10 • 1-3 Sort by Color—pp. 11–14 • 1-4 Sort by Shape—pp. 17–20 • 1-5 Sort by Size—pp. 21–24 • 1-6 Problem Solving: Logical Reasoning—pp. 25–30 <p>Chapter 5: 5-4 through 5-6</p> <ul style="list-style-type: none"> • 5-4 Tally Marks—pp. 161–164 • 5-5 Tally Charts—pp. 165–168 • 5-6 Sort and Count—pp. 169–172