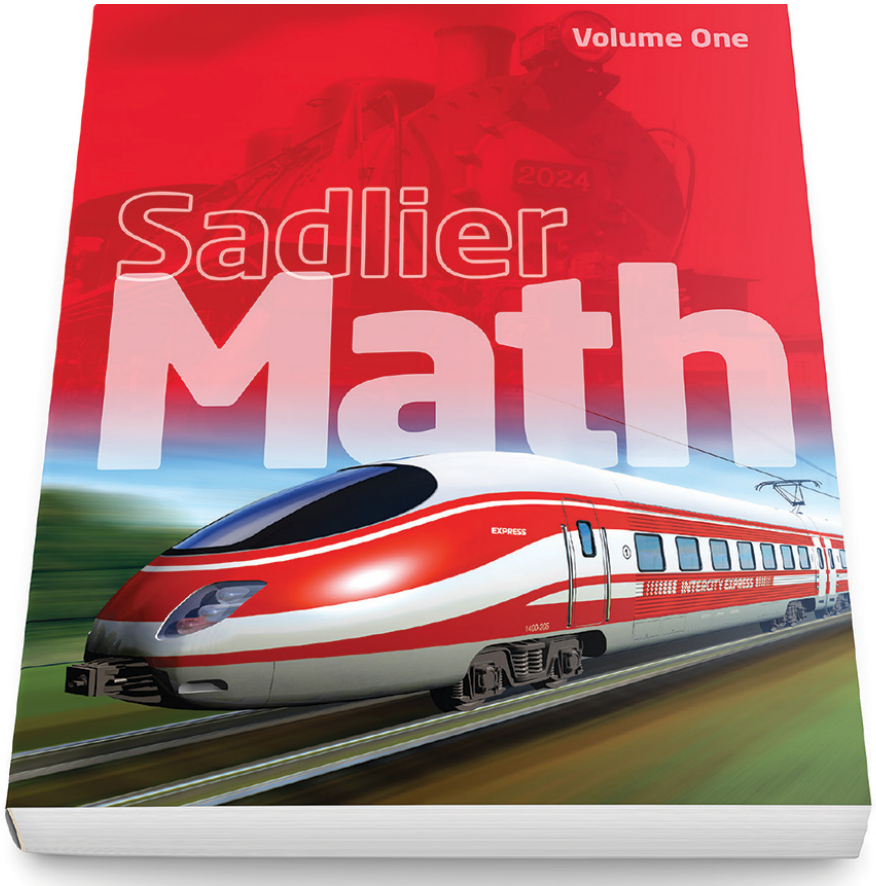
# *Sadlier Math™*

## Correlation to the Archdiocese of Cincinnati 2020 Graded Course of Study for Mathematics

**Grade 1**

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# STANDARD 1 – OPERATION AND ALGEBRAIC THINKING (OA)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|

## M.OA.1.1 Represent and solve problems involving addition and subtraction.

**M.OA.1.1.1** Use addition and subtraction within 20 to solve work problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions.

**M.OA.1.1.2** Use objects, drawings, and equations with a symbol for the unknown number to represent the problem of adding and subtracting within 20 to solve word problems.

**Chapter 1 Addition Facts and Strategies Within 10**
- 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
- 1-7 Problem Solving: The Four-Step Process—pp. 29–34

**Chapter 2 More Addition Within 10**
- 2-5 Addition Practice—pp. 57–60
- 2-6 Problem Solving: Use a Number Sentence—pp. 63–68
- 2-7 Solve for Unknown Addends—pp. 69–72

**Chapter 3 Subtraction Facts and Strategies Within 10**
- 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

**Chapter 4 Addition and Subtraction Relationships Within 10**
- 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 Addition Facts Within 20**
- 8-2 Addition: Sums of 11 and 12—pp. 293–296
- 8-3 Addition: Sums Through 14—pp. 297–300
- 8-4 Addition: Sums Through 16—pp. 303–306
- 8-5 Addition: Sums Through 18—pp. 307–310
- 8-6 Addition: Sums Through 20—pp. 311–314
- 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324

**Chapter 9 Subtraction Facts Within 20**
- 9-2 Subtract from 11 and 12—pp. 335–338
- 9-3 Subtract from 13 and 14—pp. 339–342
- 9-4 Subtract from 16 or Less—pp. 345–348
- 9-5 Subtract from 20 or Less—pp. 349–352
- 9-7 Problem Solving: Use a Number Sentence—pp. 357–362
- 9-9 Missing Part of an Equation—pp. 367–370

# STANDARD 1 – OPERATION AND ALGEBRAIC THINKING (OA)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.OA.1.1 Represent and solve problems involving addition and subtraction.** | |
| **M.OA.1.1.3** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, use objects drawings or equations with a symbol for unknown number to represent the problem. | **Chapter 2 More Addition Within 10**<br>2-1 Add Three Numbers—pp. 41–44<br>2-2 Solve Addition Word Problems—pp. 45–48<br>**Chapter 8 Addition Facts Within 20**<br>8-7 Three Addends—pp. 315–318 |
| **M.OA.1.2 Understand and apply "properties of operations" and the relationship between addition and subtraction.** | |
| **M.OA.1.2.1** Understand subtraction as an unknown addend problem. For example, subtract 10 – 8 by finding the number that make 10 when added to 8. | **Chapter 3 Subtraction Facts and Strategies Within 10**<br>3-5 Problem Solving: Use a Model—pp. 97–102<br>**Chapter 4 Addition and Subtraction Relationships Within 10**<br>4-2 Relate Addition and Subtraction—pp. 121–124<br>4-4 Think Addition to Subtract—pp. 129–132<br>4-7 Find Missing Addends—pp. 145–148 |
| **M.OA.1.3 Add and subtract within 20.** | |
| **M.OA.1.3.1** Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. For example, 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14.<br>**M.OA.1.3.2** Decompose a number leading to a 10. For example, 13 – 4 = 13 – 3 – 1 + 10 – 1 = 9<br>**M.OA.1.3.3** Using the relationship between addition and subtraction. For example, 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. | **Chapter 3 Subtraction Facts and Strategies Within 10**<br>3-6 Count On to Subtract—pp. 103–106<br>**Chapter 4 Addition and Subtraction Relationships Within 10**<br>4-1 Related Subtraction Facts—pp. 117–120<br>4-2 Relate Addition and Subtraction—pp. 121–124<br>4-3 Fact Families Through 10—pp. 125–128<br>4-4 Think Addition to Subtract—pp. 129–132<br>4-5 Check by Adding—pp. 133–136<br>**Chapter 8 Addition Facts Within 20**<br>8-1 Make 10 to Add—pp. 289–292<br>8-2 Addition: Sums of 11 and 12—pp. 293–296<br>8-3 Addition: Sums Through 14—pp. 297–300<br>8-4 Addition: Sums Through 16—pp. 303–306<br>8-5 Addition: Sums Through 18—pp. 307–310<br>8-6 Addition: Sums Through 20—pp. 311–314<br>*continued* |

## STANDARD 1 – OPERATION AND ALGEBRAIC THINKING (OA)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.OA.1.3 Add and subtract within 20.** | |
| | **Chapter 9 Subtraction Facts Within 20**<br>9-1 Make 10 to Subtract—pp. 331–334<br>9-2 Subtract from 11 and 12—pp. 335–338<br>9-3 Subtract from 13 and 14—pp. 339–342<br>9-4 Subtract from 16 or Less—pp. 345–348<br>9-5 Subtract from 20 or Less—pp. 349–352<br>9-6 Fact Families Through 20—pp. 353–356 |
| **M.OA.1.4 Work with addition and subtraction equations.** | |
| **M.OA.1.4.1** Understand the meaning of the equal sign (=). | **Chapter 1 Addition Facts and Strategies Within 10**<br>1-1 Sums Through 5—pp. 3–6<br>**Chapter 3 Subtraction Facts and Strategies Within 10**<br>3-1 Subtract from 5 or Less—pp. 79–82 |
| **M.OA.1.4.2** Determine if equations involving addition and subtraction are true or false. For example, which are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. | **Chapter 9 Subtraction Facts Within 20**<br>9-8 True and False Equations—pp. 363–366 |
| **M.OA.1.4.3** Determine the unknown whole number in addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equations true in each of the equations 8 + ☐ = 11, 5 = ☐ – 3, 6 + 6 = ☐. | **Chapter 2 More Addition Within 10**<br>2-7 Solve for Unknown Addends—pp. 69–72<br>**Chapter 3 Subtraction Facts and Strategies Within 10**<br>3-1 Subtract from 5 or Less—pp. 79–82<br>**Chapter 4 Addition and Subtraction Relationships Within 10**<br>4-7 Find Missing Addends—pp. 145–148<br>**Chapter 9 Subtraction Facts Within 20**<br>9-9 Missing Part of an Equation—pp. 367–370 |

## STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.NBT.1.1 Extend the counting sequence.** | |
| **M.NBT.1.1.1** Count to 120, starting at any number less than 120. | **Chapter 6 Place Value to 100**<br>6-3 Numbers 11 Through 19—pp. 209–212<br>6-4 Numbers 20 Through 39—pp. 213–216<br>6-5 Numbers 40 Through 59—pp. 219–222<br>6-6 Numbers 60 Through 89—pp. 223–226<br>6-7 Numbers 90 Through 100—pp. 227–230<br>6-8 Problem Solving: Use a Model—pp. 231–236<br>6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240<br>**Chapter 7 Place Value to 120**<br>7-4 Numbers to 120—pp. 261–264<br>7-5 Number Patterns to 120—pp. 265–268<br>7-6 Compare Numbers—pp. 269–272<br>7-7 Order Numbers—pp. 273–276 |
| **M.NBT.1.1.2** Read and write numerals and represent a number of objects with a written numeral. | **Chapter 6 Place Value to 100**<br>6-3 Numbers 11 Through 19—pp. 209–212<br>6-4 Numbers 20 Through 39—pp. 213–216<br>6-5 Numbers 40 Through 59—pp. 219–222<br>6-6 Numbers 60 Through 89—pp. 223–226<br>6-7 Numbers 90 Through 100—pp. 227–230<br>6-8 Problem Solving: Use a Model—pp. 231–236<br>6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240<br>**Chapter 7 Place Value to 120**<br>7-4 Numbers to 120—pp. 261–264<br>7-5 Number Patterns to 120—pp. 265–268<br>7-6 Compare Numbers—pp. 269–272<br>7-7 Order Numbers—pp. 273–276 |
| **M.NBT.1.1.3** Read, write, count and compare whole numbers up to 120. | **Chapter 7 Place Value to 120**<br>7-4 Numbers to 120—pp. 261–264<br>7-5 Number Patterns to 120—pp. 265–268<br>7-6 Compare Numbers—pp. 269–272<br>7-7 Order Numbers—pp. 273–276 |
| **M.NBT.1.1.4** Separate, group, and count objects in ones and tens. | **Chapter 6 Place Value to 100**<br>6-3 Numbers 11 Through 19—pp. 209–212<br>6-4 Numbers 20 Through 39—pp. 213–216<br>6-5 Numbers 40 Through 59—pp. 219–222<br>*continued* |

## STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.NBT.1.1 Extend the counting sequence.** | |
| | 6-6 Numbers 60 Through 89—pp. 223–226<br>6-7 Numbers 90 Through 100—pp. 227–230<br>6-8 Problem Solving: Use a Model—pp. 231–236<br>6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 |
| **M.NBT.1.1.5** Identify, name, and write the number that is one more than or one less than any number up to 120. | **Chapter 7 Place Value to 120**<br>7-1 Place Value of Digits—pp. 247–250<br>7-5 Number Patterns to 120—pp. 265–268<br>7-7 Order Numbers—pp. 273–276 |
| **M.NBT.1.1.6** Solve routines of matching the number names (first, second, third, etc.) with an ordered set of at least ten numbers. | **Chapter 5 Measurement: Length**<br>5-1 Order by Length (ordinal positions)—pp. 163–166 |
| **M.NBT.1.2 Understand place value.** | |
| **M.NBT.1.2.1** Understand that the two digits of a two-digit number represent amounts of tens and ones. | **Chapter 6 Place Value to 100**<br>6-1 Tens and Ones—pp. 201–204<br>6-2 Tens Through One Hundred—pp. 205–208<br>6-3 Numbers 11 Through 19—pp. 209–212<br>6-4 Numbers 20 Through 39—pp. 213–216<br>6-5 Numbers 40 Through 59—pp. 219–222<br>6-6 Numbers 60 Through 89—pp. 223–226<br>6-7 Numbers 90 Through 100—pp. 227–230<br>**Chapter 7 Place Value to 120**<br>7-1 Place Value of Digits—pp. 247–250<br>7-2 Expanded Form—pp. 251–254<br>7-3 Decompose Two-Digit Numbers—pp. 255–258 |
| **M.NBT.1.2.2** Understand the following special cases: - 10 can be thought of as a bundle of tens ones called a “ten”. | **Chapter 6 Place Value to 100**<br>6-1 Tens and Ones—pp. 201–204<br>6-2 Tens Through One Hundred—pp. 205–208<br>6-3 Numbers 11 Through 19—pp. 209–212<br>6-4 Numbers 20 Through 39—pp. 213–216<br>6-5 Numbers 40 Through 59—pp. 219–222<br>6-6 Numbers 60 Through 89—pp. 223–226<br>6-7 Numbers 90 Through 100—pp. 227–230<br>6-8 Problem Solving: Use a Model—pp. 231–236 |

*continued*

## STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.NBT.1.2 Understand place value.** | |
| | **Chapter 7 Place Value to 120**<br>7-1 Place Value of Digits—pp. 247–250<br>7-2 Expanded Form—pp. 251–254<br>7-3 Decompose Two-Digit Numbers—pp. 255–258 |
| **M.NBT.1.2.3** The numbers from 11 - 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. | **Chapter 6 Place Value to 100**<br>6-3 Numbers 11 Through 19—pp. 209–212 |
| **M.NBT.1.2.4** 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). | **Chapter 6 Place Value to 100**<br>6-2 Tens Through One Hundred—pp. 205–208<br>**Chapter 7 Place Value to 120**<br>7-2 Expanded Form—pp. 251–254<br>7-3 Decompose Two-Digit Numbers—pp. 255–258<br>**Chapter 11 Addition: Two-Digit Numbers**<br>11-2 Add Tens—pp. 411–414<br>**Chapter 12 Subtraction: Two-Digit Numbers**<br>12-2 Subtract Tens—pp. 457–460 |
| **M.NBT.1.2.5** Compare two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons. | **Chapter 7 Place Value to 120**<br>7-6 Compare Numbers—pp. 269–272<br>7-7 Order Numbers—pp. 273–276<br>7-8 Problem Solving: Use Reasoning—pp. 277–282 |
| **M.NBT.1.2.6** Create and use counting strategies and number patterns to compare whole numbers up to 120 recording the results of comparisons with symbols ≤, =, and ≥ and arrange them in numerical order. | **Chapter 7 Place Value to 120**<br>7-3 Decompose Two-Digit Numbers—pp. 255–258<br>7-4 Numbers to 120—pp. 261–264<br>7-5 Number Patterns to 120—pp. 265–268<br>7-6 Compare Numbers—pp. 269–272<br>7-7 Order Numbers—pp. 273–276 |
| **M.NBT.1.3 Use place value understanding and properties of operations to add and subtract.** | |
| **M.NBT.1.3.1** Add within 100, including adding a two-digit number and a one-digit number. | **Chapter 11 Addition: Two-Digit Numbers**<br>11-2 Add Tens—pp. 411–414<br>11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415–418<br>11-4 Add Two-Digit and One-Digit Numbers—pp. 419–422<br>*continued* |

## STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.NBT.1.3 Use place value understanding and properties of operations to add and subtract.** | |
| | 11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423–426<br>11-6 Add Two-Digit Numbers—pp. 429–432<br>11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436<br>11-8 Break Apart to Add—pp. 437–440<br>11-9 Problem Solving: Use a Model—pp. 441–446 |
| **M.NBT.1.3.2** Add a two-digit and a multiple of ten using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | **Chapter 11 Addition: Two-Digit Numbers**<br>11-2 Add Tens—pp. 411–414<br>11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415–418<br>11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423–426<br>11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436 |
| **M.NBT.1.3.3** Relate the strategy to a written method and explain the reasoning used. | **Chapter 11 Addition: Two-Digit Numbers**<br>11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423–426<br>11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436<br>11-8 Break Apart to Add—pp. 437–440 |
| **M.NBT.1.3.4** Understand that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes a ten needs to be composed. | **Chapter 11 Addition: Two-Digit Numbers**<br>11-6 Add Two-Digit Numbers—pp. 429–432<br>11-7 Make a 10 to Add Two-Digit Numbers—pp. 433–436 |
| **M.NBT.1.3.5** Given a two-digit number mentally find 10 more or 10 less than the number, without having to count and be able to explain the reasoning used. | **Chapter 11 Addition: Two-Digit Numbers**<br>11-1 Mental Math: Find 10 or More—pp. 407–410<br>**Chapter 12 Subtraction: Two-Digit Numbers**<br>12-1 Mental Math: Find 10 Less—pp. 453–456 |
| **M.NBT.1.3.6** Subtract multiples of 10 in the range 10 – 90 from multiples of 10 in the range 10 - 90 (positive or zero differences). | **Chapter 12 Subtraction: Two-Digit Numbers**<br>12-2 Subtract Tens—pp. 457–460<br>12-3 Think Addition to Subtract Tens—pp. 461–464<br>12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467–470<br>12-5 Problem Solving: Guess and Test—pp. 471–476 |

## STANDARD 2 – NUMBERS AND OPERATIONS IN BASE TEN (NBT)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.NBT.1.3 Use place value understanding and properties of operations to add and subtract.** | |
| **M.NBT.1.3.7** 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. | **Chapter 12 Subtraction: Two-Digit Numbers**<br>12-1 Mental Math: Find 10 Less—pp. 453–456<br>12-2 Subtract Tens—pp. 457–460<br>12-3 Think Addition to Subtract Tens—pp. 461–464<br>12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467–470<br>12-5 Problem Solving: Guess and Test—pp. 471–476 |

## STANDARD 3 – MEASUREMENT AND DATA (MD)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.MD.1.1 Measure lengths indirectly and by iterating length units.** | |
| **M.MD.1.1.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. | **Chapter 5 Measurement: Length**<br>5-1 Order by Length—pp. 163–166<br>5-2 Use Indirect Comparison—pp. 167–170 |
| **M.MD.1.1.2** 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. | **Chapter 5 Measurement: Length**<br>5-3 Same-Size Length Units—pp. 171–174<br>5-4 Measure Length—pp. 175–178<br>5-5 Problem Solving: Use Logical Reasoning—pp. 181–186<br>5-6 Make and Use a Ruler—pp. 187–190<br>5-7 Inches—pp. 191–194 |
| **M.MD.1.1.3** Understand that the length measurement of an object is the number of same-size length units that span it with not gaps or overlaps. | **Chapter 5 Measurement: Length**<br>5-3 Same-Size Length Units—pp. 171–174<br>5-4 Measure Length—pp. 175–178<br>5-5 Problem Solving: Use Logical Reasoning—pp. 181–186<br>5-6 Make and Use a Ruler—pp. 187–190<br>5-7 Inches—pp. 191–194 |
| **M.MD.1.2 Tell and write time and distinguish money.** | |
| **M.MD.1.2.1** Tell and write time hours and half-hours using analog and digital clocks. | **Chapter 15 Time**<br>15-1 Hour—pp. 563–566<br>15-2 Half Hour—pp. 567–570 |

## STANDARD 3 – MEASUREMENT AND DATA (MD)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.MD.1.2 Tell and write time and distinguish money.** | |
| **M.MD.1.2.2** Identify pennies and dimes by name and value. | **Chapter 16 Money**<br>16-1 Pennies and Nickels—pp. 593–596<br>16-2 Dimes and Quarters—pp. 597–600<br>16-5 One Dollar—pp. 611–614 |
| **M.MD.1.3 Represent and Interpret Data** | |
| **M.MD.1.3.1** 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 is in one category than in another. | **Chapter 10 Data and Graphical Displays**<br>10-1 Read Tally Charts—pp. 377–380<br>10-2 Make Tally Charts—pp. 381–384<br>10-3 Read Picture Graphs—pp. 387–390<br>10-4 Make Picture Graphs—pp. 391–394<br>10-5 Problem Solving: Use a Model—pp. 395–400 |

## STANDARD 4 – GEOMETRY (G)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.G.1.1 Reason with the shapes and their attributes.** | |
| **M.G.1.1.1** Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color orientation, overall size. | **Chapter 13 Geometry**<br>13-1 Two-Dimensional Shapes—pp. 483–486<br>13-2 Attributes of Two-Dimensional Shapes—pp. 487–490<br>13-3 Compose Two-Dimensional Shapes—pp. 491–494<br>13-4 Compose More Two-Dimensional Shapes—pp. 495–498<br>13-5 Three-Dimensional Shapes—pp. 501–504<br>13-6 Attributes of Three-Dimensional Shapes—pp. 505–508<br>13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512<br>13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516<br>13-10 Problem Solving: Use Logical Reasoning—pp. 521–526 |

## STANDARD 4 – GEOMETRY (G)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.G.1.1 Reason with the shapes and their attributes.** | |
| **M.G.1.1.2** Build and draw shapes to possess defining attributes. | **Chapter 13 Geometry**<br>13-1 Two-Dimensional Shapes—pp. 483–486<br>13-2 Attributes of Two-Dimensional Shapes—pp. 487–490<br>3-6 Attributes of Three-Dimensional Shapes—pp. 505–508 |
| **M.G.1.1.3** 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. | **Chapter 13 Geometry**<br>13-3 Compose Two-Dimensional Shapes—pp. 491–494<br>13-4 Compose More Two-Dimensional Shapes—pp. 495–498<br>13-5 Three-Dimensional Shapes—pp. 501–504<br>13-9 Compose Three-Dimensional Shapes—pp. 517–520 |
| **M.G.1.1.4** Compose new shapes from the previous composite shape. | **Chapter 13 Geometry**<br>13-3 Compose Two-Dimensional Shapes—pp. 491–494<br>13-4 Compose More Two-Dimensional Shapes—pp. 495–498<br>13-9 Compose Three-Dimensional Shapes—pp. 517–520 |
| **M.G.1.1.5** Partition circles and rectangles into two and four equal squares. | **Chapter 14 Equal Shares**<br>14-1 Equal Shares—pp. 533–536<br>14-2 Make Halves—pp. 537–540<br>14-3 Make Fourths—pp. 541–544<br>14-4 Halves and Fourths—pp. 547–550<br>14-5 Problem Solving: Draw a Picture—pp. 551–556 |
| **M.G.1.1.6** Describe and label the shapes using the words, halves, fourths, and quarters. | **Chapter 14 Equal Shares**<br>14-2 Make Halves—pp. 537–540<br>14-3 Make Fourths—pp. 541–544<br>14-4 Halves and Fourths—pp. 547–550 |
| **M.G.1.1.7** Use the phrases and demonstrate: half of, fourths, and quarter of. | **Chapter 14 Equal Shares**<br>14-2 Make Halves—pp. 537–540<br>14-3 Make Fourths—pp. 541–544<br>14-4 Halves and Fourths—pp. 547–550<br>14-5 Problem Solving: Draw a Picture—pp. 551–556 |

## STANDARD 4 – GEOMETRY (G)

| Grade 1 Standard & Benchmark Description | *Sadlier Math*, Grade 1 |
|---|---|
| **M.G.1.1 Reason with the shapes and their attributes.** | |
| **M.G.1.1.8** Describe the whole as two of, or four of the shares. | **Chapter 14 Equal Shares**<br>14-2 Make Halves—pp. 537–540<br>14-3 Make Fourths—pp. 541–544<br>14-4 Halves and Fourths—pp. 547–550 |
| **M.G.1.1.9** Understand for these examples that decomposing into more equal shares creates smaller shares. | **Chapter 14 Equal Shares**<br>14-1 Equal Shares—pp. 533–536<br>14-2 Make Halves—pp. 537–540<br>14-3 Make Fourths—pp. 541–544<br>14-4 Halves and Fourths—pp. 547–550<br>14-5 Problem Solving: Draw a Picture—pp. 551–556 |