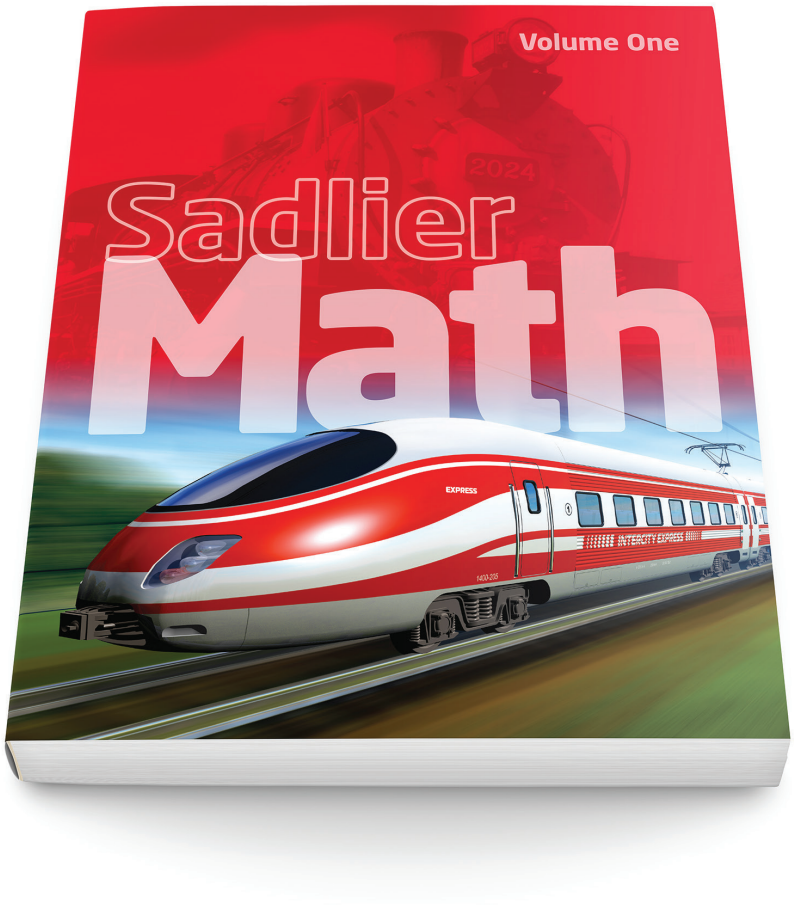
Sadlier Math™

Correlation to the Archdiocese of Hartford Mathematics Standards-based Curriculum

Grade 1



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NUMBER THEORY, OPERATIONS, ALGEBRAIC THINKING (NOA)

Grade 1 Standards	*Sadlier Math*, Grade 1
NOA 1.1 Understand numbers, place value, ways of representing numbers, and relationships among numbers • To count by groups, add one more to groups, and compare groups. (NOA 1.4; 1.8) ○ Count, read, write, order, compare, expand and ○ represent numbers to 120 ○ Count on from a given amount, orally and with models ○ Count back from 20 ○ Identify one more and one less than a number ○ Plot numbers to 100 on a number line ○ Identify and use zero • To develop and apply fact families using inverse relationships. (NOA 1.1; 1.2; 1.4) ○ Memorize addition and related subtraction facts to 12 ○ Check subtraction with addition ○ Relate the inverse relationship of addition and subtraction facts to 12 ○ Apply addition and subtraction facts to real world situations ○ Solve problems involving addition and subtraction • To add by counting and combining and subtract by separating, comparing, or counting on or back. (NOA 1.1; 1.3, 1.8) ○ Represent addition and subtraction on a number line • To develop and apply fact families using inverse relationships. (NOA 1.1; 1.2; 1.4) ○ Describe relationships between quantities with familiar contexts using ratios: one desk has four legs, two desks, eight, etc.	**Chapter 1: 1-1 through 1-7** • 1-1 Sums Through 5—pp. 3–6 • 1-2 Sums Through 6—pp. 7–10 • 1-3 Sums of 7 and 8—pp. 11–14 • 1-4 Sums of 9 and 10—pp. 15–18 • 1-5 Related Addition Facts—pp. 21–24 • 1-6 Count On to Add—pp. 25–28 (number line) • 1-7 Problem Solving: Act It Out—pp. 29–34 **Chapter 3: 3-1 through 3-7** • 3-1 Subtract from 5 or Less—pp. 79–82 • 3-2 Subtract from 6 or Less—pp. 83–86 • 3-3 Subtract from 7 and 8—pp. 87–90 • 3-4 Subtract from 9 and 10—pp. 91–94 • 3-5 Problem Solving: Use a Model—pp. 97–102 • 3-6 Count On to Subtract—pp. 103–106 (number line) • 3-7 All or Zero—pp. 107–110 **Chapter 4: 4-2 through 4-8** • 4-2 Relate Addition and Subtraction—pp. 121–124 • 4-3 Fact Families Through 10—pp. 125–128 • 4-4 Think Addition to Subtract—pp. 129–132 • 4-5 Check by Adding—pp. 133–136 • 4-6 Problem Solving: Use a Model—pp. 139–144 • 4-7 Find Missing Addends—pp. 145–148 • 4-8 Subtract to Compare—pp. 149–152 **Chapter 6: 6-1 through 6-9** • 6-1 Tens and Ones—pp. 201–204 • 6-2 Tens Through One Hundred—pp. 205–208 • 6-3 Numbers 11 Through 19—pp. 209–212 • 6-4 Numbers 20 Through 39—pp. 213–216 • 6-5 Numbers 40 Through 59—pp. 219–222 • 6-6 Numbers 60 Through 89—pp. 223–226 • 6-7 Numbers 90 Through 100—pp. 227–230 • 6-8 Problem Solving: Use a Model—pp. 231–236 • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 **Chapter 7: 7-1 through 7-8** • 7-1 Place Value of Digits—pp. 247–250 • 7-2 Expanded Form—pp. 251–254 • 7-3 Decompose Two-Digit Numbers—pp. 255–258 • 7-4 Numbers to 120—pp. 261–264 • 7-5 Number Patterns to 120—pp. 265–268 • 7-6 Compare Numbers—pp. 269–272 • 7-7 Order Numbers—pp. 273–276 • 7-8 Problem Solving: Use Reasoning—pp. 277–282
NOA 1.2 Understand and apply place value, properties of operations, and the relationship between addition and subtraction • To develop and apply fact families using inverse relationships. (NOA 1.1; 1.2; 1.4)	**Chapter 4: 4-2 through 4-8** • 4-2 Relate Addition and Subtraction—pp. 121–124 • 4-3 Fact Families Through 10—pp. 125–128 • 4-4 Think Addition to Subtract—pp. 129–132 • 4-5 Check by Adding—pp. 133–136 • 4-6 Problem Solving: Use a Model—pp. 139–144 • 4-7 Find Missing Addends—pp. 145–148 • 4-8 Subtract to Compare—pp. 149–152

NUMBER THEORY, OPERATIONS, ALGEBRAIC THINKING (NOA)

Grade 1 Standards	*Sadlier Math*, Grade 1
NOA 1.3 Represent and solve problems involving addition and subtraction. • To add by counting and combining and subtract by separating, comparing, or counting on or back. (NOA 1.1; 1.3, 1.8) • To create and solve one step story and picture problems. (NOA 1.3)	**Chapter 1: 1-6** • 1-6 Count On to Add—pp. 25–28 **Chapter 2: 2-1 through 2-7** • 2-1 Add Three Numbers—pp. 41–44 • 2-2 Solve Addition Word Problems—pp. 45–48 • 2-3 Doubles and Doubles Plus 1—pp. 49–52 • 2-4 Equivalent Sums—pp. 53–56 • 2-5 Addition Practice—pp. 57–60 • 2-6 Problem Solving: Read and Understand—pp. 63–68 • 2-7 Solve for Unknown Addends—pp. 69–72 **Chapter 3: 3-6** • 3-6 Count On to Subtract—pp. 103–106 **Chapter 4: 4-8** • 4-8 Subtract to Compare—pp. 149–152
NOA 1.4 Add and subtract fluently within 20 • To develop and apply fact families using inverse relationships. (NOA 1.1; 1.2; 1.4) ○ Memorize addition and related subtraction facts to 12 ○ Check subtraction with addition ○ Relate the inverse relationship of addition and subtraction facts to 12 ○ Apply addition and subtraction facts to real world situations ○ Solve problems involving addition and subtraction • To represent the result of counting, combining, and separating sets of objects using number sentences. (NOA 1.4; 1.6) • To represent and order 2 digit numbers using the base ten place value system. (NOA 1.4; 1.8) • To develop and apply fact families using inverse relationships. (NOA 1.1; 1.2; 1.4)	**Chapter 1: 1-1 through 1-7** • 1-1 Sums Through 5—pp. 3–6 • 1-2 Sums Through 6—pp. 7–10 • 1-3 Sums of 7 and 8—pp. 11–14 • 1-4 Sums of 9 and 10—pp. 15–18 • 1-5 Related Addition Facts—pp. 21–24 • 1-6 Count On to Add—pp. 25–28 • 1-7 Problem Solving: Act It Out—pp. 29–34 **Chapter 3: 3-1 through 3-7** • 3-1 Subtract from 5 or Less—pp. 79–82 • 3-2 Subtract from 6 or Less—pp. 83–86 • 3-3 Subtract from 7 and 8—pp. 87–90 • 3-4 Subtract from 9 and 10—pp. 91–94 • 3-5 Problem Solving: Use a Model—pp. 97–102 • 3-6 Count On to Subtract—pp. 103–106 • 3-7 All or Zero—pp. 107–110 **Chapter 4: 4-1 through 4-9** • 4-1 Related Subtraction Facts—pp. 117–120 • 4-2 Relate Addition and Subtraction—pp. 121–124 • 4-3 Fact Families Through 10—pp. 125–128 • 4-4 Think Addition to Subtract—pp. 129–132 • 4-5 Check by Adding—pp. 133–136 • 4-6 Problem Solving: Use a Model—pp. 139–144 • 4-7 Find Missing Addends—pp. 145–148 • 4-8 Subtract to Compare—pp. 149–152 • 4-9 Solve Comparison Word Problems—pp. 153–156 **Chapter 8: 8-8** • 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324
NOA 1.5 Understand patterns in various contexts • To examine attributes of objects and describe their relationships. (NOA 1.5;1.7) ○ Identify, describe, extend, and create patterns ○ Describe how specific patterns are generated	**Chapter 6: 6-9** • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 **Chapter 7: 7-5** • 7-5 Number Patterns to 120—pp. 265–268 **Chapter 15: 15-3** • 15-3 Time Patterns—pp. 573–576

NUMBER THEORY, OPERATIONS, ALGEBRAIC THINKING (NOA)

Grade 1 Standards	*Sadlier Math*, Grade 1
NOA 1.6 Use mathematical models to represent and understand quantitative relationships • To represent the result of counting, combining, and separating sets of objects using number sentences. (NOA 1.4; 1.6) ○ Model real-life situations that involve addition and subtraction of whole numbers using objects, pictures, and open sentences • To describe quantitative relationships and develop benchmark representations. (NOA 1.6) • To identify and represent quantities as equivalent or non-equivalent. (NOA 1.6; 1.8) ○ Demonstrate equivalence using models ○ Identify and use symbols of inequality (<, >) ○ Identify and apply symbol of equality (=) ○ Balance simple number sentences by finding the missing numbers • To describe quantitative relationships and develop benchmark representations. (NOA 1.6) ○ Identify functional number relationships ○ Choose addition or subtraction to complete function tables ○ Choose the correct operation in a word problem (+,-) ○ Identify reasonable answers to problems that reflect real-world experience. ○ Select a reasonable answer to a problem reflecting a change in place value (i.e., 5, 50, 500)	**Chapter 1: 1-6** • 1-6 Count On to Add—pp. 25–28 (number line) **Chapter 3: 3-5 & 3-6** • 3-5 Problem Solving: Use a Model—pp. 97–102 • 3-6 Count On to Subtract—pp. 103–106 (number line) **Chapter 4: 4-6 & 4-8** • 4-6 Problem Solving: Use a Model—pp. 139–144 • 4-8 Subtract to Compare—pp. 149–152 **Chapter 6: 6-8** • 6-8 Problem Solving: Use a Model—pp. 231–236 **Chapter 7: 7-6 through 7-8** • 7-6 Compare Numbers—pp. 269–272 • 7-7 Order Numbers—pp. 273–276 • 7-8 Problem Solving: Use Reasoning—pp. 277–282 **Chapter 10: 10-5** • 10-5 Problem Solving: Use a Model—pp. 395–400 **Chapter 11: 11-1 & 11-9** • 11-1 Mental Math: Find 10 or More—pp. 407–410 • 11-9 Problem Solving: Use a Model—pp. 441–446 **Chapter 12: 12-1** • 12-1 Mental Math: Find 10 Less—pp. 453–456
NOA 1.7 Analyze change of quantity and quality using patterns • To examine attributes of objects and describe their relationships. (NOA 1.5; 1.7) • To examine attributes of objects and describe their relationships. (NOA 1.5; 1.7) ○ Identify, describe, extend, and create patterns ○ Describe how specific patterns are generated *continued*	**Chapter 6: 6-9** • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 (skip count) **Chapter 7: 7-5** • 7-5 Number Patterns to 120—pp. 265–268 **Chapter 15: 15-3** • 15-3 Time Patterns—pp. 573–576 See Grade 2 **Chapter 10: 10-1 through 10-5** • 10-1 Odd and Even Numbers—pp. 429–432 • 10-2 Represent Even Numbers—pp. 433–436

NUMBER THEORY, OPERATIONS, ALGEBRAIC THINKING (NOA)

Grade 1 Standards	*Sadlier Math*, Grade 1
○ Describe how specific patterns are generated ○ Skip count by 2,5,10 ○ Represent even and odd numbers concretely as pairs and leftover ones ○ Identify even and odd numbers to 100	
NOA 1.8 Use addition and subtraction with commutative and associative properties to determine equivalence and solve • To count by groups, add one more to groups, and compare groups. (NOA 1.4; 1.8) • To add by counting and combining and subtract by separating, comparing, or counting on or back. (NOA 1.1; 1.3, 1.8) ○ Add and subtract using commutative and associative properties ○ Develop, describe, choose and use strategies to add and subtract one- and two-digit numbers ○ Add and subtract 2 digit numbers without regrouping ○ Add 1 and 2 digit numbers with three addends (column addition) ○ Add and subtract 3 digit numbers without regrouping ○ Add and subtract using commutative and associative properties • To identify and represent quantities as equivalent or non-equivalent. (NOA 1.6; 1.8) ○ Demonstrate equivalence using models ○ Identify and use symbols of inequality (<, >) ○ Identify and apply symbol of equality (=) ○ Balance simple number sentences by finding the missing numbers • To represent and order 2 digit numbers using the base ten place value system. (NOA 1.4; 1.8) ○ Identify number words to ten ○ Identify ordinal position of objects first through tenth ○ Identify ordinal words to tenth ○ Identify and name place values *continued*	**Chapter 7: 7-1 through 7-8** • 7-1 Place Value of Digits—pp. 247–250 • 7-2 Expanded Form—pp. 251–254 • 7-3 Decompose Two-Digit Numbers—pp. 255–258 • 7-4 Numbers to 120—pp. 261–264 • 7-5 Number Patterns to 120—pp. 265–268 • 7-6 Compare Numbers—pp. 269–272 • 7-7 Order Numbers—pp. 273–276 • 7-8 Problem Solving: Use Reasoning—pp. 277–282 **Chapter 11: 11-1 through 11-9** • 11-1 Mental Math: Find 10 More—pp. 407–410 • 11-2 Add Tens—pp. 411–414 • 11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415–418 • 11-4 Add Two-Digit and One-Digit Numbers—pp. 419–422 • 11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423–426 • 11-6 Add Two-Digit Numbers—pp. 429–432 • 11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436 • 11-8 Break Apart to Add—pp. 437–440 • 11-9 Problem Solving: Use a Model—pp. 441–446 **Chapter 12: 12-1 through 12-5** • 12-1 Mental Math: Find 10 Less—pp. 453–456 • 12-2 Subtract Tens—pp. 457–460 • 12-3 Think Addition to Subtract Tens—pp. 461–464 • 12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467–470 • 12-5 Problem Solving: Guess and Test—pp. 471–476 See also Kindergarten **Chapter 3: 3-7** • 3-7 Ordinals: First to Fifth—pp. 101–104 **Chapter 5: 5-7** • 5-7 Ordinals: First to Tenth—pp. 173–176

NUMBER THEORY, OPERATIONS, ALGEBRAIC THINKING (NOA)

Grade 1 Standards	*Sadlier Math*, Grade 1
○ Use place value models to identify tens and ones ○ Identify and name place values to hundreds place ○ Identify 10 more and 10 less than a number	
• To identify and represent quantities as equivalent or non-equivalent. (NOA 1.6; 1.8) ○ Estimate quantity of items in a group ○ Estimate and describe quantity with benchmark amount such as 1, 10 and 100.	**Chapter 7: 7-6 & 7-7** • 7-6 Compare Numbers—pp. 269–272 • 7-7 Order Numbers—pp. 273–276
• To understand and describe functional relationships in real-world situations. (NOA 1.8) ○ Memorize addition and related subtraction facts to 20 ○ Identify missing addends (sums to 20) ○ Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 ○ determine the missing addend or subtrahend in a problem (3 + _ = 5 or _ - 2 = 3) ○ understand subtraction as an unknown addend problem	**Chapter 1: 1-1 through 1-7** • 1-1 Sums Through 5—pp. 3–6 • 1-2 Sums Through 6—pp. 7–10 • 1-3 Sums of 7 and 8—pp. 11–14 • 1-4 Sums of 9 and 10—pp. 15–18 • 1-5 Related Addition Facts—pp. 21–24 • 1-6 Count On to Add—pp. 25–28 • 1-7 Problem Solving: Act It Out—pp. 29–34 **Chapter 2: 2-1 through 2-7** • 2-1 Add Three Numbers—pp. 41–44 • 2-2 Solve Addition Word Problems—pp. 45–48 • 2-3 Doubles and Doubles Plus 1—pp. 49–52 • 2-4 Equivalent Sums—pp. 53–56 • 2-5 Addition Practice—pp. 57–60 • 2-6 Problem Solving: Read and Understand—pp. 63–68 • 2-7 Solve for Unknown Addends—pp. 69–72 **Chapter 3: 3-1 through 3-7** • 3-1 Subtract from 5 or Less—pp. 79–82 • 3-2 Subtract from 6 or Less—pp. 83–86 • 3-3 Subtract from 7 and 8—pp. 87–90 • 3-4 Subtract from 9 and 10—pp. 91–94 • 3-5 Problem Solving: Use a Model—pp. 97–102 • 3-6 Count On to Subtract—pp. 103–106 • 3-7 All or Zero—pp. 107–110 **Chapter 4: 4-1 through 4-9** • 4-1 Related Subtraction Facts—pp. 117–120 • 4-2 Relate Addition and Subtraction—pp. 121–124 • 4-3 Fact Families Through 10—pp. 125–128 • 4-4 Think Addition to Subtract—pp. 129–132 • 4-5 Check by Adding—pp. 133–136 • 4-6 Problem Solving: Use a Model—pp. 139–144 • 4-7 Find Missing Addends—pp. 145–148 • 4-8 Subtract to Compare—pp. 149–152 • 4-9 Solve Comparison Word Problems—pp. 153–156

NUMBER THEORY, OPERATIONS, ALGEBRAIC THINKING (NOA)

Grade 1 Standards	*Sadlier Math*, Grade 1
NOA 1.9 Use fractions to draw conclusions about fairness and equity of resources • To identify and compare equal parts of a whole (NOA 1.9) • To partition a set of objects into smaller groups with equal amounts. (NOA 1.9) • To identify and compare equal parts of a whole (NOA 1.9) ○ Identify equal parts of a whole ○ Make a whole of equal sized parts of familiar objects ○ Identify halves and quarters using models ○ Identify half of a small set of objects considered to be the whole. ○ Read, write, and identify 1/2, 1/3, 2/3, 1/4, 2/4, 3/4 ○ Differentiate halves, thirds and fourths from other fractional parts ○ Recognize and model halves, thirds, and fourths of a whole or set; understand that decomposing a whole or set into more equal shares creates smaller shares ○ Identify fractions on a number line ○ Compare parts of a whole object and estimate whether they are closer to zero, one half or one whole	**Chapter 14: 14-1 through 14-5** • 14-1 Equal Shares—pp. 533–536 • 14-2 Make Halves—pp. 537–540 • 14-3 Make Fourths—pp. 541–544 • 14-4 Halves and Fourths—pp. 547–550 • 14-5 Problem Solving: Draw a Picture—pp. 551–556 See also Grade 2 **Chapter 14: 14-1 through 14-5** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588 • 14-2 Halves—pp. 589–592 • 14-3 Thirds—pp. 595–598 • 14-4 Fourths—pp. 599–602 • 14-5 Problem Solving: Compare Models—pp. 603–608 See also Grade 3 **Chapter 9: 9-1 through 9-7** • 9-1 Understand Equal Parts—pp. 188–189 • 9-2 Name Unit Fractions of a Whole—pp. 190–191 • 9-3 Find Unit Fractions on a Number Line—pp. 192–193 • 9-4 Name Fractions of a Whole—pp. 196–197 • 9-5 Find Fractions on a Number Line—pp. 198–199 • 9-6 Use a Fraction to Find the Whole—pp. 200–201 • 9-7 Problem Solving: Use a Model—pp. 202–203

MEASUREMENT (M)

Grade 1 Standards	*Sadlier Math*, Grade 1
M 1.1 Understand standard and nonstandard units of measurement • To plan and sequence events (M 1.1) ○ Identify days of the week, months of the year, current year ○ Use a calendar to identify dates ○ Read and write the date ○ Identify the number of days in a month ○ Use a calendar to identify dates and sequence ○ events ○ Describe time in terms like: today, yesterday, next week, last week, tomorrow ○ Estimate and compare the length of time needed to complete tasks using terms like longer or shorter	**Chapter 15: 15-1 through 15-5** • 15-1 Hour—pp. 563–566 • 15-2 Half Hour—pp. 567–570 • 15-3 Time Patterns—pp. 573–576 • 15-4 Day and Night—pp. 577–580 • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 See also Kindergarten **Chapter 17: 17-1 through 17-5** • 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

MEASUREMENT (M)

Grade 1 Standards	*Sadlier Math*, Grade 1
• To use standard units to communicate measure (M 1.1) ○ Identify days of the week, months of the year, current year ○ Use a calendar to identify dates ○ Read and write the date ○ Identify the number of days in a month ○ Use a calendar to identify dates and sequence ○ events ○ Describe time in terms like: today, yesterday, next week, last week, tomorrow ○ Estimate and compare the length of time needed to complete tasks using terms like longer or shorter	**Chapter 5: 5-3, 5-4, 5-6 & 5-7** • 5-3 Same-Size Length Units—pp. 171–174 • 5-4 Measure Length—pp. 175–178 • 5-6 Make and Use a Ruler—pp. 187–190 • 5-7 Inches—pp. 191–194 **Chapter 15: 15-3 through 15-5** • 15-3 Time Patterns—pp. 573–576 • 15-4 Day and Night—pp. 577–580 • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 See also Kindergarten **Chapter 17: 17-1 through 17-4** • 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
M 1.2 Apply appropriate techniques and tools to solve problems including measurements, time, and money • To express monetary value in oral and written forms (M 1.2; 1.3) • To recognize, identify, and trade equivalent sets of coins (M 1.2; 1.3) • To express monetary value in oral and written forms (M 1.2; 1.3) • To solve problems involving money (M 1.2; 1.3) ○ Name a penny, nickel, dime, quarter and dollar bill ○ Identify the value of a penny, nickel, dime, quarter and dollar bill ○ Use the cents sign (¢) ○ Determine and compare values of sets of coins ○ Trade with sets of pennies and dimes ○ Count and show money to one dollar ○ Use dollar sign ($) with decimal point ○ Solve problems involving real world use of money ○ Add and subtract money to 12 cents	**Chapter 16: 16-1 through 16-6** • 16-1 Pennies and Nickels—pp. 593–596 • 16-2 Dimes and Quarters—pp. 597–600 • 16-3 Count On by Dimes and Pennies—pp. 601–604 • 16-4 Count On by Dimes and Nickels—pp. 605–608 • 16-5 One Dollar—pp. 611–614 • 16-6 Problem Solving: Work Backward—pp. 615–620

MEASUREMENT (M)

Grade 1 Standards	*Sadlier Math*, Grade 1
• To use calendars and clocks to measure and record time (M 1.2; 1.3) ○ Tell and/or show time to the hour using both analog and digital clocks ○ Tell and/or show time to the half hour using both analog and digital clocks ○ Write time in standard notation ○ Estimate elapsed or projected time in terms of an hour or a minute	**Chapter 15: 15-1 through 15-5** • 15-1 Hour—pp. 563–566 • 15-2 Half Hour—pp. 567–570 • 15-3 Time Patterns—pp. 573–576 • 15-4 Day and Night—pp. 577–580 • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 See also Kindergarten **Chapter 17: 17-1 through 17-4** • 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
• To measure through direct comparison and repetition of units (M 1.2; 1.3) ○ Recognize and apply nonstandard units of measure ○ Identify inch and foot as standard customary units ○ Demonstrate approximate inch, approximate foot ○ Compare lengths of given objects using “longer” and “shorter” • To use standard units to communicate measure (M 1.2; 1.3) ○ Identify cup, pint, quart and pound as standard customary units ○ Identify liter as standard metric unit ○ Compare capacity using “more” or “less” ○ Compare mass of objects using a balance scale ○ Compare volume/capacity of given containers using concrete materials, i.e., water, sand, beans, etc. • Solve problems using forms of measurement • To use concrete examples to make estimates and to determine and describe the reasonableness of answers to measurement problems (M 1.2; 1.3) ○ Estimate and measure length and height in non-standard units ○ Identify centimeter as standard metric measure ○ Estimate and measure length and height in inches and centimeters	**Chapter 5: 5-1 through 5-7** • 5-1 Order by Length—pp. 163–166 • 5-2 Use Indirect Comparison—pp. 167–170 • 5-3 Same-Size Length Units—pp. 171–174 • 5-4 Measure Length—pp. 175–178 • 5-5 Problem Solving: Use Logical Reasoning—pp. 181–186 • 5-6 Make and Use a Ruler—pp. 187–190 • 5-7 Inches—pp. 191–194 See also Grade 2 **Chapter 6: 6-1 through 6-7** • 6-1 Inches—pp. 241–244 • 6-2 Feet and Yards—pp. 245–248 • 6-3 Customary: Choose Tools and Units of Measure—pp. 249–252 • 6-4 Centimeters—pp. 253–256 • 6-5 Meters—pp. 257–260 • 6-6 Metric: Choose Tools and Units of Measure—pp. 261–264 • 6-7 Measure Using Different Units—pp. 267–270 See also Grade 4 **Chapter 14: 14-3, 14-4, 14-6 & 14-7** • 14-3 Customary Units of Capacity—pp. 300–301 • 14-4 Customary Units of Weight—pp. 302–303 • 14-6 Metric Units of Length—pp. 308–311 • 14-7 Metric Units of Capacity—pp. 310–313

MEASUREMENT (M)

Grade 1 Standards	*Sadlier Math*, Grade 1
M 1.3 Understand measurable attributes of objects and the units, systems, and processes of measurement • To express monetary value in oral and written forms (M 1.2; 1.3) • To recognize, identify, and trade equivalent sets of coins (M 1.2; 1.3) • To solve problems involving money (M 1.2; 1.3)	**Chapter 16: 16-1 through 16-5** • 16-1 Pennies and Nickels—pp. 593–596 • 16-2 Dimes and Quarters—pp. 597–600 • 16-3 Count On by Dimes and Pennies—pp. 601–604 • 16-4 Count On by Dimes and Nickels—pp. 605–608 • 16-5 One Dollar—pp. 611–614
• To use calendars and clocks to measure and record time (M 1.2; 1.3)	**Chapter 15: 15-1 & 15-2** • 15-1 Hour—pp. 563–566 • 15-2 Half Hour—pp. 567–570 See also Kindergarten **Chapter 17: 17-1 through 17-5** • 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

GEOMETRY (G)

Grade 1 Standards	*Sadlier Math*, Grade 1
G 1.1 Analyze characteristics and properties of two and three dimensional geometric shapes • To examine attributes of objects and describe their relationships. (G 1.1) ○ Sort, classify, and order objects by size, number, and other properties ○ Identify points inside, outside, or on a figure ○ Use the descriptive terms: top, bottom, left, right, near, far, up, down, above, below, next to, close by ○ Sort and describe plane figures (square, circle, rectangle, triangle) ○ Identify plane figures ○ Identify common objects in the environment that depict plane figures ○ Count corners and sides of plane figures	**Chapter 13: 13-1 through 13-10** • 13-1 Two-Dimensional Shapes—pp. 483–486 • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 • 13-3 Compose Two-Dimensional Shapes—pp. 491–494 • 13-4 Compose More Two-Dimensional Shapes—pp. 495–498 • 13-5 Three-Dimensional Shapes—pp. 501–504 • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 • 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512 • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 • 13-9 Compose Three-Dimensional Shapes—pp. 517–520 • 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526

GEOMETRY (G)

Grade 1 Standards	*Sadlier Math*, Grade 1
G 1.2 Apply transformations and use symmetry to analyze mathematical situations	N/A
G 1.3 Use visualization, spatial reasoning, and geometric modeling to solve problems • To describe, name and interpret relative direction, location, proximity, and position of objects (G 1.3) • To classify plane figures and solids by common characteristics including examples with change of position (G 1.3) • To recognize and use geometric relationships to solve problems (G 1.3) ○ Explore and identify solid figures (cube, cone, cylinder, sphere ○ Identify figures having the same size and shape ○ Identify open or closed figures ○ Explore lines of symmetry ○ Create shapes and design with symmetry ○ Build and draw two and three dimensional shapes ○ Draw shapes from memory (i.e., draw a triangle) ○ Predict the results of putting together and taking apart two- and three-dimensional shapes	**Chapter 13: 13-1 through 13-10** • 13-1 Two-Dimensional Shapes—pp. 483–486 • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 • 13-3 Compose Two-Dimensional Shapes—pp. 491–494 • 13-4 Compose More Two-Dimensional Shapes—pp. 495–498 • 13-5 Three-Dimensional Shapes—pp. 501–504 • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 • 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512 • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 • 13-9 Compose Three-Dimensional Shapes—pp. 517–520 • 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526 See Kindergarten **Chapter 8: 8-1 through 8-7** • 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

DATA ANALYSIS, STATISTICS, & PROBABILITY (DSP)

Grade 1 Standards	*Sadlier Math*, Grade 1
DP 1.1 Select and use appropriate methods to collect, organize, and analyze data • To collect, organize, and describe data (DP 1.1) ○ Read and Use data from a graph, table, glyphs (coded pictures), and/or picture ○ Make and interpret a real object, picture, and bar graphs ○ Make and interpret a tally chart ○ Pose questions to collect data ○ Conduct simple surveys to gather data ○ Choose and Use various methods to organize information including lists, systematic counting, sorting, graphic organizers, and tables ○ Use comparative language to describe/interpret data in tables and graphs ○ Use a Venn diagram and other graphic organizers to sort items • To analyze data in tables and graphs (DP 1.1; 1.2)	**Chapter 10: 10-1 through 10-5** • 10-1 Read Tally Charts—pp. 377–380 • 10-2 Make Tally Charts—pp. 381–384 • 10-3 Read Picture Graphs—pp. 387–390 • 10-4 Make Picture Graphs—pp. 391–394 • 10-5 Problem Solving: Use a Model—pp. 395–400
DP 1.2 Develop and evaluate inferences and predictions that are based on data • To analyze data in tables and graphs (DP 1.1; 1.2)	**Chapter 10: 10-1 through 10-5** • 10-1 Read Tally Charts—pp. 377–380 • 10-2 Make Tally Charts—pp. 381–384 • 10-3 Read Picture Graphs—pp. 387–390 • 10-4 Make Picture Graphs—pp. 391–394 • 10-5 Problem Solving: Use a Model—pp. 395–400
DP 1.3 Understand and apply basic concepts of probability • To determine the likelihood of certain events through simple games and experiments (DP 1.3) ○ Identify events as certain, possible or impossible (If a bowl is filled with red jelly beans, is it possible to pick a red jelly bean from the bowl? A green one?) ○ Observe, record, graph, and describe the results of simple probability activities and games	See Grade 6 **Chapter 18: 18-3 through 18-7** • 18-3 Probability and Likelihood—online • 18-4 Theoretical Probability—online • 18-5 Relative Frequency and Experimental Probability—online • 18-6 Uniform Probability Models—online • 18-7 Non-Uniform Probability Models—online