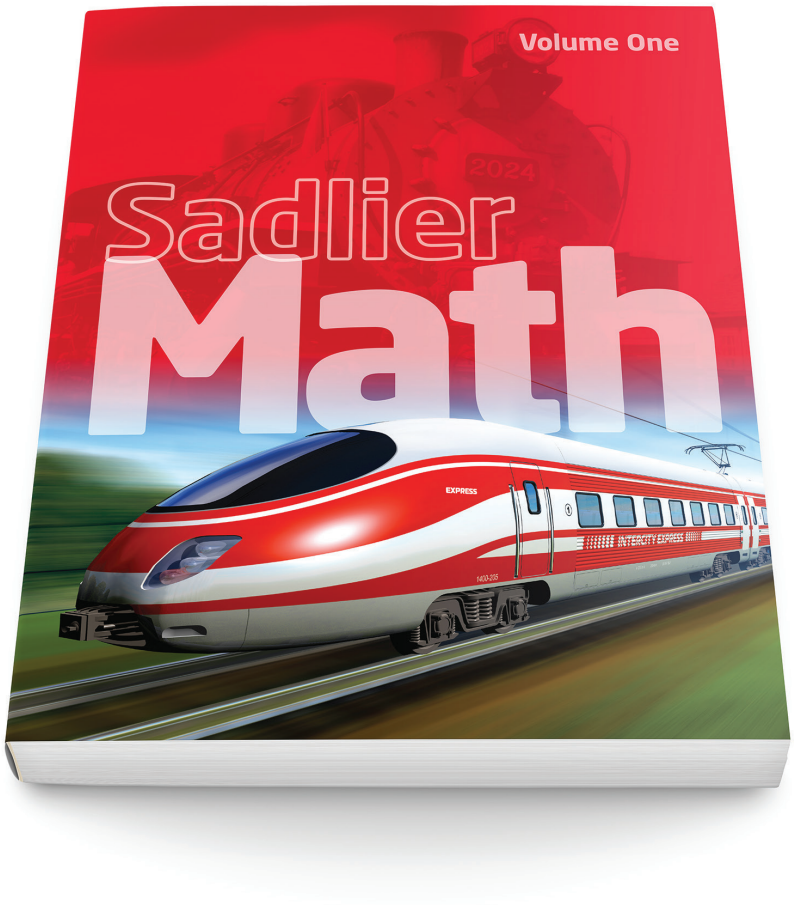
Sadlier Math™

Correlation to the Archdiocese of Washington Catholic Schools Academic Standards: Mathematics

Grade 1



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STANDARD 1 – NUMBER SENSE

1st Grade Content Standards	*Sadlier Math*, Grade 1
Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.	
MA.1.1.1 Count, read, and write whole numbers* up to 100. Example: Read "seventy-two" for the number 72.	**Chapter 6: 6-1 through 6-8** • 6-1 Tens and Ones—pp. 201–204 (Make groups of tens and ones; TE Develop Concepts: Groups of Ten) • 6-2 Tens Through One Hundred—pp. 205–208 (Write values of ten; TE Develop Concepts: How Many Tens?) • 6-3 Numbers 11 Through 19—pp. 209–212 (Find the tens and ones in numbers 11 through 19; TE Develop Concepts: The Teens!) • 6-4 Numbers 20 Through 39—pp. 213–216 (Find the tens and ones in numbers 20 through 39; TE Develop Concepts: More Tens!) • 6-5 Numbers 40 Through 59—pp. 219–222 (Find the tens and ones in numbers 40 through 59; TE Develop Concepts: Ten-Frame Fun!) • 6-6 Numbers 60 Through 89—pp. 223–226 (Find the tens and ones in numbers 60 through 89; TE Develop Concepts: Tens or Ones?) • 6-7 Numbers 90 Through 100—pp. 227–230 (Find the tens and ones in numbers 90 through 100; TE Develop Concepts: Playing with Tens) • 6-8 Problem Solving: Use a Model—pp. 231–236 (Use a model to count tens and ones; TE Develop Concepts: Two-Digit Models)
MA.1.1.2 Count and group objects in ones and tens. Example: Separate a group of 34 blocks into three groups of 10 blocks and 4 single blocks.	**Chapter 6: 6-1** • 6-1 Tens and Ones—pp. 201–204 (Make groups of tens and ones; TE Develop Concepts: Groups of Ten)
MA.1.1.3 Identify the number of tens and ones in numbers less than 100. Example: How many tens and how many ones are in 56? Explain your answer.	**Chapter 6: 6-1 through 6-8** • 6-1 Tens and Ones—pp. 201–204 (Make groups of tens and ones; TE Develop Concepts: Groups of Ten) • 6-2 Tens Through One Hundred—pp. 205–208 (Write values of ten; TE Develop Concepts: How Many Tens?) • 6-3 Numbers 11 Through 19—pp. 209–212 (Find the tens and ones in numbers 11 through 19; TE Develop Concepts: The Teens!) • 6-4 Numbers 20 Through 39—pp. 213–216 (Find the tens and ones in numbers 20 through 39; TE Develop Concepts: More Tens!) • 6-5 Numbers 40 Through 59—pp. 219–222 (Find the tens and ones in numbers 40 through 59; TE Develop Concepts: Ten-Frame Fun!) • 6-6 Numbers 60 Through 89—pp. 223–226 (Find the tens and ones in numbers 60 through 89; TE Develop Concepts: Tens or Ones?) • 6-7 Numbers 90 Through 100—pp. 227–230 (Find the tens and ones in numbers 90 through 100; TE Develop Concepts: Playing with Tens) • 6-8 Problem Solving: Use a Model—pp. 231–236 (Use a model to count tens and ones; TE Develop Concepts: Two-Digit Models)

STANDARD 1 – NUMBER SENSE

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.1.4 Name the number that is one more than or one less than any number up to 100. Example: Name the number one less than 78.	**Chapter 7: 7-7** • 7-7 Order Numbers—pp. 273–276 (Position and order numbers from least to greatest; number lines; write the missing numbers, one more, one less) See also Kindergarten **Chapter 5: 5-1** • 5-1 Count Numbers to 10—pp. 147–150 (TE Develop Concepts: One More)
MA.1.1.5 Compare whole numbers up to 10 and arrange them in numerical order. Example: Arrange the numbers 5, 2, and 9 in order from greatest to least.	**Chapter 7: 7-6** • 7-6 Compare Numbers—pp. 269–272 (Compare two-digit numbers using tens and ones; TE Develop Concepts: Comparing Numbers)
MA.1.1.6 Match the number names (first, second, third, etc.) with an ordered set of up to 10 items. Example: Point out the fifth child from the front of a line of children.	**Chapter 5: 5-11** • 5-1 Order by Length—pp. 163–166 (Order three objects by length; ordinals; TE Develop Concepts: Shorter or Longer?) 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
MA.1.1.7 Recognize when a shape is divided into congruent (matching) parts. Example: Given a rectangle with lines dividing it into parts, decide whether the parts are the same size.	**Chapter 14: 14-1 through 14-4** • 14-1 Equal Shares—pp. 533–536 (Identify and show equal shares; TE Develop Concepts: Compose Shapes) • 4-2 Make Halves—pp. 537–540 (Partition shapes into halves; TE Develop Concepts: Folding Fun!) • 14-3 Make Fourths—pp. 541–544 (Partition shapes into fourths; TE Develop Concepts: Folding Fun) • 14-4 Halves and Fourths—pp. 547–550 (Understand that more equal shares means smaller shares; TE Develop Concepts: A Half or a Fourth?)
MA.1.1.8 For a shape divided into 8 or fewer congruent (matching) parts, describe a shaded portion as "__ out of __ parts" and write the fraction. Example: Given a circle divided into 4 equal parts with 3 of the parts shaded, describe the shaded portion as "3 out of 4 parts" and write the fraction for the shaded portion.	**Chapter 14: 14-1 through 14-4** • 14-1 Equal Shares—pp. 533–536 (Identify and show equal shares; TE Develop Concepts: Compose Shapes) • 14-2 Make Halves—pp. 537–540 (Partition shapes into halves; TE Develop Concepts: Folding Fun!) • 14-3 Make Fourths—pp. 541–544 (Partition shapes into fourths; TE Develop Concepts: Folding Fun) • 14-4 Halves and Fourths—pp. 547–550 (Understand that more equal shares means smaller shares; TE Develop Concepts: A Half or a Fourth?)

STANDARD 1 – NUMBER SENSE

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.1.9 For a set of 8 or fewer objects, describe a subset as "__ out of __ parts" and write the fraction. Example: Given 3 red pencils and 2 blue pencils, describe the subset of red pencils as "3 out of 5 parts" and write the fraction of the pencils that are red.	See Grade 3 **Chapter 9: 9-1, 9-2 & 9-4** • 9-1 Understand Equal Parts—pp. 188–189 (Determine if a shape is divided into equal parts and name the number of equal parts; TE Develop Concepts: Equal Shares) • 9-2 Name Unit Fractions of a Whole—pp. 190–191 (Understand a unit fraction as the quantity formed by 1 part when a whole is partitioned into equal parts; TE Develop Concepts: How Many Equal Parts?) • 9-4 Name Fractions of a Whole—pp. 196–197 (Name fractions of a whole; TE Develop Concepts: How Many Parts?)
MA.1.1.10 Represent, compare, and interpret data using pictures and picture graphs. Example: Use a picture graph to show how many dogs, cats, etc. your friends have. Which kind of pet appears most often? Explain your answer.	**Chapter 10: 10-1 through 10-5** • 10-1 Read Tally Charts—pp. 377–380 (Read tally charts; TE Develop Concepts: How many counters?) • 10-2 Make Tally Charts—pp. 381–384 (Make and use tally charts; TE Develop Concepts: How Do You Sort?) • 10-3 Read Picture Graphs—pp. 387–390 (Use picture graphs to show data; TE Develop Concepts: Show It with Pictures) • 10-4 Make Picture Graphs—pp. 391–394 (Make and use picture graphs; TE Develop Concepts: What's Missing from the Picture Graph?) • 10-5 Problem Solving: Use a Model—pp. 395–400 (Use a model to solve word problems; TE Develop Concepts: Using Models)

STANDARD 2 – COMPUTATION

1st Grade Content Standards	*Sadlier Math*, Grade 1
Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.	
MA.1.2.1 Show the meaning of addition (putting together, increasing) using objects. Example: Put together 3 pencils and 5 pencils. Tell how many pencils you have and explain what you are doing.	**Chapter 1: 1-1 through 1-5, 1-7** • 1-1 Sums Through 5—pp. 3–6 (TE Use the Student Pages: Use the children's reasoning to come up with a class definition for addition. Then introduce the word addition.) • 1-2 Sums Through 6—pp. 7–10 (Use addition through sums of 6 to solve problems with putting together; TE Develop Concepts: Egg Crate Addition, use counters) • 1-3 Sums of 7 and 8—pp. 11–14 (Use addition for sums of 7 and 8 to solve problems; part-part-whole; crayons; TE Develop Concepts: Domino Addition) • 1-4 Sums of 9 and 10—pp. 15–18 (TE Develop Concepts: Ten-Frame Time!; red and blue counters; ten-frames) • 1-5 Related Addition Facts—pp. 21–24 (Connecting cubes) • 1-7 Problem Solving: Act It Out—pp. 29–34 (Act it out with connecting cubes or drawings to solve problems) **Chapter 2: 2-7** • 2-7 Solve for Unknown Addends—pp. 69–72 (Find an unknown addend in an addition equation; use bar model, counters)

continued

STANDARD 2 – COMPUTATION

1st Grade Content Standards	*Sadlier Math*, Grade 1
	See also Kindergarten **Chapter 10: 10-1 & 10-2** • 10-1 Add To—pp. 337–340 (Understand and represent addition as adding to or joining; TE Develop Concepts: Add to Groups) • 10-2 Put Together—pp. 341–344 (Understand and represent addition as putting together; TE Develop Concepts: Putting Numbers Together)
MA.1.2.2 Show the meaning of subtraction (taking away, comparing, finding the difference) using objects. Example: Take away 6 blocks from a group of 10. Tell how many blocks are left and explain what you are doing.	**Chapter 3: 3-1 through 3-5** • 3-1 Subtract from 5 or Less—pp. 79–82 (Subtract from a number that is 5 or less; connecting cubes; TE Develop Concepts: Draw the Difference) • 3-2 Subtract from 6 or Less—pp. 83–86 (Subtract from a number that is 6 or less; counters; TE Develop Concepts: Domino Subtraction Facts) • 3-3 Subtract from 7 and 8—pp. 87–90 (Subtract from 7 and 8; connecting cubes; TE Develop Concepts: Parts of 7 and 8) • 3-4 Subtract from 9 and 10—pp. 91–94 (Subtract from 9 and 10; ten-frames, counters; TE Develop Concepts: Seeing Numbers with Connecting Cubes) • 3-5 Problem Solving: Use a Model—pp. 97–102 (Use a model to subtract; TE Develop Concepts: How Can You Solve the Problem?, bar model, counters connecting cubes) **Chapter 4: 4-4, 4-7 through 4-9** • 4-4 Think Addition to Subtract—pp. 129–132 (Use related addition and subtraction facts to subtract; comparing) • 4-7 Find Missing Addends—pp. 145–148 (Use a related subtraction fact to find a missing addend; TE Develop Concepts: Bar Model Detective) • 4-8 Subtract to Compare—pp. 149–152 (Use a model to solve comparison subtraction word problems; TE Develop Concepts: Counting Matters) • 4-9 Solve Comparison Word Problems—pp. 153–156 (Use an addition or subtraction strategy to solve comparison word problems; TE Develop Concepts: Tower Cubes See also Kindergarten **Chapter 11: 11-1 & 11-2** • 11-1 Take Away—pp. 383–386 (Understand and represent subtraction as taking away; TE Develop Concepts: Take Away) • 11-2 Take Apart—pp. 387–390 (Understand and represent subtraction as taking apart; TE Develop Concepts: Take Apart)
MA.1.2.3 Show equivalent forms of the same number (up to 20) using objects, diagrams, and numbers. Example: Write 15 as 8 + 7, 5 + 5 + 5, 10 + 5, 15 + 0, 17 – 2, etc.	**Chapter 2: 2-4** • 2-4 Equivalent Sums—pp. 53–56 (Break apart addends to find sums; TE Develop Concepts: How Many Doubles?)

STANDARD 2 – COMPUTATION

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.2.4 Demonstrate mastery of the addition facts (for totals up to 20) and the corresponding subtraction facts. Example: Add 11 + 8, subtract 16 – 9, add 4 + 7.	**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 • 3-6 Count On to Subtract—pp. 103–106 **Chapter 4: 4-1 through 4-5, 4-7** • 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 • 4-7 Find Missing Addends—pp. 145–148 **Chapter 8: 8-1 through 8-6** • 8-1 Make 10 to Add—pp. 289–292 • 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 **Chapter 9: 9-1 through 9-6** • 9-1 Make 10 to Subtract—pp. 331–334 • 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 • 9-6 Fact Families Through 20—pp. 353–356
MA.1.2.5 Understand the meaning of the symbols +, –, and =. Example: Use symbols to write the number sentence "one added to three equals four."	**Chapter 1: 1-1** • 1-1 Sums Through 5—pp. 3–6 (+, =) **Chapter 3: 3-1** • 3-1 Subtract from 5 or Less—pp. 79–82 (–, =)
MA.1.2.6 Understand the role of zero in addition and subtraction. Example: You start with 6 eggs and then give away 0 eggs. How many eggs do you have now?	**Chapter 3: 3-7** • 3-7 All or Zero—pp. 107–110 (Use 0 in addition and subtraction; TE Develop Concepts: It's All or Nothing!)

STANDARD 2 – COMPUTATION

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.2.7 Understand and use the inverse relationship between addition and subtraction facts (such as 4 + 2 = 6, 6 – 2 = 4, etc.) to solve simple problems. Example: List three other facts using addition or subtraction that are related to 3 + 5 = 8.	**Chapter 4: 4-2 through 4-5** • 4-2 Relate Addition and Subtraction—pp. 121–124 (Write a related subtraction fact for an addition fact; TE Develop Concepts: Two-Color Counter Facts) • 4-3 Fact Families Through 10—pp. 125–128 (Write fact families using addition and subtraction; TE Develop Concepts: Making Facts) • 4-4 Think Addition to Subtract—pp. 129–132 (Use related addition and subtraction facts to subtract; TE Develop Concepts: A Penny for Your Thoughts (relate addition and subtraction)) • 4-5 Check by Adding—pp. 133–136 (Use a related addition fact to check the difference in a subtraction fact; TE Develop Concepts: Related Facts)

STANDARD 3 – ALGEBRA AND FUNCTIONS

1st Grade Content Standards	*Sadlier Math*, Grade 1
Students use number sentences with the symbols +, –, and = to solve problems.	
MA.1.3.1 Write and solve number sentences from problem situations involving addition and subtraction. Example: You have 3 pencils and your friend has 2 pencils. You want to know how many pencils you have altogether. Write a number sentence for this problem and use it to find the total number of pencils.	**Chapter 1: 1-1 through 1-6** • 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 **Chapter 2: 2-1 through 2-4, 2-6 & 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 • 2-6 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 *continued*

STANDARD 3 – ALGEBRA AND FUNCTIONS

1st Grade Content Standards	*Sadlier Math*, Grade 1
	• 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: 8-1 through 8-8** • 8-1 Make 10 to Add—pp. 289–292 • 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 • 8-7 Three Addends—pp. 315–318 • 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324 **Chapter 9: 9-1 through 9-9** • 9-1 Make 10 to Subtract—pp. 331–334 • 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 • 9-6 Fact Families Through 20—pp. 353–356 • 9-7 Problem Solving: Make and Use a Plan—pp. 357–362 • 9-8 True and False Equations—pp. 363–366 • 9-9 Missing Part of an Equation—pp. 367–370
MA.1.3.2 Create word problems that match given number sentences involving addition and subtraction. Example: Tell a story or draw a picture for a problem that can be solved using the number sentence 3 + 6 = 9.	Students have the opportunity to create word problems throughout the program. For example: **Chapter 2: 2-1** • 2-1 Add Three Numbers—pp. 41–44 (Write About It: Tell an addition story to go with the addition equation 3 + 2 + 5 = 10.) **Chapter 3: 3-1** • 3-1 Subtract from 5 or Less—pp. 79–82 (Write About It: Write a subtraction story for this picture.)
MA.1.3.3 Recognize and use the relationship between addition and subtraction. Example: Start with 8 blocks. Add 5 more blocks. How many do you have? Now take away 5 blocks. How many do you have now? Explain your answer.	**Chapter 4: 4-2 through 4-5** • 4-2 Relate Addition and Subtraction—pp. 121–124 (Write a related subtraction fact for an addition fact; TE Develop Concepts: Two-Color Counter Facts) • 4-3 Fact Families Through 10—pp. 125–128 (Write fact families using addition and subtraction; TE Develop Concepts: Making Facts) • 4-4 Think Addition to Subtract—pp. 129–132 (Use related addition and subtraction facts to subtract; TE Develop Concepts: A Penny for Your Thoughts (relate addition and subtraction)) • 4-5 Check by Adding—pp. 133–136 (Use a related addition fact to check the difference in a subtraction fact; TE Develop Concepts: Related Facts) **Chapter 12: 12-3** • 12-3 Think Addition to Subtract Tens—pp. 461–464 (Relate addition and subtraction to subtract multiples of ten; TE Develop Concepts: Add or Subtract?)

STANDARD 3 – ALGEBRA AND FUNCTIONS

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.3.4 Create and extend number patterns using addition. Example: A number pattern begins with these numbers: 1, 3, 5. Tell what the next number will be and explain how you decided on that number.	**Chapter 6: 6-9** • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 (Use patterns to count and order numbers; TE Develop Concepts: Number Pattern Games) **Chapter 7: 7-5** • 7-5 Number Patterns to 120—pp. 265–268 (Use patterns to count and order numbers to 120; TE Develop Concepts: Color Patterns) See also Kindergarten **Chapter 10: 10-7** • 10-7 Addition Patterns—pp. 363–366 (Identify addition patterns and add to show a number pattern; TE Develop Concepts: Make Patterns)

STANDARD 4 – GEOMETRY

1st Grade Content Standards	*Sadlier Math*, Grade 1
Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.	
MA.1.4.1 Identify, describe, compare, sort, and draw triangles, rectangles, squares, and circles. Example: Draw a square and a circle and write their names next to them.	**Chapter 13: 13-1 & 13-2** • 13-1 Two-Dimensional Shapes—pp. 483–486 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Open and Closed) • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Sorting Shapes)
MA.1.4.2 Identify triangles, rectangles, squares, and circles as the faces* of three-dimensional objects. Example: Look at a collection of solid objects and find triangles and squares on their sides.	**Chapter 13: 13-7** • 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512 (Identify two-dimensional shapes as flat surfaces of three-dimensional shapes; TE Develop Concepts: Solids and Plane Shapes)
MA.1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Explain the rule used. Example: Group a collection of objects by something they have in common. Explain your grouping.	**Chapter 13: 13-2, 13-6 & 13-8** • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Sorting Shapes) • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Solid Shapes) • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 (Identify and sort two-dimensional and three-dimensional shapes; TE Develop Concepts: Matching Game)

STANDARD 4 – GEOMETRY

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.4.4 Identify objects as two-dimensional or three-dimensional. Example: Sort various objects (cube, square, triangle, prism) into the categories "two-dimensional" and "three-dimensional." Explain your choices.	**Chapter 13: 13-1, 13-2, 13-5, 13-6 & 13-8** • 13-1 Two-Dimensional Shapes—pp. 483–486 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Open and Closed) • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Sorting Shapes) • 13-5 Three-Dimensional Shapes—pp. 501–504 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Building with Solid Shapes) • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Solid Shapes) • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 (Identify and sort two-dimensional and three-dimensional shapes; TE Develop Concepts: Matching Game)
MA.1.4.5 Give and follow directions for finding a place or object. Example: Show someone how to get to the school library by making a map or diagram.	**Chapter 13: 13-5 & 13-9** • 13-5 Three-Dimensional Shapes—pp. 501–504 (TE English Language Learners: Have partners work together using the blocks or objects to follow oral directions) • 13-9 Compose Three-Dimensional Shapes—pp. 517–520 (TE Develop Concepts: Exploring New Three-Dimensional Shapes: have that child give the other partner directions for building the shape. Have them compare their shapes and then switch roles.)
MA.1.4.6 Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of. Example: Name objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups.	Related content **Chapter 13: 13-2 & 13-5** • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 (Size, color, and position do not change a shape.) • 13-5 Three-Dimensional Shapes—pp. 501–504 (TE Independent Practice: Children should be careful not to allow the orientation of a shape to confuse them.) See also Kindergarten **Chapter 8: 8-1 through 8-7** • 8-1 Above, Below—pp. 269–272 (Describe the location of shapes in the environment using the position words above and below; TE Develop Concepts: Build Above and Below) • 8-2 Top, Middle, Bottom—pp. 273–276 (Describe the location of shapes in the environment using the position words top, middle, and bottom; TE Develop Concepts: Bottom to Top) • 8-3 Over, On, Under—pp. 277–280 (Describe the location of shapes in the environment using the position words over, on, and under; TE Develop Concepts: Over, On, or Under) • 8-4 Inside, Outside, Beside—pp. 283–286 (Describe the location of shapes in the environment using the position words inside, outside, and beside; TE Develop Concepts: Inside, Outside, and Beside) • 8-5 In Front of, Behind, Next to—pp. 287–290 (Describe the location of shapes in the environment using the position words in front of, behind, and next to; TE Develop Concepts: In Front of, Behind, Next to) • 8-6 Left, Right, Between—pp. 291–294 (Describe the location of shapes in the environment using the position words left, right, and between; TE Develop Concepts: Using Left and Right) *continued*

STANDARD 4 – GEOMETRY

1st Grade Content Standards	*Sadlier Math*, Grade 1
	• 8-7 Problem Solving: Follow Directions/Act It Out—pp. 295–300 (Use the act it out strategy to follow directions and solve problems that involve position words; TE Develop Concepts: Follow Directions to Make a Picture)
MA.1.4.7 Identify geometric shapes and structures in the environment and specify their location. Example: Find as many rectangles as you can in your classroom. Record the rectangles that you found by making drawings or using a camera.	**Chapter 13: 13-5 & 13-8** • 13-5 Three-Dimensional Shapes—pp. 501–504 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Building with Solid Shapes) • 13-6 Attributes of Three-Dimensional Shapes—pp. 505–508 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Solid Shapes) • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516 (Identify and sort two-dimensional and three-dimensional shapes; shapes in the environment; TE Develop Concepts: Matching Game)

STANDARD 5 – MEASUREMENT

1st Grade Content Standards	*Sadlier Math*, Grade 1
Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.	
MA.1.5.1 Measure the length of objects by repeating a nonstandard unit or a standard unit. Example: Measure the length of your desk in pencil-lengths.	**Chapter 5: 5-3 through 5-7** • 5-3 Same-Size Length Units—pp. 171–174 (Measure length using same-size length units; TE Develop Concepts: Foot Length) • 5-4 Measure Length—pp. 175–178 (Measure length using nonstandard units of measurement; TE Develop Concepts: Measure with Cubes and Clips) • 5-5 Problem Solving: Use Logical Reasoning—pp. 181–186 (Estimate and measure length using nonstandard units of measurement; TE Develop Concepts: Estimating Length) • 5-6 Make and Use a Ruler—pp. 187–190 (Use a ruler to measure length in units; TE Develop Concepts: Measure with Graph Paper) • 5-7 Inches—pp. 191–194 (Use a ruler to measure length to the nearest inch; TE Develop Concepts: 1 Inch, 2 Inch, and More)
MA.1.5.2 Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used. Example: If you measure your desk with a shorter pencil, will the number of pencil-lengths be more or less? Measure the desk to find out your answer.	**Chapter 5: 5-4, 5-5 & 5-7** • 5-4 Measure Length—pp. 175–178 (Measure length using nonstandard units of measurement; TE Develop Concepts: Measure with Cubes and Clips) • 5-5 Problem Solving: Use Logical Reasoning—pp. 181–186 (Estimate and measure length using nonstandard units of measurement; TE Develop Concepts: Estimating Length) • 5-7 Inches—pp. 191–194 (Use a ruler to measure length to the nearest inch; TE Develop Concepts: 1 Inch, 2 Inch, and More)

STANDARD 5 – MEASUREMENT

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.5.3 Recognize the need for a fixed unit of length. Example: Give students different lengths of string and have them measure the width of a doorway. Talk about why their answers are different and the kinds of problems this can cause.	**Chapter 5: 5-3** • 5-3 Same-Size Length Units—pp. 171–174 (TE Summarize: You need the same size tool to measure each object. To measure correctly, all the units must be equal-sized measuring units.)
MA.1.5.4 Measure and estimate the length of an object to the nearest inch and centimeter. Example: Have some students measure the width of the doorway in inches and some measure it in centimeters. Discuss why these are better ways of measuring than using the pieces of string.	**Chapter 5: 5-6 & 5-7** • 5-6 Make and Use a Ruler—pp. 187–190 (Use a ruler to measure length in units; TE Develop Concepts: Measure with Graph Paper) • 5-7 Inches—pp. 191–194 (Use a ruler to measure length to the nearest inch; TE Develop Concepts: 1 Inch, 2 Inch, and More) See also Grade 2 **Chapter 6: 6-4** • 6-4 Centimeters—pp. 253–256 (Estimate and measure length to the nearest centimeter; TE Develop Concepts: Exploring Centimeters)
MA.1.5.5 Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a nonstandard unit. Example: Use a scale or balance to see how many crayons weigh the same as a shoe.	**Chapter 5: 5-1 & 5-2** • 5-1 Order by Length—pp. 163–166 (Order three objects by length; TE Develop Concepts: Shorter or Longer?) • 5-2 Use Indirect Comparison—pp. 167–170 (Compare the lengths of two objects using a third object; TE Develop Concepts: Measure the Length) See also Kindergarten **Chapter 14: 14-4 & 14-5** • 14-4 Describe and Compare by Height—pp. 525–528 (Describe and compare the height of objects; TE Develop Concepts: Comparing Height) • 14-5 Describe and Compare by Weight—pp. 531–534 (Describe and compare the weight of objects; TE Develop Concepts: Comparing Weight) See also Grade 2 **Chapter 6: 6-8** • 6-8 Compare Lengths—pp. 271–274 (Measure to find how much longer one object is than another; TE Develop Concepts: Comparing Lengths) See also Grade 3 **Chapter 11: 11-4** • 11-4 Estimate and Measure Mass—pp. 240–241 (Estimate and measure masses using the metric system; compare mass; TE Develop Concepts: Use Measures of Mass, compare) See also Grade 4 **Chapter 15: 15-4** • 15-4 Temperature—pp. 330–331 (Solve problems involving temperature; TE Develop Concepts: Scales as Measurement)

STANDARD 5 – MEASUREMENT

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.5.6 Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer). Example: Is recess before or after lunch?	**Chapter 15: 15-1 through 15-5** • 15-1 Hour—pp. 563–566 (Tell and write time to the hour; TE Develop Concepts: Name the Hour) • 15-2 Half Hour—pp. 567–570 (Tell and write time to the half hour; TE Develop Concepts: Matching Time) • 15-3 Time Patterns—pp. 573–576 (Describe time patterns; TE Develop Concepts: Ordering Times) • 15-4 Day and Night—pp. 577–580 (Understand day and night; TE Develop Concepts: Matching Time) • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 (Use logical reasoning to solve problems; TE Develop Concepts: Before and After Times)
MA.1.5.7 Identify and give the values of collections of pennies, nickels, dimes, and quarters with up to $1. Example: How many pennies have the same value as two nickels? What is the total value of one penny, one nickel, one dime and one quarter?	**Chapter 16: 16-1 through 16-4, 16-6** • 16-1 Pennies and Nickels—pp. 593–596 (Identify the value of pennies and nickels, and know their comparative value; TE Develop Concepts: Same Value?) • 16-2 Dimes and Quarters—pp. 597–600 (Identify the value of dimes and quarters, and know their comparative value; TE Develop Concepts: Identifying Coin Values) • 16-3 Count On by Dimes and Pennies—pp. 601–604 (Find the value of combinations of dimes and pennies by counting on; TE Develop Concepts: Place Value (pennies, dimes/tens, ones)) • 16-4 Count On by Dimes and Nickels—pp. 605–608 (Find the value of combinations of dimes and nickels by counting on; TE Develop Concepts: Finding Tens) • 16-5 One Dollar—pp. 611–614 (Identify and combine coins with total values up to one dollar; TE Develop Concepts: Making 25 Cents) • 16-6 Problem Solving: Work Backward—pp. 615–620 (Solve problems involving money by working backward; TE Develop Concepts: Use What You Know (combinations of coins))

STANDARD 6 - PROBLEM SOLVING

1st Grade Content Standards	*Sadlier Math*, Grade 1
Students make decisions about how to set up a problem.	
MA.1.6.1 Choose the approach, materials, and strategies to use in solving problems. Example: Solve the problem: "The number 10 can be written in different ways using addition: 10 = 4 + 6 or 10 = 1 + 9 ... Find how many ways you can write 10 by adding two numbers." Use blocks to set up the problem.	For each lesson, the new skill or skills are presented in the context of a real-world situation or problem. Students study step-by-step solutions then apply what they've learned in the Problem Solving section of the lesson. In addition, each chapter includes a full Problem Solving lesson that combines application of newly learned skills with a focus on problem solving strategies. *continued*

STANDARD 6 - PROBLEM SOLVING

1st Grade Content Standards	*Sadlier Math*, Grade 1
	See the following problem solving resources: **Problem Solving Math Practices** • Four Steps: Read, Plan, Solve, Check—p. xxi • Make Sense of Problems—p. xxii • Use Reasoning—p. xxiii • Explain Your Reasoning—p. xxiv • Model with Mathematics—p. xxv • Use the Right Tools—p. xxvi • Be Precise—p. xxvii • Look for a Pattern—p. xxviii **Problem Solving Strategies** • Use Logical Reasoning—p. xxix • Write and Solve an Equation—p. xxx **Chapter 1: 1-7** • 1-7 Problem Solving: Act It Out—pp. 29–34 **Chapter 2: 2-6** • 2-6 Problem Solving: Read and Understand—pp. 63–68 **Chapter 3: 3-5** • 3-5 Problem Solving: Use a Model—pp. 97–102 **Chapter 4: 4-6** • 4-6 Problem Solving: Use a Model—pp. 139–144 **Chapter 5: 5-5** • 5-5 Problem Solving: Use Logical Reasoning—pp. 181–186 **Chapter 6: 6-8** • 6-8 Problem Solving: Use a Model—pp. 231–236 **Chapter 7: 7-8** • 7-8 Problem Solving: Use Reasoning—pp. 277–282 **Chapter 8: 8-8** • 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324 **Chapter 9: 9-7** • 9-7 Problem Solving: Make and Use a Plan—pp. 357–362 **Chapter 10: 10-5** • 10-5 Problem Solving: Use a Model—pp. 395–400 **Chapter 11: 11-9** • 11-9 Problem Solving: Use a Model—pp. 441–446 **Chapter 12: 12-5** • 12-5 Problem Solving: Guess and Test—pp. 471–476 **Chapter 13: 13-10** • 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526 **Chapter 14: 14-5** • 14-5 Problem Solving: Draw a Picture—pp. 551–556 **Chapter 15: 15-5** • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 **Chapter 16: 16-6** • 16-6 Problem Solving: Work Backward—pp. 615–620

STANDARD 6 - PROBLEM SOLVING

1st Grade Content Standards	*Sadlier Math*, Grade 1
MA.1.6.2 Use tools such as objects or drawings to model problems. Example: In the first example, place blocks together. Each time you add a block, count the number of squares and record it.	Manipulatives and drawings are featured throughout the program to model problems. In addition, virtual manipulatives are available at SadlierConnect, a one-stop, single sign-on platform to enhance student learning. For examples of the use of tools for solving problems, see the following representative lessons: **Problem Solving Math Practices** • Use the Right Tools—p. xxvi **Chapter 1: 1-1** • 1-1 Sums Through 5—pp. 3–6 (Write About It: Draw a picture that shows an addition story.) **Chapter 3: 3-5** • 3-5 Problem Solving: Use a Model—pp. 97–102 (Bar models) **Chapter 4: 4-6** • 4-6 Problem Solving: Use a Model—pp. 139–144 (Bar models) **Chapter 5: 5-6** • 5-6 Make and Use a Ruler—pp. 187–190 **Chapter 6: 6-8** • 6-8 Problem Solving: Use a Model—pp. 231–236 **Chapter 10: 10-5** • 10-5 Problem Solving: Use a Model—pp. 395–400 (Connecting cubes) **Chapter 11: 11-2 & 11-9** • 11-1 Mental Math: Find 10 More—pp. 407–410 (Connecting cubes) • 11-2 Add Tens—pp. 411–414 (Use models to add multiples of ten; ten rods; TE Develop Concepts: More Tens) • 11-9 Problem Solving: Use a Model—pp. 441–446 (Bar models) **Chapter 14: 14-5** • 14-5 Problem Solving: Draw a Picture—pp. 551–556
Students solve problems and justify their reasoning.	
MA.1.6.3 Explain the reasoning used and justify the procedures selected in solving a problem. Example: In the first example, make two piles of ten blocks; separate one block from the first pile and count the number of blocks left. Separate two blocks from the second pile and count the number left. Describe any pattern of numbers that you find.	**Problem Solving Math Practices** • Use Reasoning—p. xxiii • Explain Your Reasoning—p. xxiv **Problem Solving Strategies** • Use Logical Reasoning—p. xxix **Chapter 2: 2-6** • 2-6 Problem Solving: Read and Understand—pp. 63–68 **Chapter 5: 5-5** • 5-5 Problem Solving: Use Logical Reasoning—pp. 181–186 **Chapter 7: 7-8** • 7-8 Problem Solving: Use Reasoning—pp. 277–282 **Chapter 8: 8-8** • 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324 *continued*

STANDARD 6 - PROBLEM SOLVING

1st Grade Content Standards	*Sadlier Math*, Grade 1
	Chapter 9: 9-7 • 9-7 Problem Solving: Make and Use a Plan—pp. 357–362 **Chapter 13: 13-10** • 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526 **Chapter 15: 15-5** • 15-5 Problem Solving: Use Logical Reasoning—pp. 581–586 **Chapter 16: 16-6** • 16-6 Problem Solving: Work Backward—pp. 615–620
MA.1.6.4 Make precise calculations and check the validity of the results in the context of the problem. Example: In the first example, check your results by setting out 10 blocks showing 1 + 9, another 10 blocks showing 2 + 8, and so on. Continue to count out piles of 10 blocks to find the total number of ways that ten blocks can be separated into two piles. Describe the patterns that you find and how you know that you have found all of them.	Throughout the program, students are reminded to check the results of their computation. In addition, several exercises help students learn about error analysis. See the following representative activities: **Problem Solving Math Practices** • Be Precise—p. xxvii **Chapter 4: 4-1 & 4-5** • 4-1 Related Subtraction Facts—pp. 117–120 (TE Develop Concepts: Children can compare their answers with a partner and use counters and a ten-frame to check their answers.) • 4-5 Check by Adding—pp. 133–136 (Use a related addition fact to check the difference in a subtraction fact; TE Develop Concepts: Related Facts, check answers using counters) **Chapter 6: 6-1** • 6-1 Tens and Ones—pp. 201–204 (TE Guided Practice: Encourage children to use a ten-frame and counters to find and check their answer.) **Chapter 7: 7-4** • 7-4 Numbers to 120—pp. 261–264 (TE Use the Student Pages: Look at the number line. How can we use the number line to check our answer?) **Chapter 9: 9-3** • 9-3 Subtract from 13 and 14—pp. 339–342 (Write About It: Subtract 9 from 14. Tell how to use a whole and parts to subtract and then check your answer.) **Chapter 11: 11-5** • 11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423–426 (Write About It: Gina says 27 plus 3 is 29. What error did Gina make? Tell how you know.)
MA.1.6.5 Understand and use connections between two problems. Example: Use the problem you have just solved to find how many ways you can write 16 by adding two numbers.	**Chapter 1: 1-5** • 1-5 Related Addition Facts—pp. 21–24 (TE Use the Student Pages: Have children make similar models.) **Chapter 3: 3-3** • 3-3 Subtract from 7 and 8—pp. 87–90 (TE English Language Learners: Follow a similar process for exercise 4.) **Chapter 9: 9-4** • 9-4 Subtract from 16 or Less—pp. 345–348 (TE Develop Concepts: Model Subtraction Sentences, Ask children if they think subtraction problems with 16 as the whole can be solved in a similar way. If so, why?)