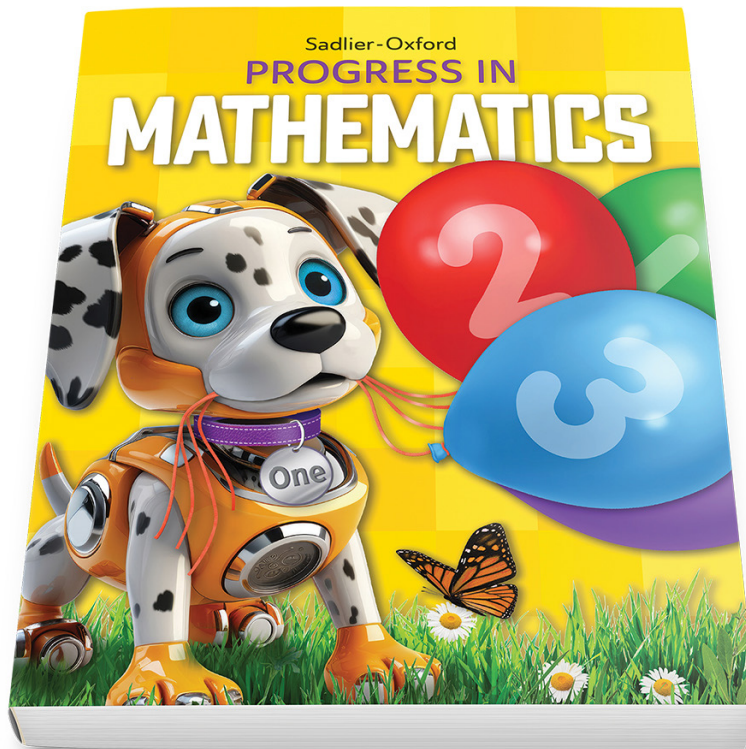


Progress in Mathematics

Correlation to the North Dakota Mathematics Standards JULY 2023

Kindergarten



CONTENTS

Number and Operations	
Counting and Cardinality	2
Base Ten	9
Fractions.....	10
Algebraic Reasoning	
Operations and Algebraic Thinking	11
Geometry and Measurement	
Geometry	18
Measurement	21
Data, Probability, and Statistics	
Data	23



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Counting and Cardinality (CC)

K.NO.CC.1 Count verbally in sequential order by ones and tens to 100, making accurate decuple transitions (e.g., 89 to 90).

Count verbally forward from any given number within 100.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-10 Order 0–5—SE & TE pp. 115–116
- Lesson 4B-9 Numbers 1–10—SE & TE pp. 143–144
- Lesson 4B-10 Number Line—SE & TE pp. 145–146

WORKBOOK

- Lesson 4A-10 Order 0–5—p. 40
- Lesson 4B-9 Numbers 1–10—p. 51
- Lesson 4B-10 Number Line—p. 52

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 93A–93F

DIGITAL RESOURCES*

- Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support
 - Count by Ones and Tens to 100
- Chapter 4 Still More Practice
- Chapter 4 Interactive Practice (each skill)
- Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-3 Order Numbers to 12—SE & TE pp. 163–164
- Lesson 5-9 Count Numbers to 20—SE & TE pp. 177–178

WORKBOOK

- Lesson 5-3 Order Numbers to 12—p. 57
- Lesson 5-9 Count Numbers to 20—p. 63

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 157A–157F

DIGITAL RESOURCES*

- Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support
 - Count by Ones and Tens to 100
- Chapter 5 Still More Practice
- Chapter 5 Interactive Practice (each skill)
- Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 12 NUMBERS TO 100

- Lesson 12-1 Count to 100—SE & TE pp. 395–396
- Lesson 12-2 Count Forward to 100—SE & TE pp. 397–398
- Lesson 12-3 Recognize Counting Patterns—SE & TE pp. 399–400
- Lesson 12-9 Count by 10s—SE & TE pp. 413–414

WORKBOOK

- Lesson 12-1 Count to 100—p. 135
- Lesson 12-2 Count Forward to 100—p. 136
- Lesson 12-3 Recognize Counting Patterns—p. 137
- Lesson 12-9 Count by 10s—p. 143

TEACHER'S EDITION & TE eBOOK*

Chapter 12 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 393A–393F

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*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Counting and Cardinality (CC)

continued

K.NO.CC.1 Count verbally in sequential order by ones and tens to 100, making accurate decuple transitions (e.g., 89 to 90).
Count verbally forward from any given number within 100.

continued

DIGITAL RESOURCES*

Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support

- Count by Ones and Tens to 100

 Chapter 12 Still More Practice
 Chapter 12 Interactive Practice (each skill)
 Chapter 12 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Counting & Cardinality

- Count orally to 100 by ones
- Count orally to 100 by tens
- Count on or count back with numbers 1 to 20

K.NO.CC.2 Count backward from 20 by ones and from a given number within 10.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4B-9 Numbers 1-10 (count back by 1)—SE & TE pp. 143-144
- Lesson 4B-10 Number Line (count on/count back on a number line)—SE & TE pp. 145-146

WORKBOOK

- Lesson 4B-9 Numbers 1-10—p. 51
- Lesson 4B-10 Number Line—p. 52

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 1 and 2
- Count and Write 1 and 2
- Count and Model 3 and 4
- Count and Write 3 and 4
- Count and Model 0 and 5
- Count and Write 0 and 5
- Count and Model 6 and 7
- Count and Write 6 and 7
- Count and Model 8, 9, and 10
- Count and Write 8, 9, and 10

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

continued

continued

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Counting and Cardinality (CC)

continued

K.NO.CC.2 Count backward from 20 by ones and from a given number within 10.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-14 Order Numbers to 31—SE & TE pp. 189-190

WORKBOOK

- Lesson 5-14 Order Numbers to 31—p. 68

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A-157F

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 8 SUBTRACTION READINESS

- Lesson 8-3 Subtract 1 (count back 1 on a number line)—SE & TE pp. 279-280
- Lesson 8-9 Use Ten-Frames to Subtract (count backward)—SE & TE pp. 295-296

WORKBOOK

- Lesson 8-3 Subtract 1—p. 98
- Lesson 8-9 Use Ten-Frames to Subtract—p. 104

TEACHER'S EDITION & TE eBOOK*

Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 273A-273F

DIGITAL RESOURCES*

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Counting & Cardinality
 - Count on or count back with numbers 1 to 20
- Operations & Algebraic Thinking
 - Count back with numbers 1 to 5

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Counting and Cardinality (CC)

K.NO.CC.3 Identify and write any given numeral within 20.

Clarification In a progression, students may identify and write numerals sequentially prior to being able to identify and write any numeral within 20.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-6 Identify and Write 0 and 1—SE & TE pp. 107-108
- Lesson 4A-7 Identify and Write 2 and 3—SE & TE pp. 109-110
- Lesson 4A-8 Identify and Write 4 and 5—SE & TE pp. 111-112
- Lesson 4B-1 Identify and Write 6 and 7—SE & TE pp. 125-126
- Lesson 4B-3 Identify and Write 8 and 9—SE & TE pp. 129-130
- Lesson 4B-5 Identify and Write 10—SE & TE pp. 133-134

WORKBOOK

- Lesson 4A-6 Identify and Write 0 and 1—p. 36
- Lesson 4A-7 Identify and Write 2 and 3—p. 37
- Lesson 4A-8 Identify and Write 4 and 5—p. 38
- Lesson 4B-1 Identify and Write 6 and 7—p. 43
- Lesson 4B-3 Identify and Write 8 and 9—p. 45
- Lesson 4B-5 Identify and Write 10—p. 47

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 1 and 2
- Count and Write 1 and 2
- Count and Model 3 and 4
- Count and Write 3 and 4
- Count and Model 0 and 5
- Count and Write 0 and 5
- Count and Model 6 and 7
- Count and Write 6 and 7
- Count and Model 8, 9, and 10
- Count and Write 8, 9, and 10

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-1 Identify and Write 11 and 12—SE & TE pp. 159-160
- Lesson 5-4 Identify and Write 13 and 14—SE & TE pp. 165-166
- Lesson 5-5 Identify and Write 15 and 16—SE & TE pp. 167-168
- Lesson 5-6 Identify and Write 17 and 18—SE & TE pp. 171-172
- Lesson 5-7 Identify and Write 19 and 20—SE & TE pp. 173-174

WORKBOOK

- Lesson 5-1 Identify and Write 11 and 12—SE & TE pp. 159-160
- Lesson 5-4 Identify and Write 13 and 14—SE & TE pp. 165-166
- Lesson 5-5 Identify and Write 15 and 16—SE & TE pp. 167-168
- Lesson 5-6 Identify and Write 17 and 18—SE & TE pp. 171-172
- Lesson 5-7 Identify and Write 19 and 20—SE & TE pp. 173-174

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A-157F

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*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Counting and Cardinality (CC)

continued

K.NO.CC.3 Identify and write any given numeral within 20.

Clarification In a progression, students may identify and write numerals sequentially prior to being able to identify and write any numeral within 20.

continued

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 11 and 12
- Count and Write 11 and 12
- Count and Model 13 and 14
- Count and Write 13 and 14
- Count and Model 15 and 16
- Count and Write 15 and 16
- Count and Model 17 and 18
- Count and Write 17 and 18
- Count and Model 19 and 20
- Count and Write 19 and 20

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Chapter 5 Problem-Solving Practice (each skill lesson)

K.NO.CC.4 Recognize and verbally label arrangements, without counting, for briefly shown collections up to 10 (e.g., “I saw 5.” How do you know?” “I saw 3 and 2, that is 5.”).

Clarification Recognize without counting. Use scattered arrangements for combinations up to 7. Structured arrangements such as ten frames (utilizing 5+ and pair-wise patterns) can be utilized for combinations up to 10.

STUDENT EDITION & SE eBOOK*/TEACHER’S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-6 Identify and Write 0 and 1—SE & TE pp. 107-108
- Lesson 4A-7 Identify and Write 2 and 3—SE & TE pp. 109-110
- Lesson 4A-8 Identify and Write 4 and 5—SE & TE pp. 111-112
- Lesson 4B-1 Identify and Write 6 and 7—SE & TE pp. 125-126
- Lesson 4B-3 Identify and Write 8 and 9—SE & TE pp. 129-130
- Lesson 4B-5 Identify and Write 10—SE & TE pp. 133-134
- Lesson 4B-6 Ways to Make 10—SE & TE pp. 135-136
- Lesson 4B-7 One More, One Fewer—SE & TE pp. 139-140

WORKBOOK

- Lesson 4A-6 Identify and Write 0 and 1—p. 36
- Lesson 4A-7 Identify and Write 2 and 3—p. 37
- Lesson 4A-8 Identify and Write 4 and 5—p. 38
- Lesson 4B-1 Identify and Write 6 and 7—p. 43
- Lesson 4B-3 Identify and Write 8 and 9—p. 45
- Lesson 4B-5 Identify and Write 10—p. 47
- Lesson 4B-6 Ways to Make 10—p. 48
- Lesson 4B-7 One More, One Fewer—p. 49

TEACHER’S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Counting and Cardinality (CC)

K.NO.CC.5 Count and tell how many objects up to 20 are in an arranged pattern or up to 10 objects in a scattered configuration. Represent a quantity of up to 20 with a numeral.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-6 Identify and Write 0 and 1—SE & TE pp. 107-108
- Lesson 4A-7 Identify and Write 2 and 3—SE & TE pp. 109-110
- Lesson 4A-8 Identify and Write 4 and 5—SE & TE pp. 111-112
- Lesson 4B-1 Identify and Write 6 and 7—SE & TE pp. 125-126
- Lesson 4B-3 Identify and Write 8 and 9—SE & TE pp. 129-130
- Lesson 4B-5 Identify and Write 10—SE & TE pp. 133-134

WORKBOOK

- Lesson 4A-6 Identify and Write 0 and 1—p. 36
- Lesson 4A-7 Identify and Write 2 and 3—p. 37
- Lesson 4A-8 Identify and Write 4 and 5—p. 38
- Lesson 4B-1 Identify and Write 6 and 7—p. 43
- Lesson 4B-3 Identify and Write 8 and 9—p. 45
- Lesson 4B-5 Identify and Write 10—p. 47

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 1 and 2
- Count and Write 1 and 2
- Count and Model 3 and 4
- Count and Write 3 and 4
- Count and Model 0 and 5
- Count and Write 0 and 5
- Count and Model 6 and 7
- Count and Write 6 and 7
- Count and Model 8, 9, and 10
- Count and Write 8, 9, and 10

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-1 Identify and Write 11 and 12—SE & TE pp. 159-160
- Lesson 5-4 Identify and Write 13 and 14—SE & TE pp. 165-166
- Lesson 5-5 Identify and Write 15 and 16—SE & TE pp. 167-168
- Lesson 5-6 Identify and Write 17 and 18—SE & TE pp. 171-172
- Lesson 5-7 Identify and Write 19 and 20—SE & TE pp. 173-174

WORKBOOK

- Lesson 5-1 Identify and Write 11 and 12—SE & TE pp. 159-160
- Lesson 5-4 Identify and Write 13 and 14—SE & TE pp. 165-166
- Lesson 5-5 Identify and Write 15 and 16—SE & TE pp. 167-168
- Lesson 5-6 Identify and Write 17 and 18—SE & TE pp. 171-172
- Lesson 5-7 Identify and Write 19 and 20—SE & TE pp. 173-174

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A-157F

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Counting and Cardinality (CC)

continued

K.NO.CC.5 Count and tell how many objects up to 20 are in an arranged pattern or up to 10 objects in a scattered configuration. Represent a quantity of up to 20 with a numeral.

continued

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 11 and 12
- Count and Write 11 and 12
- Count and Model 13 and 14
- Count and Write 13 and 14
- Count and Model 15 and 16
- Count and Write 15 and 16
- Count and Model 17 and 18
- Count and Write 17 and 18
- Count and Model 19 and 20
- Count and Write 19 and 20

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Counting & Cardinality

- Count objects, saying number names from 1 to 20
- Count up to 10 objects
- Count out a given number of objects from 1 to 20

Measurement & Data

- Count objects within categories

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Base Ten (BT)

K.NO.NBT.1 Compose and decompose numbers from 11 to 19 using a group of ten ones and some more ones using a model, drawing, or equation.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 12 NUMBERS TO 100

- Lesson 12-4 Explore Tens—SE & TE pp. 401-402
- Lesson 12-5 Explore Tens and Ones—SE & TE pp. 403-404
- Lesson 12-6 Make Teen Numbers—SE & TE pp. 405-406

WORKBOOK

- Lesson 12-4 Explore Tens—p. 138
- Lesson 12-5 Explore Tens and Ones—p. 139
- Lesson 12-6 Make Teen Numbers—p. 140

TEACHER'S EDITION & TE eBook*

Chapter 12 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 393A-393F

DIGITAL RESOURCES*

Chapter 12 Still More Practice
Chapter 12 Interactive Practice (each skill)
Chapter 12 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Numbers & Operations in Base Ten
- Compose a number from 11 to 19 using pictures
 - Decompose a number from 11 to 19 using pictures
 - Understand 11 to 19 are 10 ones and some more ones

K.NO.NBT.2 Compare two numbers between 1 and 20 using words greater than, less than, or equal to.

Clarification In a progression, students will use groups of objects for comparison prior to the end-of-year standard of comparing numerals within 20. Ordering numbers may be included for number clarifications.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-1 As Many As—SE & TE pp. 95-96
- Lesson 4A-2 More—SE & TE pp. 97-100
- Lesson 4A-3 Fewer—SE & TE pp. 99-100
- Lesson 4A-4 Fewest, Most—SE & TE pp. 101-102
- Lesson 4A-5 Equalizing Sets—SE & TE pp. 103-104
- Lesson 4A-10 Order 0-5—SE & TE pp. 115-116
- Lesson 4B-7 One More, One Fewer—SE & TE pp. 139-140
- Lesson 4B-8 Count to Compare Numbers—SE & TE pp. 141-142
- Lesson 4B-11 Compare Numbers—SE & TE pp. 147-148

WORKBOOK

- Lesson 4A-1 As Many As—p. 31
- Lesson 4A-2 More—p. 32
- Lesson 4A-3 Fewer—p. 33
- Lesson 4A-4 Fewest, Most—p. 34
- Lesson 4A-5 Equalizing Sets—p. 35
- Lesson 4A-10 Order 0-5—p. 40
- Lesson 4B-7 One More, One Fewer—p. 49
- Lesson 4B-8 Count to Compare Numbers—p. 50
- Lesson 4B-11 Compare Numbers—p. 53

TEACHER'S EDITION & TE eBook*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 93A-93F

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Base Ten (BT)

continued

K.NO.NBT.2 Compare two numbers between 1 and 20 using words greater than, less than, or equal to.

Clarification In a progression, students will use groups of objects for comparison prior to the end-of-year standard of comparing numerals within 20. Ordering numbers may be included for number clarifications.

continued

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Match to Compare
- Count to Compare
- Compare Numbers

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-2 Compare Numbers to 12—SE & TE pp. 161-162
- Lesson 5-3 Order Numbers to 12—SE & TE pp. 163-164
- Lesson 5-10 Compare Numbers to 20—SE & TE pp. 179-180

WORKBOOK

- Lesson 5-2 Compare Numbers to 12—p. 56
- Lesson 5-3 Order Numbers to 12—p. 57
- Lesson 5-10 Compare Numbers to 20—p. 64

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A-157F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Match to Compare
- Count to Compare
- Compare Numbers

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Counting & Cardinality

- Compare 2 groups with up to 20 items with words
- Compare groups with “more than” or “fewer than: no counting
- Compare sets of up to 5 objects
- Create a set with more, fewer, or the same number
- Compare 2 written numerals 1 to 10 using words

Fractions (NF)

NOTE: Standards begin in first grade.

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Operations and Algebraic Thinking (OA)

K.AR.OA.1 Automatically add and subtract within 5.

Clarification Develop a flexible understanding of both vertical and horizontal orientation. See Appendix B for recommended automaticity.

continued

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 7 ADDITION READINESS

- Lesson 7-1 Joining—SE & TE pp. 233–234
- Lesson 7-2 Model Joining Stories—SE & TE pp. 235–236
- Lesson 7-3 Add 1—SE & TE pp. 237–238
- Lesson 7-4 Add 2—SE & TE pp. 239–240
- Lesson 7-5 Add 3—SE & TE pp. 241–242
- Lesson 7-6 Add 4—SE & TE pp. 243–244
- Lesson 7-7 Use a Bar Model to Add—SE & TE pp. 247–248
- Lesson 7-8 Vertical Addition—SE & TE pp. 249–250

WORKBOOK

- Lesson 7-1 Joining—p. 81
- Lesson 7-2 Model Joining Stories—p. 82
- Lesson 7-3 Add 1—p. 83
- Lesson 7-4 Add 2—p. 84
- Lesson 7-5 Add 3—p. 85
- Lesson 7-6 Add 4—p. 86
- Lesson 7-7 Use a Bar Model to Add—p. 87
- Lesson 7-8 Vertical Addition—p. 88

TEACHER'S EDITION & TE eBook*

Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 231A–231F

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support
• Addition: Sums to 5 (Fluency)
Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Operations & Algebraic Thinking
- Fluently add within 5

continued

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Operations and Algebraic Thinking (OA)

continued

K.AR.OA.1 Automatically add and subtract within 5.

Clarification Develop a flexible understanding of both vertical and horizontal orientation. See Appendix B for recommended automaticity.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 8 SUBTRACTION READINESS

- Lesson 8-1 Take Away—SE & TE pp. 275–276
- Lesson 8-2 Model Subtraction Stories—SE & TE pp. 277–278
- Lesson 8-3 Subtract 1—SE & TE pp. 279–280
- Lesson 8-4 Subtract 2—SE & TE pp. 283–284
- Lesson 8-5 Subtract 3—SE & TE pp. 285–286
- Lesson 8-6 Use a Bar Model to Subtract—SE & TE pp. 287–288
- Lesson 8-7 Subtract 4—SE & TE pp. 289–290
- Lesson 8-8 Vertical Subtraction—SE & TE pp. 293–294

WORKBOOK

- Lesson 8-1 Take Away—p. 96
- Lesson 8-2 Model Subtraction Stories—p. 97
- Lesson 8-3 Subtract 1—p. 98
- Lesson 8-4 Subtract 2—p. 99
- Lesson 8-5 Subtract 3—p. 100
- Lesson 8-6 Use a Bar Model to Subtract—p. 101
- Lesson 8-7 Subtract 4—p. 102
- Lesson 8-8 Vertical Subtraction—p. 103

TEACHER'S EDITION & TE eBOOK*

Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 273A–273F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Take Away to Subtract
- Subtract to Find How Many Left
- Subtract from 5 or Less (Fluency)

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Operations & Algebraic Thinking

- Model subtraction within 5 using objects
- Fluently subtract within 5

K.AR.OA.2 For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4B-6 Ways to Make 10—SE & TE pp. 135–136

WORKBOOK

- Lesson 4B-6 Ways to Make 10—p. 48

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A–93F

DIGITAL RESOURCES*

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

continued

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Operations and Algebraic Thinking (OA)

<i>continued</i>	<i>continued</i>
<p>K.AR.OA.2 For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.</p>	<p>OTHER DIGITAL RESOURCES*</p> <p>INTERACTIVE PRACTICE</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> Find a number to make 10: pictures Find a number to make 10: equations
<p>K.AR.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.</p>	<p>STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*</p> <p>CHAPTER 4 NUMBERS 0 TO 10</p> <ul style="list-style-type: none"> Lesson 4A-11 Ways to Make 2, 3, 4, and 5—SE & TE pp. 117-118 Lesson 4B-2 Ways to Make 6 and 7—SE & TE pp. 127-128 Lesson 4B-4 Ways to Make 8 and 9—SE & TE pp. 131-132 Lesson 4B-6 Ways to Make 10—SE & TE pp. 135-136 <p>WORKBOOK</p> <ul style="list-style-type: none"> Lesson 4A-11 Ways to Make 2, 3, 4, and 5—p. 41 Lesson 4B-2 Ways to Make 6 and 7—p. 44 Lesson 4B-4 Ways to Make 8 and 9—p. 46 Lesson 4B-6 Ways to Make 10—p. 48 <p>TEACHER'S EDITION & TE eBOOK*</p> <p>Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 93A-93F</p> <p>DIGITAL RESOURCES*</p> <p>Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> Break Apart Numbers to 5 Break Apart Numbers to 10 <p>Chapter 4 Still More Practice</p> <p>Chapter 4 Interactive Practice (each skill)</p> <p>Chapter 4 Problem-Solving Practice (each skill lesson)</p>
	<p>OTHER DIGITAL RESOURCES*</p> <p>INTERACTIVE PRACTICE</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> Decompose numbers to 10 into pairs: pictures

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Operations and Algebraic Thinking (OA)

K.AR.OA.4 Solve authentic word problems with addition by putting together or adding to within 10.

Clarification Develop a flexible understanding of both vertical and horizontal orientation.

continued

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 7 ADDITION READINESS

Lessons feature multiple teacher-dictated or -prompted word problems.

Examples

Teaching the Lesson: Using the Page: Let's Learn/Listen Tell an addition story about the cubes pictured. (Lesson 7-5, TE p. 241):

I have 0 cubes. Then a friend gives me 3 cubes. How many cubes do I have in all? (3)

Teaching the Lesson: Guided Practice Point to the Duck Exercise. Tell children to listen as you tell them the following story, one sentence at a time. (Lesson 7-7, TE p. 247):

Begin, "Matt picked three red flowers. Where should you write the number for that story part?"

Guide children to write a 3 in the left part of the bar model.

Continue the story, "She picked two blue flowers. Where should you write the number for that story part?"

Guide children to write a 2 in the right part of the bar model.

Then ask, "How many flowers did she pick in all?"

Have children count all the blocks and complete the number sentence, $3 + 2 = 5$.

Follow-Up: Related Activity: Real-World Connection Have children tell joining stories about children in their family, school, or at the park. For example, "I have 2 siblings and 3 cousins. How many children is that in all?" Point out that each joining story ends with a question: "How many in all?" Record children's stories so others can read and tell how many in all. (Lesson 7-1, TE p. 234)

- Lesson 7-1 Joining—SE & TE pp. 233–234
- Lesson 7-2 Model Joining Stories—SE & TE pp. 235–236
- Lesson 7-3 Add 1—SE & TE pp. 237–238
- Lesson 7-4 Add 2—SE & TE pp. 239–240
- Lesson 7-5 Add 3—SE & TE pp. 241–242
- Lesson 7-6 Add 4—SE & TE pp. 243–244
- Lesson 7-8 Vertical Addition—SE & TE pp. 249–250
- Lesson 7-9 Addition: Use Ten-Frames—SE & TE pp. 251–252
- Lesson 7-15 Problem Solving Strategy: Write a Number Sentence—SE & TE pp. 265–266

WORKBOOK

- Lesson 7-1 Joining—p. 81
- Lesson 7-2 Model Joining Stories—p. 82
- Lesson 7-3 Add 1—p. 83
- Lesson 7-4 Add 2—p. 84
- Lesson 7-5 Add 3—p. 85
- Lesson 7-6 Add 4—p. 86
- Lesson 7-7 Use a Bar Model to Add—p. 87
- Lesson 7-8 Vertical Addition—p. 88
- Lesson 7-9 Addition: Use Ten-Frames—p. 89
- Lesson 7-15 Problem Solving Strategy: Write a Number Sentence—p. 95

TEACHER'S EDITION & TE eBook*

Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 231A–231F

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Operations and Algebraic Thinking (OA)

continued

K.AR.OA.4 Solve authentic word problems with addition by putting together or adding to within 10.

Clarification Develop a flexible understanding of both vertical and horizontal orientation.

continued

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Operations & Algebraic Thinking

- Model addition within 10: expressions or equations
- Model addition within 10: pictures or objects
- Solve a problem using objects: sums to 10

K.AR.OA.5 Solve authentic word problems with subtraction by taking apart or taking from within 10.

Clarification Develop a flexible understanding of both vertical and horizontal orientation.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 8 SUBTRACTION READINESS

Lessons feature multiple teacher-dictated or -prompted word problems.

Examples

Teaching the Lesson: Using the Page: Let's Learn/Listen Give each child 8 connecting cubes linked in a train. Point to the cubes in the instruction box. Tell children to place their cubes above the picture. Explain to children that they about the cubes pictured. will listen to a "take away" story. (Lesson 8-2, TE p. 277):

Say, "There are 8 oranges in a bowl." Point out that they have 8 cubes. Have them trace the number 8 to show 8 in all. Say, "Mia eats 2 of the oranges."

Have children take away 2 cubes, and cross out 2 cubes in the picture.

Tell children to trace the 2. Say, "How many are left? Let's count."

Count together finding 6 oranges left. Have children trace the 6 that are left.

Teaching the Lesson: Guided Practice: Let's Talk In the discussion on page 293, stories will vary. For example, a subtraction story for the Duck Exercise might be: "Rowena has 5 connecting cubes. She takes away 2 cubes. How many cubes does she have left?" (3) (Lesson 8-8, TE p. 294):

Follow-Up: Related Activity: Learning Styles: Kinesthetic Position 10 chairs in 2 rows of 5 each. Have a child stand in front of each chair. Ask them to perform the "take away" actions mentioned in rhyming verses such as those below: all. (Lesson 8-9, TE p. 296)

10 little children stand in line, 1 sits down and now there are 9.

10 little children stand up straight, 2 sit down and now there are 8.

Follow-Up: Diagnostic Reteaching: Small Group Instruction Ask children to act out someone buying vegetables at the store. Tell the following story: (Lesson 8-10, TE p. 298)

John buys 2 potatoes and 3 tomatoes at the store. How many vegetables does he have in all?

- Lesson 8-1 Take Away—SE & TE pp. 275–276
- Lesson 8-2 Model Subtraction Stories—SE & TE pp. 277–278
- Lesson 8-3 Subtract 1—SE & TE pp. 279–280
- Lesson 8-4 Subtract 2—SE & TE pp. 283–284
- Lesson 8-5 Subtract 3—SE & TE pp. 285–286
- Lesson 8-6 Use a Bar Model to Subtract—SE & TE pp. 287–288
- Lesson 8-7 Subtract 4—SE & TE pp. 289–290
- Lesson 8-8 Vertical Subtraction—SE & TE pp. 293–294

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Operations and Algebraic Thinking (OA)

continued

K.AR.OA.5 Solve authentic word problems with subtraction by taking apart or taking from within 10.

Clarification Develop a flexible understanding of both vertical and horizontal orientation.

continued

- Lesson 8-9 Use Ten-Frames to Subtract—SE & TE pp. 295–296
- Lesson 8-10 Relate Addition to Subtraction—SE & TE pp. 297–298
- Lesson 8-11 Problem-Solving Strategy: Choose the Operation—SE & TE pp. 299–300

WORKBOOK

- Lesson 8-1 Take Away—p. 96
- Lesson 8-2 Model Subtraction Stories—p. 97
- Lesson 8-3 Subtract 1—p. 98
- Lesson 8-4 Subtract 2—p. 99
- Lesson 8-5 Subtract 3—p. 100
- Lesson 8-6 Use a Bar Model to Subtract—p. 101
- Lesson 8-7 Subtract 4—p. 102
- Lesson 8-8 Vertical Subtraction—p. 103
- Lesson 8-9 Use Ten-Frames to Subtract—p. 104
- Lesson 8-10 Relate Addition to Subtraction—p. 105
- Lesson 8-11 Problem-Solving Strategy: Choose the Operation—p. 106

TEACHER'S EDITION & TE eBOOK*

Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 273A–273F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Subtraction

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Operations & Algebraic Thinking
- Model subtraction within 10: expressions or equations
 - Model subtraction within 10: pictures or objects

K.AR.OA.6 Recognize, duplicate, complete, and extend repeating patterns in a variety of contexts (e.g., shape, color, size, objects, sounds, movements).

Clarification Use AB-ab, abc, aabb type patterns.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-12 Shape Patterns—SE & TE pp. 53–54
- Lesson 2-13 Size and Growing Patterns—SE & TE pp. 55–56
- Lesson 2-14 Problem-Solving Strategy: Find a Pattern—SE & TE pp. 57–58

WORKBOOK

- Lesson 2-12 Shape Patterns—p. 19
- Lesson 2-13 Size and Growing Patterns—p. 20
- Lesson 2-14 Problem-Solving Strategy: Find a Pattern—p. 21

TEACHER'S EDITION & TE eBOOK*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 25A–25F

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Operations and Algebraic Thinking (OA)

continued

K.AR.OA.6 Recognize, duplicate, complete, and extend repeating patterns in a variety of contexts (e.g., shape, color, size, objects, sounds, movements).

Clarification Use AB-ab, abc, aabb type patterns.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 12 NUMBERS TO 100

- Lesson 12-3 Recognize Counting Patterns—SE & TE pp. 399–400

WORKBOOK

- Lesson 12-3 Recognize Counting Patterns—p. 137

TEACHER'S EDITION & TE eBOOK*

Chapter 12 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 393A–393F

DIGITAL RESOURCES*

Chapter 12 Still More Practice
Chapter 12 Interactive Practice (each skill)
Chapter 12 Problem-Solving Practice (each skill lesson)

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Geometry (G)

K.GM.G.1 Name shapes and identify them as two-dimensional (squares, circles, triangles, rectangles) regardless of their orientations or overall sizes.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-5 Plane Figures on Solids—SE & TE pp. 37-38
- Lesson 2-6 Plane Figures—SE & TE pp. 39-40
- Lesson 2-7 Triangle—SE & TE pp. 41-42
- Lesson 2-8 Square and Rectangle—SE & TE pp. 43-44
- Lesson 2-9 Circle—SE & TE pp. 45-46

WORKBOOK

- Lesson 2-5 Plane Figures on Solids—p. 12
- Lesson 2-6 Plane Figures—p. 13
- Lesson 2-7 Triangle—p. 14
- Lesson 2-8 Square and Rectangle—p. 15
- Lesson 2-9 Circle—p. 16

TEACHER'S EDITION & TE eBOOK*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 25A-25F

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Circles and Triangles
- Squares, Rectangles, and Hexagons
- Identify Flat and Solid Shapes

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Chapter 2 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Geometry

- Describe an actual object using a shape name
- Identify a shape regardless of orientation or size
- Identify attributes of a 2-dimensional shape
- Identify a 2-dimensional shape

K.GM.G.2 Name shapes and identify them as three-dimensional (cubes and spheres) regardless of their orientations or overall sizes.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-1 Cylinder, Cone, Sphere—SE & TE pp. 27-28
- Lesson 2-2 Cube and Rectangular Prism—SE & TE pp. 29-30
- Lesson 2-3 Recognize Solid Figures—SE & TE pp. 31-32
- Lesson 2-4 Moving Shapes—SE & TE pp. 33-34

WORKBOOK

- Lesson 2-1 Cylinder, Cone, Sphere—p. 8
- Lesson 2-2 Cube and Rectangular Prism—p. 9
- Lesson 2-3 Recognize Solid Figures—p. 10
- Lesson 2-4 Moving Shapes—p. 11

TEACHER'S EDITION & TE eBOOK*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 25A-25F

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Geometry (G)

<p style="text-align: center;"><i>continued</i></p> <p>K.GM.G.2 Name shapes and identify them as three-dimensional (cubes and spheres) regardless of their orientations or overall sizes.</p>	<p style="text-align: center;"><i>continued</i></p> <p>DIGITAL RESOURCES* Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> • Solid Shapes • Identify Flat and Solid Shapes <p>Chapter 2 Still More Practice Chapter 2 Interactive Practice (each skill) Chapter 2 Problem-Solving Practice (each skill lesson)</p> <hr/> <p>OTHER DIGITAL RESOURCES* INTERACTIVE PRACTICE Geometry</p> <ul style="list-style-type: none"> • Identify a shape regardless of orientation or size • Informally name attributes of a 3-D shape
<p>K.GM.G.3 Compare and classify two-dimensional shapes to describe their similarities, differences, and attributes (squares, circles, triangles, rectangles).</p>	<p>STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK* CHAPTER 2 GEOMETRY AND PATTERNS</p> <ul style="list-style-type: none"> • Lesson 2-10 Compare Plane and Solid Figures—SE & TE pp. 49–50 <p>WORKBOOK</p> <ul style="list-style-type: none"> • Lesson 2-10 Compare Plane and Solid Figures—p. 17 <p>TEACHER'S EDITION & TE eBOOK* Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/ Assessment Options—TE pp. 25A–25F</p> <p>DIGITAL RESOURCES* Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> • Sort and Count • Compare Flat Shapes <p>Chapter 2 Still More Practice Chapter 2 Interactive Practice (each skill) Chapter 2 Problem-Solving Practice (each skill lesson)</p> <hr/> <p>OTHER DIGITAL RESOURCES* INTERACTIVE PRACTICE Geometry</p> <ul style="list-style-type: none"> • Compare 2-dimensional shapes • Compare/sort common 2-D shapes

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Geometry (G)

K.GM.G.4 Compose a geometric shape by combining two or more simple shapes.

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CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-11 Combine and Separate Figures—SE & TE pp. 51–52
- WORKBOOK**
- Lesson 2-11 Combine and Separate Figures—p. 18

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Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 25A–25F

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Building Shapes

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Geometry

- Build a model of a real-world shape
- Draw a model of a real-world shape
- Compose a larger shape from simple shapes

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Measurement (M)

K.GM.M.1 Compare and order two objects with a common measurable attribute.

Clarification In a progression, students will describe and understand common measurable attributes (e.g., length and weight) for ordering and comparisons.

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CHAPTER 11 MEASUREMENT

- Lesson 11-1 Compare by Size—SE & TE pp. 361–362
- Lesson 11-2 Compare by Length—SE & TE pp. 363–364
- Lesson 11-3 Order by Length—SE & TE pp. 365–366
- Lesson 11-4 Compare by Height—SE & TE pp. 367–368
- Lesson 11-7 Weight: Heavier or Lighter—SE & TE pp. 375–376
- Lesson 11-8 Order by Weight—SE & TE pp. 377–378
- Lesson 11-9 Holds More or Holds Less—SE & TE pp. 379–1.379
- Lesson 11-10 Order by Capacity—SE & TE pp. 381–382
- Lesson 11-12 Problem-Solving Strategy: Make a Graph—SE & TE pp. 385–386

WORKBOOK

- Lesson 11-1 Compare by Size—p. 123
- Lesson 11-2 Compare by Length—p. 124
- Lesson 11-3 Order by Length—p. 125
- Lesson 11-4 Compare by Height—p. 126
- Lesson 11-7 Weight: Heavier or Lighter—p. 129
- Lesson 11-8 Order by Weight—p. 130
- Lesson 11-9 Holds More or Holds Less—p. 131
- Lesson 11-10 Order by Capacity—p. 132
- Lesson 11-12 Problem-Solving Strategy: Make a Graph—p. 134

TEACHER'S EDITION & TE eBOOK*

Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 359A–359F

DIGITAL RESOURCES*

- Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
 - Sort and Count
- Chapter 1 Still More Practice
- Chapter 1 Interactive Practice (each skill)
- Chapter 1 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Measurement & Data
 - Classify objects into categories
 - Count objects within categories
 - Sort categories by quantity
 - Sort objects according to one attribute

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Measurement (M)

K.GM.M.2 Tell time related to daily life (today, yesterday, tomorrow, morning, afternoon, night).

Clarification This concept is foundational learning for time. Days of the week and concepts of a.m. and p.m. are included.

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CHAPTER 10 TIME

- Lesson 10-1 Time Sequence: First, Next, Last—SE & TE pp. 337–338
- Lesson 10-2 Calendar—SE & TE pp. 339–340
- Lesson 10-3 Calendar: Yesterday, Today, Tomorrow—SE & TE pp. 341–342
- Lesson 10-4 More Time, Less Time—SE & TE pp. 343–344
- Lesson 10-5 Time on the Hour—SE & TE pp. 347–349
- Lesson 10-6 Tell the Time—SE & TE pp. 349–350
- Lesson 10-7 Problem-Solving Strategy: Use a Model—SE & TE pp. 351–352

WORKBOOK

- Lesson 10-1 Time Sequence: First, Next, Last—p. 116
- Lesson 10-2 Calendar—p. 117
- Lesson 10-3 Calendar: Yesterday, Today, Tomorrow—p. 118
- Lesson 10-4 More Time, Less Time—p. 119
- Lesson 10-5 Time on the Hour—p. 120
- Lesson 10-6 Tell the Time—p. 121
- Lesson 10-7 Problem-Solving Strategy: Use a Model—p. 122

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Chapter 10 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 335A–335F

DIGITAL RESOURCES*

- Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
 - Sort and Count
- Chapter 1 Still More Practice
- Chapter 1 Interactive Practice (each skill)
- Chapter 1 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Measurement & Data
 - Show an understanding of tools that measure time

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Data, Probability, and Statistics (DPS)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — KINDERGARTEN

Data (D)

K.DPS.D.1 Sort and classify objects (up to 10) based on attributes and explain the reasoning used.

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CHAPTER 1 SORTING

- Lesson 1-1 Alike/Same—SE & TE pp. 3–4
- Lesson 1-2 Different—SE & TE pp. 5–6
- Lesson 1-3 Same Shape—SE & TE pp. 7–8
- Lesson 1-4 Sort by Size—SE & TE pp. 11–12
- Lesson 1-5 Sort by Shape and Size—SE & TE pp. 13–14
- Lesson 1-6 Sort Two Ways—SE & TE pp. 15–16
- Lesson 1-7 Problem-Solving Strategy: Logical Reasoning—SE & TE pp. 17–18

WORKBOOK

- Lesson 1-1 Alike/Same—p. 1
- Lesson 1-2 Different—p. 2
- Lesson 1-3 Same Shape—p. 3
- Lesson 1-4 Sort by Size—p. 4
- Lesson 1-5 Sort by Shape and Size—p. 5
- Lesson 1-6 Sort Two Ways—p. 6
- Lesson 1-7 Problem-Solving Strategy: Logical Reasoning—p. 7

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Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 1A–1F

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Sort and Count

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)
Chapter 1 Problem-Solving Practice (each skill lesson)

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CHAPTER 6 TABLES, GRAPHS, AND FRACTIONS

- Lesson 6-3 Sorting Categories—SE & TE pp. 205–206

WORKBOOK

- Lesson 6-3 Sorting Categories—p. 72

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Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 245A–245F

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Sort and Count

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Measurement & Data
- Classify objects into categories
 - Count objects within categories
 - Sort categories by quantity
 - Sort objects according to one attribute

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids