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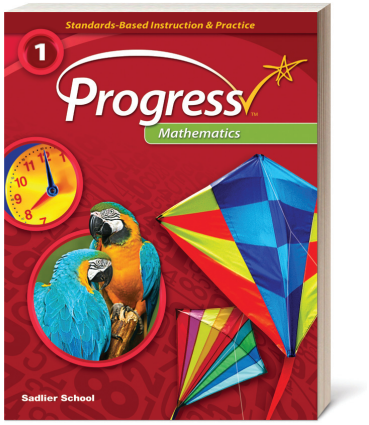
Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

Georgia Standards of Excellence 2015–2016: Mathematics

Grade 1

Contents

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Operations and Algebraic Thinking 1.OA

Standards		Sadlier *Progress Mathematics*, Grade 1	
Represent and solve problems involving addition and subtraction.			
MGSE1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17
		Lesson 2	**Problem Solving: Subtraction**—pp. 18–25
MGSE1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**Lesson 3**	**Problem Solving: Addition of Three Numbers**—pp. 26–33
Understand and apply properties of operations and the relationship between addition and subtraction.			
MGSE1.OA.3	Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties. Problems should be within 20.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	**Lesson 4**	**Apply Properties of Operations**—pp. 34–41
MGSE1.OA.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	**Lesson 5**	**Relate Addition and Subtraction Facts**—pp. 42–49
Add and subtract within 20.			
MGSE1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**Lesson 6**	**Relate Counting to Addition and Subtraction**—pp. 50–57

Operations and Algebraic Thinking 1.OA

Standards		Sadlier *Progress Mathematics*, Grade 1	
MGSE1.OA.6	Add and subtract within 20. a. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). b. Fluently add and subtract within 10.	**Lesson 7**	**Addition and Subtraction Facts to 10 (fluency)**—pp. 58–65
		Lesson 8	**Addition and Subtraction Facts to 20**—pp. 66–73
Work with addition and subtraction equations.			
MGSE1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?* 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	**Lesson 9**	**Addition and Subtraction Equations**—pp. 74–81
MGSE1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations* 8 + ? = 11, 5 = ☐ – 3, 6 + 6 =☐.	**Lesson 10**	**Find Missing Numbers in Equations**—pp. 82–95

Number and Operations in Base Ten 1.NBT

Standards		Sadlier *Progress Mathematics*, Grade 1	
Extend the counting sequence.			
MGSE1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**Lesson 11**	**Count to 120**—pp. 96–103
		Lesson 12	**Read and Write Numbers**—pp. 104–111

Number and Operations in Base Ten 1.NBT

Standards		Sadlier *Progress Mathematics*, Grade 1	
Understand place value.			
MGSE1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119
MGSE1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Lesson 14**	**Compare Numbers**—pp. 120–127
Use place value understanding and properties of operations to add and subtract.			
MGSE1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**Lesson 15**	**Add Two-Digit Numbers**—pp. 128–135
MGSE1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Lesson 16**	**Find 10 More and 10 Less**—pp. 136–143
MGSE1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g.,70 – 30, 30 – 10, 60 – 60)	**Lesson 17**	**Subtract Multiples of 10**—pp. 144–161

Number and Operations in Base Ten 1.NBT

Standards		Sadlier *Progress Mathematics*, Grade 1	
MGSE1.NBT.7	Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)	**Lesson 21**	**Money**—pp. 186–193

Measurement and Data 1.MD

Standards		Sadlier *Progress Mathematics*, Grade 1	
Measure lengths indirectly and by iterating length units.			
MGSE1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Lesson 18**	**Compare and Order Lengths**—pp. 162–169
MGSE1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)	**Lesson 19**	**Measure Length in Length Units**—pp. 170–177
Tell and write time.			
MGSE1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	**Lesson 20**	**Tell Time**—pp. 178–185
Represent and interpret data.			
MGSE1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	**Lesson 22**	**Use Tables**—pp. 194–207

Geometry 1.G

Standards		Sadlier *Progress Mathematics*, Grade 1	
Reason with shapes and their attributes.			
MGSE1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	**Lesson 23**	**Identify Shapes**—pp. 208–215
MGSE1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.") *This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.*	**Lesson 24** **Lesson 25**	**Two-Dimensional Shapes**—pp. 216–223 **Three-Dimensional Shapes**—pp. 224–231
MGSE1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	**Lesson 26**	**Equal Shares**—pp. 232–239