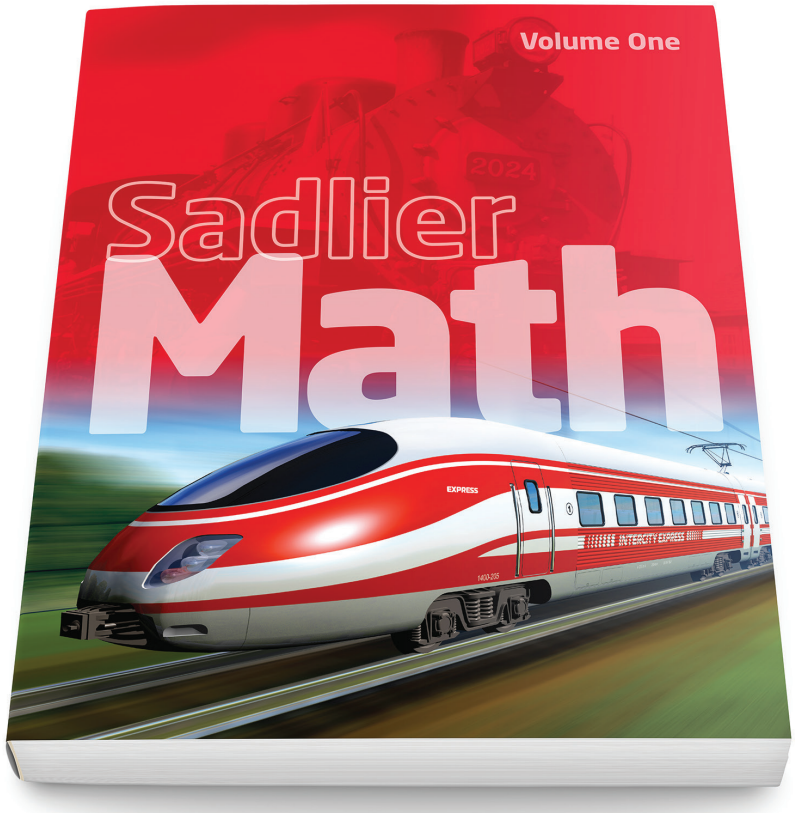
Sadlier Math™

Correlation to the Indiana Academic Standards for Mathematics

Grade 1



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THE NUMBER SYSTEM

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.NS.1 Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.	**Chapter 6: 6-3 through 6-9** • 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. 237–24 **Chapter 7: 7-4 through 7-7** • 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
MA.1.NS.2 Understand that 10 can be thought of as a group of ten ones — called a "ten." Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. Understand that 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: 6-1 through 6-8** • 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 **Chapter 7: 7-1 through 7-3** • 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 **Chapter 11: 11-2** • 11-2 Add Tens—pp. 411–414 **Chapter 12: 12-2** • 12-2 Subtract Tens—pp. 457–460
MA.1.NS.3 Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.	See 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.NS.4 Use place value understanding to 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** • 7-6 Compare Numbers—pp. 269–272 • 7-7 Order Numbers—pp. 273–276 • 7-8 Problem Solving: Use Reasoning—pp. 277–282
MA.1.NS.5 Find mentally 10 more or 10 less than a given two-digit number without having to count, and explain the thinking process used to get the answer.	**Chapter 11: 11-1** • 11-1 Mental Math: Find 10 More—pp. 407–410 **Chapter 12: 12-1** • 12-1 Mental Math: Find 10 Less—pp. 453–456

THE NUMBER SYSTEM

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.NS.6 Show equivalent forms of whole numbers as groups of tens and ones, and understand that the individual digits of a two-digit number represent amounts of tens and ones.	**Chapter 6: 6-1 through 6-8** • 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 **Chapter 7: 7-1 through 7-3** • 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 **Chapter 11: 11-2** • 11-2 Add Tens—pp. 411–414 **Chapter 12: 12-2** • 12-2 Subtract Tens—pp. 457–460

COMPUTATION AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.CA.1 Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use 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); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Understand the role of 0 in addition and subtraction.	**Chapter 3: 3-6** • 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

COMPUTATION AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.CA.2 Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (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, 1-6 & 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 • 1-6 Count On to Add—pp. 25–28 • 1-7 Problem Solving: Act It Out—pp. 29–34 **Chapter 2: 2-5 through 2-7** • 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 3-6** • 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 **Chapter 4: 4-6 through 4-9** • 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: 8-2 through 8-6, 8-8** • 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: 9-2 through 9-5, 9-7 & 9-9** • 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: Make and Use a Plan—pp. 357–362 • 9-9 Missing Part of an Equation—pp. 367–37
MA.1.CA.3 Create a real-world problem to represent a given equation involving addition and subtraction within 20.	Students have the opportunity to create and solve problem situations that match given numbers or equations in several addition and subtraction lessons. Consider the following representative activities: **Chapter 2: 2-1, 2-6 & 2-7** • 2-2 Solve Addition Word Problems—pp. 45–48 (Write About It: tell an addition story to match the addition equation 3 + 2 + 5 = 10; TE Develop Concepts: tell an addition story that matches the given addition equation; TE Summarize: tell a number story with 3 numbers) • 2-6 Problem Solving: Read and Understand—pp. 63–68 (TE Early Finishers: write a math story with a doubles plus 1 fact with sums through 10) *continued*

COMPUTATION AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Sadlier Math*, Grade 1
	• 2-7 Solve for Unknown Addends—pp. pp. 69–72 (Write About It: tell an addition story to match the addition equation 3 + ? = 7) **Chapter 3: 3-1, 3-4 & 3-7** • 3-1 Subtract from 5 or Less—pp. 79–82 (Practice: Write About It: write a subtraction story to match the given picture; Homework: Write About It: draw a picture to match the equation then tell a subtraction story for the picture) • 3-4 Subtract from 9 and 10—pp. 91–94 (TE Struggling Learners: tell a subtraction story with 5 as the whole) • 3-7 All or Zero—pp. 107–110 (Write About It: write a math story with a question) **Chapter 8: 8-6** • 8-6 Addition: Sums Through 20—pp. 311–314 (Write About It: write an addition story that can be solved by adding 10 + 9. Show how to solve it.) **Chapter 9: 9-3 & 9-4** • 9-3 Subtract from 13 and 14—pp. 339–342 (Write About It: write a math story about subtracting from 13 or 14.) • 9-4 Subtract from 16 or Less—pp. 345–348 (Write a subtraction story for 16 – 8 = 8.)
MA.1.CA.4 Solve real-world problems that call for addition of three whole numbers whose sum is within 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 & 2-7** • 2-1 Add Three Numbers—pp. 41–44 • 2-2 Solve Addition Word Problems—pp. 45–48 • 2-7 Solve for Unknown Addends—pp. 69–72 **Chapter 3: 3-1** • 3-1 Subtract from 5 or Less—pp. 79–82 **Chapter 4: 4-7** • 4-7 Find Missing Addends—pp. 145–148 **Chapter 8: 8-7** • 8-7 Three Addends—pp. 315–318 **Chapter 9: 9-9** • 9-9 Missing Part of an Equation—pp. 367–370
MA.1.CA.5 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.	**Chapter 11: 11-2 through 11-9** • 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. 441–44

COMPUTATION AND ALGEBRAIC THINKING

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.CA.6 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., 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** • 1-1 Sums Through 5—pp. 3–6 **Chapter 3: 3-1** • 3-1 Subtract from 5 or Less—pp. 79–82 **Chapter 9: 9-8** • 9-8 True and False Equations—pp. 363–366
MA.1.CA.7 Create, extend, and give an appropriate rule for number patterns using addition within 100.	**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 Grade 2 **Chapter 1: 1-10** • 1-10 Patterns in Addition—pp. 43–46

GEOMETRY

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.G.1 Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.	**Chapter 13: 13-1, 13-5, 13-7 13-8** • 13-1 Two-Dimensional Shapes—pp. 483–486 • 13-5 Three-Dimensional Shapes—pp. 501–504 • 13-7 Compare Two-Dimensional and Three-Dimensional Shapes—pp. 509–512 • 13-8 Sort Two-Dimensional and Three-Dimensional Shapes—pp. 513–516
MA.1.G.2 Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	**Chapter 13: 13-1 through 13-8, 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 • 13-10 Problem Solving: Use Logical Reasoning—pp. 521–526

GEOMETRY

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.G.3 Use 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. [In grade 1, students do not need to learn formal names such as "right rectangular prism."]	**Chapter 13: 13-3 & 13-9** • 13-3 Compose Two-Dimensional Shapes—pp. 491–494 • 13-9 Compose Three-Dimensional Shapes—pp. 517–520
MA.1.G.4 Partition circles and rectangles into two and four equal parts; describe the parts 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 parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	**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

MEASUREMENT

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.M.1 Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.	**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
MA.1.M.2 Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Understand how to read hours and minutes using digital clocks.	**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

MEASUREMENT

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.M.3 Find the value of a collection of pennies, nickels, and dimes.	**Chapter 16: 16-1 through 16-4, 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 • 16-6 Problem Solving: Work Backward—pp. 615–620

DATA ANALYSIS

Grade 1 Content Standards	*Sadlier Math*, Grade 1
MA.1.DA.1 Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.	**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