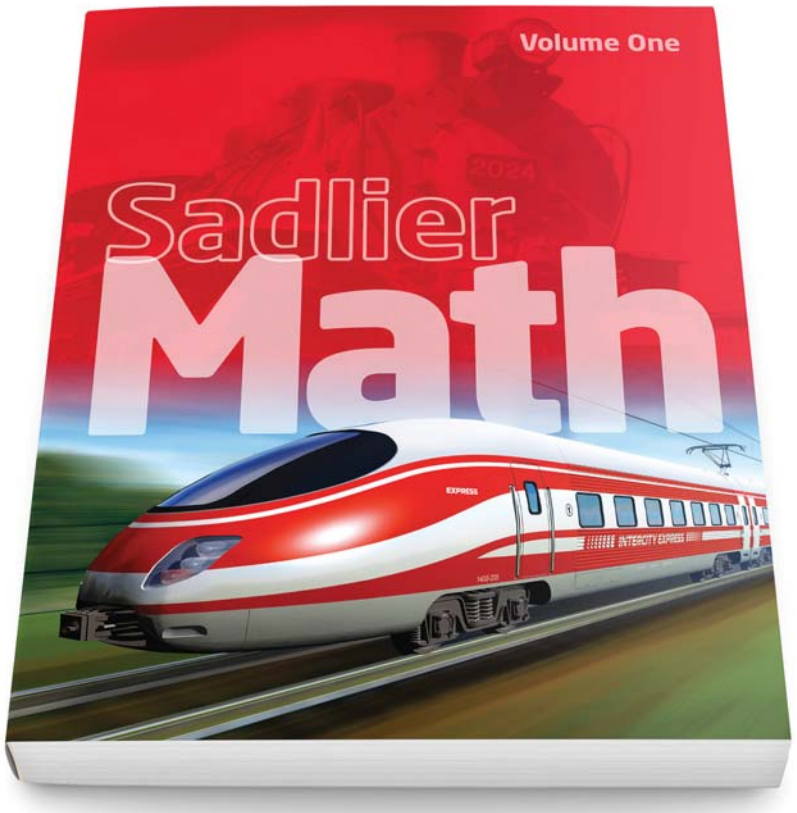
Sadlier Math™

Correlation to the Archdiocese of Newark Catholic Schools Curriculum Map for Mathematics

Grade 1



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FIRST TRIMESTER: SEPTEMBER - NOVEMBER

Grade 1 Content Standards	*Sadlier Math*, Grade 1
Numerals and Number Words	
K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	See Kindergarten **Chapter 2: 2-4 through 2-7** **Chapter 3: 3-1** **Chapter 4: 4-1 through 4-3, 4-5** **Chapter 12: 12-1, 12-4 through 12-8** **Chapter 15: 15-1 through 15-5** **Chapter 16: 16-6**
K.CC.S3 Connect number words and numerals to 20.	
Ordinals (1st-10th)	
1.CC.S1 Identify ordinal positions 1st through 10th.	See Kindergarten **Chapter 3: 3-7** **Chapter 5: 3-7**
1.CC.S2 Identify the ordinal number words first through tenth.	
Number Sense	
1.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.	**Chapter 6: 6-3 through 6-9** **Chapter 7: 7-4 through 7-7**
1.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."	**Chapter 6: 6-1 through 6-8** **Chapter 7: 7-1 through 7-3**
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**Chapter 6: 6-3**
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).	**Chapter 6: 6-2** **Chapter 7: 7-2 & 7-3** **Chapter 11: 11-2** **Chapter 12: 12-2**

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FIRST TRIMESTER: SEPTEMBER - NOVEMBER

Grade 1 Content Standards	*Sadlier Math*, Grade 1
Basic Addition and Subtraction (0-12)	
1.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.	**Chapter 1: 1-1 through 1-4, 1-7** **Chapter 2: 2-5 through 2-7** **Chapter 3: 3-1 through 3-5** **Chapter 4: 4-6 through 4-9** **Chapter 8: 8-2 through 8-6, 8-8** **Chapter 9: 9-2 through 9-5, 9-7 & 9-9**
1.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.	**Chapter 2: 2-1 & 2-2** **Chapter 8: 8-7**
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10, using 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) ○ 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: 3-6** **Chapter 4: 4-1 through 4-5** **Chapter 8: 8-1 through 8-6** **Chapter 9: 9-1 through 9-6**
1.OA.3 Apply properties of operations as strategies to add and subtract. *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.)*	**Chapter 1: 1-5** **Chapter 2: 2-1** **Chapter 3: 3-7** **Chapter 4: 4-3** **Chapter 8: 8-2 through 8-7** **Chapter 9: 9-2 through 9-6**

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FIRST TRIMESTER: SEPTEMBER - NOVEMBER

Grade 1 Content Standards	*Sadlier Math*, Grade 1
1.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.*	**Chapter 3: 3-6** **Chapter 4: 4-2, 4-4 & 4-7**
1.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.*	**Chapter 1: 1-1** **Chapter 3: 3-1** **Chapter 9: 9-8**
Problem Solving	
1.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 = ☐.*	**Chapter 2: 2-7** **Chapter 3: 3-1** **Chapter 4: 4-7** **Chapter 9: 9-9**
Calendar Skills	
1.MD.S1 Identify parts of the day (e.g., morning, afternoon, evening) week, month, and calendar.	**Chapter 15: 15-4** See also Kindergarten **Chapter 17: 17-2** See also Grade 2 **Chapter 12: 12-11**
Data and Graphing	
1.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.	**Chapter 10: 10-1 through 10-5**

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SECOND TRIMESTER: DECEMBER - FEBRUARY

Grade 1 Content Standards	*Sadlier Math*, Grade 1
Problem Solving	
1.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.	**Chapter 1: 1-1 through 1-4, 1-7** **Chapter 2: 2-5 through 2-7** **Chapter 3: 3-1 through 3-5** **Chapter 4: 4-6 through 4-9** **Chapter 8: 8-2 through 8-6, 8-8** **Chapter 9: 9-2 through 9-5, 9-7 & 9-9**
1.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.	**Chapter 2: 2-1 & 2-2** **Chapter 8: 8-7**
Place Value	
1.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."	**Chapter 6: 6-1 through 6-8** **Chapter 7: 7-1 through 7-3**
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**Chapter 6: 6-3**
Skip Counting	
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
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).	**Chapter 6: 6-2** **Chapter 7: 7-2 & 7-3** **Chapter 11: 11-2** **Chapter 12: 12-2**

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SECOND TRIMESTER: DECEMBER - FEBRUARY

Grade 1 Content Standards	*Sadlier Math*, Grade 1
1.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 <.	**Chapter 7: 7-6 through 7-8**
Money (pennies, nickels, dimes, quarters, and bills)	
1.MD.S4 Identify a dollar bill or coins equivalent to a dollar.	**Chapter 16: 16-1 through 16-6**
1.MD.S5 Compare the value of a group of coins and the cost of an item.	
Time to the Half Hour and Hour	
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	**Chapter 15: 15-1 through 15-5**
1.MD.S1 Identify parts of the day (e.g., morning, afternoon, evening) week, month, and calendar.	**Chapter 15: 15-4** See also Kindergarten **Chapter 17: 17-2** See also Grade 2 **Chapter 12: 12-11**
Number Order to 120	
1.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.	**Chapter 6: 6-3 through 6-9** **Chapter 7: 7-4 through 7-7**
1.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."	**Chapter 6: 6-1 through 6-8** **Chapter 7: 7-1 through 7-3**
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**Chapter 6: 6-3**

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SECOND TRIMESTER: DECEMBER - FEBRUARY

Grade 1 Content Standards	*Sadlier Math*, Grade 1
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).	**Chapter 6: 6-2** **Chapter 7: 7-2 & 7-3** **Chapter 11: 11-2** **Chapter 12: 12-2**
1.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 <.	**Chapter 7: 7-6 through 7-8**
1.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.	**Chapter 11: 11-1** **Chapter 12: 12-1**

Basic Facts up to 20

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10, using 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) ○ 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: 3-6** **Chapter 4: 4-1 through 4-5** **Chapter 8: 8-1 through 8-6** **Chapter 9: 9-1 through 9-6**
1.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.	**Chapter 2: 2-1 & 2-2** **Chapter 8: 8-7**
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**Chapter 1: 1-6** **Chapter 3: 3-6**

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SECOND TRIMESTER: DECEMBER - FEBRUARY

Grade 1 Content Standards	*Sadlier Math*, Grade 1
Geometric Shapes and Attributes	
1.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.	**Chapter 13: 13-1 through 13-8, 13-10**
1.G.S2 Identify and draw one or more lines of symmetry in a plane figure.	See Grade 4 **Chapter 17: 17-4**
1.G.S1 Identify and draw congruent figures.	N/A
1.MD.S3 Determine how many congruent shapes cover a region.	N/A
Addition and Subtraction Facts (1-20)	
1.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.	**Chapter 1: 1-1 through 1-4, 1-7** **Chapter 2: 2-5 through 2-7** **Chapter 3: 3-1 through 3-5** **Chapter 4: 4-6 through 4-9** **Chapter 8: 8-2 through 8-6, 8-8** **Chapter 9: 9-2 through 9-5, 9-7 & 9-9**
1.OA.3 Apply properties of operations as strategies to add and subtract. *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.)*	**Chapter 1: 1-5** **Chapter 2: 2-1** **Chapter 3: 3-7** **Chapter 4: 4-3** **Chapter 8: 8-2 through 8-7** **Chapter 9: 9-2 through 9-6**
1.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.*	**Chapter 3: 3-6** **Chapter 4: 4-2, 4-4 & 4-7**

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SECOND TRIMESTER: DECEMBER - FEBRUARY

Grade 1 Content Standards	*Sadlier Math*, Grade 1
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10, using 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) ○ 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: 3-6** **Chapter 4: 4-1 through 4-5** **Chapter 8: 8-1 through 8-6** **Chapter 9: 9-1 through 9-6**

THIRD TRIMESTER: MARCH - JUNE

Grade 1 Content Standards	*Sadlier Math*, Grade 1
Problem Solving	
1.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.	**Chapter 1: 1-1 through 1-4, 1-7** **Chapter 2: 2-5 through 2-7** **Chapter 3: 3-1 through 3-5** **Chapter 4: 4-6 through 4-9** **Chapter 8: 8-2 through 8-6, 8-8** **Chapter 9: 9-2 through 9-5, 9-7 & 9-9**
1.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.	**Chapter 2: 2-1 & 2-2** **Chapter 8: 8-7**

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THIRD TRIMESTER: MARCH - JUNE

Grade 1 Content Standards	*Sadlier Math*, Grade 1
1.OA.3 Apply properties of operations as strategies to add and subtract. *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.)*	**Chapter 1: 1-5** **Chapter 2: 2-1** **Chapter 3: 3-7** **Chapter 4: 4-3** **Chapter 8: 8-2 through 8-7** **Chapter 9: 9-2 through 9-6**
Measurement	
1.MD.S2 Identify the appropriate tool for measuring a given attribute.	**Chapter 5: 5-6 & 5-7**
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**Chapter 5: 5-1 & 5-2**
1.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 measure- *continued*	**Chapter 5: 5-3 through 5-7**
ment of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	**Chapter 5: 5-3 through 5-7**
Fractional Parts (1/2, 1/3, 1/4)	
1.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.	**Chapter 14: 14-1 through 14-5**

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THIRD TRIMESTER: MARCH - JUNE

Grade 1 Content Standards	*Sadlier Math*, Grade 1
Geometry: Shapes and Attributes	
1.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.	**Chapter 13: 13-1 through 13-8, 13-10**
1.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.[1]	**Chapter 13: 13-3 & 13-9**
Geometry: Symmetry and Congruence	
1.G.S1 Identify and draw congruent figures.	N/A
1.G.S2 Identify and draw one or more lines of symmetry in a plane figure.	See Grade 4 **Chapter 17: 17-4**
Geometry: Transformations	
1.G.S3 Determine if a positional change is a slide (translation.)	N/A
Place Value: Ones, Tens, Hundreds	
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	
a. 100 can be thought of as a bundle of ten tens — called a "hundred."	See Grade 2 **Chapter 7: 7-1**

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THIRD TRIMESTER: MARCH - JUNE

Grade 1 Content Standards	*Sadlier Math*, Grade 1
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	See Grade 2 **Chapter 7: 7-1**
1.NBT.S1 Use a number line to locate the nearest multiple of ten for a given number.	Related content **Chapter 1: 1-6** **Chapter 3: 3-6** **Chapter 6: 6-9** **Chapter 7: 7-5 & 7-5** **Chapter 11: 11-1 through 11-3** **Chapter 12: 12-1 through 12-4**

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