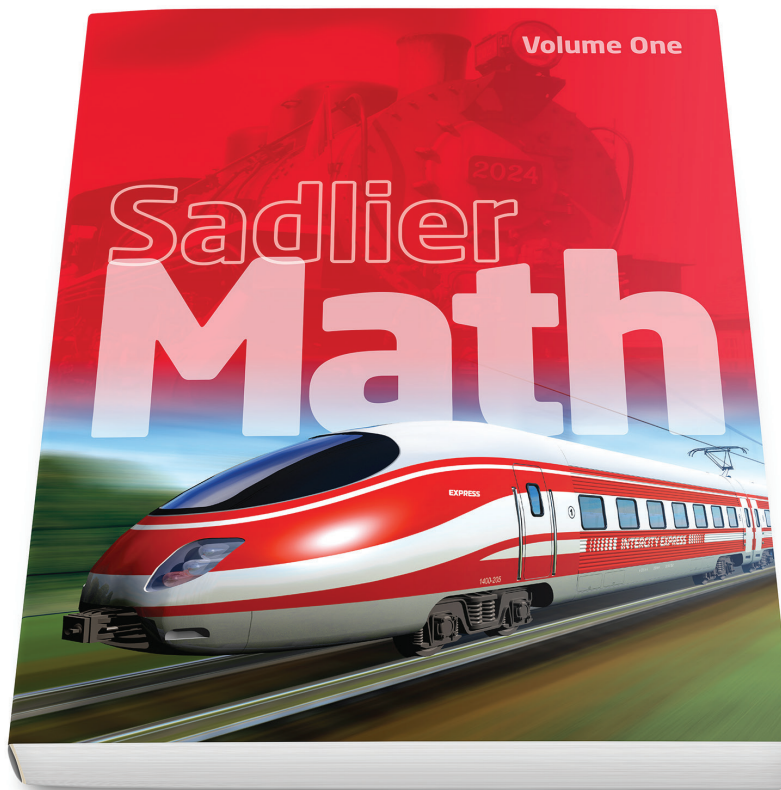


Sadlier Math[™]

Correlation to the Archdiocese of Hartford
Mathematics Standards-based Curriculum

Grade 1



Learn more at www.SadlierSchool.com/SadlierMath

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 <i>continued</i>	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 <i>continued</i>	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 $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ ○ 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