



SADLIER

Progress in Mathematics

Aligned to the
College & Career Ready Standards

Indiana Academic Standards: Mathematics

Grade 1

Number Sense	2
Computation and Algebraic Thinking	5
Geometry	10
Measurement	11
Data Analysis	13

 **Sadlier**
William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

Number Sense

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

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.

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).

SADLIER PROGRESS IN MATHEMATICS, GRADE 1

Instruction

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1-8 Count On—pp. 19–20

5-2 Tens Through One Hundred—pp. 197–198

5-3 Numbers 11 Through 19—pp. 199–200

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5-6 Numbers 60 Through 89—pp. 205–206

5-7 Numbers 90 Through 100—pp. 207–208

*5-7A Numbers to 120—Online

5-11 One Less, One More—pp. 217–218

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8-3 Quarters and Pennies—pp. 357–358

8-8 One Dollar (skip count)—pp. 369–370

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6-12 Problem Solving Strategy: Make a Table (skip count by 2)—pp. 283–284

8-19 Problem Solving Applications: Mixed Strategies—pp. 395–396

Enrichment

Counting Beyond 100—p. 248

Connection: Math and Technology (skip count by 2s, 5s, and 10s)—p. 494

Teacher's Edition

English Language Learners: Numbers Through 100, Count by 2s and 5s; Tens Through One Hundred—TE p. 193E

Differentiated Instruction: Inclusion: Numbers Through 100—TE p. 193F

Math Centers: Art Activity: Peas in a Pod (count by 5s);

Manipulative Activity: There's No Place Like Home (count by 2s, 5s and 10s to 100); Calendar Project: Colorful

Numbers (count by 2s, 5s and 10s)—TE p. 193H

Instruction

1-4 Numbers 10 Through 12—pp. 9–10

5-1 Tens and Ones—pp. 195–196

5-2 Tens Through One Hundred—pp. 197–198

5-3 Numbers 11 Through 19—pp. 199–200

5-4 Numbers 20 Through 39—pp. 201–202

5-5 Numbers 40 Through 59—pp. 203–204

5-6 Numbers 60 Through 89—pp. 205–206

Number Sense

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

1.NS.3: Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.

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 $<$.

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

5-7 Numbers 90 Through 100—pp. 207–208
*5-7A Numbers to 120—Online
5-9 Place Value of Digits—pp. 213–214
5-10 Expanded Form—pp. 215–216
5-15 Hundred-Chart Patterns—pp. 225–226

8-2 Dimes and Pennies (count by 10s)—pp. 355–356
8-5 Count Mixed Coins—pp. 361–362
8-8 One Dollar—pp. 369–370

10-1 Add Tens and Dimes—pp. 465–466
10-2 Add Ones and Tens Using Models—pp. 467–468
10-4 Add Money—pp. 471–472
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11-1 Subtract Tens and Dimes—pp. 503–504
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Application

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Instruction

1-12 Ordinals 1st Through 10th—pp. 29–30
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Teacher's Edition

English Language Learners: Ordinal Numbers; Relative Position;—TE p. 1E
Math Centers: Art Activity: Batter Up! (ordinals)—TE p. 1H

Readiness

Skills Update: Same, More, Fewer—p. A

1-6 One Fewer, One More—pp. 15–16
1-7 Order 0 Through 12—pp. 17–18
1-11 Compare—pp. 25–26

Instruction

5-13 Compare Numbers—pp. 221–222
5-14 Order Numbers—pp. 223–224

Teacher's Edition

English Language Learners: Compare Numbers—TE p. 1E
Differentiated Instruction: At Risk: Order 0-12; Physically Impaired: Compare Numbers—TE p. 1F
Intervention Suggestions: 4. Order numbers to 12; 5. Compare numbers to 12—TE p. 1K

English Language Learners: Compare Numbers; Order Numbers—TE p. 193E

Number Sense

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

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.

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.

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

Differentiated Instruction: At Risk: Compare Numbers;—TE p. 193F

Intervention Suggestions: 2. Order numbers to 12; 3. Identify before, between, after in numbers 0-12; 5. Compare numbers to 12 using the symbols $<$, $=$, $>$ —TE p. 193K

Instruction

5-16 10 Less, 10 More—pp. 227–228

Instruction

*2-13A Equivalent Sums—Online

5-9 Place Value of Digits—pp. 213–214

5-10 Expanded Form—pp. 215–216

Computation and Algebraic Thinking

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

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.

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).

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

Instruction

- 1-8 Count On—pp. 19–20
- 1-9 Count Back—pp. 21–22

- 2-1 Understanding Addition—pp. 51–52
- 2-2 Addition Sentences—pp. 53–54
- 2-4 Related Addition Facts—pp. 57–58
- 2-8 Other Names for Numbers—pp. 67–68
- 2-10 Number-Line Addition—pp. 71–72
- 2-11 Add: Use Patterns—pp. 73–74
- 2-12 Doubles—pp. 75–76
- 2-13 Doubles +1—pp. 77–78
- *2-13A Equivalent Sums—Online
- 2-14 Addition Practice—pp. 81–82
- *2-17A Find the Unknown Number—Online

- 3-1 Understanding Subtraction—pp. 101–102
- 3-2 Subtraction Sentences—pp. 103–104
- 3-7 Subtract from 11 and 12—pp. 113–114
- 3-8 Number-Line Subtraction—pp. 117–118
- 3-9 Rules and Patterns—pp. 119–120
- 3-10 Related Subtraction Facts—pp. 121–122
- 3-11 Relate Addition and Subtraction—pp. 123–124
- *3-11A Think Addition to Subtract—Online
- 3-12 Check by Adding—pp. 125–126
- *3-12A Use a Bar Model—Online
- 3-13 Fact Families—pp. 127–128
- 3-14 Find Missing Addends—pp. 131–132

- *6-3A Make 10 to Add—Online
- *6-7A Make 10 to Subtract—Online
- 6-8 More Fact Families—pp. 273–274
- *6-10A True and False Sentences—Online
- 6-11 Missing Part of a Number Sentence—pp. 281–282

- *10-4A Count On by Tens or Ones to Add—Online
- 10-5 Add Ones or Tens—pp. 473–474
- *10-5A Use Strategies to Add—Online

- 11-12 Balance Number Sentences—pp. 529–530

Instruction

- 1-8 Count On—pp. 19–20
- 1-9 Count Back—pp. 21–22
- 1-15 Problem Solving Applications: Mixed Strategies (Act It Out, Draw a Picture)—pp. 35–36

- 2-1 Understanding Addition—pp. 51–52
- 2-2 Addition Sentences—pp. 53–54
- *2-2A Find Sums—Online
- 2-3 Sums Through 6—pp. 55–56
- 2-6 Sums of 9 and 10—pp. 61–62
- 2-7 Sums of 11 and 12—pp. 63–64
- 2-9 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 69–70

Computation and Algebraic Thinking

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

- 2-10 Number-Line Addition—pp. 71–72
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- *2-13A Equivalent Sums—Online
- 2-14 Addition Practice—pp. 81–82
- 2-15 Add Three Numbers—pp. 83–84
- 2-16 Addition Strategies with Three Addends—pp. 85–86
- *2-16A Solve Addition Word Problems—Online
- 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88
- *2-17A Find the Unknown Number—Online
- 2-18 Problem Solving Applications: Mixed Strategies—pp. 89–90

- 3-1 Understanding Subtraction—pp. 101–102
- 3-2 Subtraction Sentences—pp. 103–104
- 3-3 Subtract from 6 or Less—pp. 105–106
- 3-4 All or Zero—pp. 107–108
- *3-4A Find Differences—Online
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- 3-9 Rules and Patterns—pp. 119–120
- 3-10 Related Subtraction Facts—pp. 121–122
- 3-11 Relate Addition and Subtraction—pp. 123–124
- *3-11A Think Addition to Subtract—Online
- 3-12 Check by Adding—pp. 125–126
- *3-12A Use a Bar Model—Online
- 3-13 Fact Families—pp. 127–128
- 3-14 Find Missing Addends—pp. 131–132
- 3-15 Subtract to Compare—pp. 133–134
- 3-16 Problem Solving: Read and Write in Math: Use More Than One Step—pp. 135–136
- 3-18 Problem Solving Strategy: Choose the Operation—pp. 139–140
- 3-19 Problem Solving Applications: Mixed Strategies—pp. 141–142

1.CA.3: Create a real-world problem to represent a given equation involving addition and subtraction within 20.

Instruction

- 3-15 Subtract to Compare: Challenge (Make up your own problem)—pp. 133–134
- 3-18 Problem Solving Strategy: Choose the Operation (Math Alive at Home: Make up a subtraction problem)—pp. 139–140

Application

Write Your Own—pp. 34, 88, 90, 142, 240, 284

Teacher's Edition

Problem Formulation—TE pp. 84, 106, 134, 136, 140, 142, 260, 286; Problem Solving: Tell a Story—TE p. 86; Write Your Own—TE pp. 88, 90, 284, 286; Math Words (student tells a subtraction story)—TE p. 104; Connection: Real-World—TE p. 278

Computation and Algebraic Thinking

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

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).

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.

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

Instruction

- 2-15 Add Three Numbers—pp. 83–84
- 2-16 Addition Strategies with Three Addends—pp. 85–86
- *2-16A Solve Addition Word Problems (three addends)—Online

- 6-9 Three Addends—pp. 277–278

Teacher's Edition

- Differentiated Instruction: Inclusion: Sums Through 20, Three Addends—TE p. 255F
- Intervention Suggestions: 2. Add three numbers with sums to 12 in vertical form—TE p. 255K

- Intervention Suggestions: 5. Add three 1-digit numbers to get sums to 18—TE p. 463K

Instruction

- 6-1 Sums Through 14—pp. 257–258
- 6-2 Sums Through 16—pp. 259–260
- *6-2A Properties of Operations—Online
- 6-3 Sums Through 18—pp. 261–262
- *6-3A Make 10 to Add—Online
- 6-4 Problem Solving: Read and Write in Math: Read a Map—pp. 263–264
- 6-5 Subtract from 13 and 14 (add to check)—pp. 267–268
- *6-7A Make 10 to Subtract—Online
- 6-8 More Fact Families—pp. 273–274
- 6-10 Extending Facts to 20—pp. 279–280
- 6-11 Missing Part of a Number Sentence—pp. 281–282
- *6-11A Add and Subtract to Compare—Online

- 10-1 Add Tens and Dimes—pp. 465–466
- 10-2 Add Ones and Tens Using Models—pp. 467–468
- *10-2A Add Using Drawings—Online
- 10-3 Add Ones and Tens Without Models—pp. 469–470
- 10-4 Add Money—pp. 471–472
- *10-4A Count On by Tens or Ones to Add—Online
- 10-5 Add Ones or Tens—pp. 473–474
- *10-5A Use Strategies to Add—Online
- *10-5B Add 2-digit Numbers—Online
- 10-6 Nearest Ten—pp. 475–476
- 10-7 Estimate Sums—pp. 477–478
- 10-9 Regroup Ones as Tens Using Models—pp. 483–484
- 10-10 Regroup Ones as Tens Using a Chart—pp. 485–486
- *10-10A Bar Models and Addition Problems—Online Application

Application

- 10-13 Problem Solving Applications: Mixed Strategies—pp. 491–492

Teacher's Edition

- English Language Learners: Understanding Regrouping; Problem Solving; Problem Solving; Understanding Addition—TE p. 463E

Computation and Algebraic Thinking

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).

1.CA.7: Create, extend, and give an appropriate rule for number patterns using addition within 100.

SADLIER PROGRESS IN MATHEMATICS, GRADE 1

Differentiated Instruction: Inclusion: Add Ones, Then Tens; Modeling Addition; At Risk: Regroup or Not?, Adding with Regrouping; Gifted and Talented: Class Story, Problem Solving; Physical Impairment: Understanding Addition—TE p. 463F

Math Centers: Manipulative Activity: Race to 99; Math Activity: Leap Like a Frog; Calendar Project: Birthday Sums—TE p. 463H

Intervention Suggestions: 1-2. Add 0 through 9 to get sums to 18; 3-4. Write related addition facts; 5. Add three 1-digit numbers to get sums to 18; 6. Write horizontal addition sentences—TE p. 463K

Instruction

1-11 Compare (=)—pp. 25–26

2-2 Addition Sentences—pp. 53–54

3-2 Subtraction Sentences—pp. 103–104

3-8 Number-Line Subtraction—pp. 117–118

*6-10A True and False Sentences—Online

6-11 Missing Part of a Number Sentence—pp. 281–282

10-5 Add Ones or Tens—pp. 473–474

Readiness

Skills Update: Color Patterns—p. G

Skills Update: Shape Patterns—p. H

Skills Update: Growing Patterns—p. I

Skills Update: Transfer Patterns—p. J

Instruction

2-11 Add: Use Patterns—pp. 73–74

2-12 Doubles—pp. 75–76

2-13 Doubles + 1—pp. 77–78

3-9 Rules and Patterns—pp. 119–120

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5-13 Compare Numbers (patterns)—p. 221

5-15 Hundred-Chart Patterns—pp. 225–226

5-16 10 Less, 10 More (patterns)—pp. 227–228

5-18 Even and Odd—pp. 233–234

Computation and Algebraic Thinking

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

5-19 Count by 5s (patterns)—pp. 235–236

5-20 Count by 2s (patterns)—pp. 237–238

Teacher’s Edition

English Language Learners: Add: Use Patterns—TE p. 49E

Differentiated Instruction: Gifted and Talented: Patterns—TE p.
49F

Geometry

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

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.

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.

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."]

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.

SADLIER PROGRESS IN MATHEMATICS, GRADE 1

Instruction

- 7-2 Sides and Corners—pp. 299–300
- 7-3 Sorting Plane Figures—pp. 301–302
- 7-5 Solid Figures—pp. 307–308
- 7-6 Attributes of Solid Figures—pp. 309–310
- 7-7 Plane Figures on Solid Figures—pp. 311–312
- 7-8 Graphing Attributes—pp. 313–314

Teacher's Edition

- Differentiated Instruction: At Risk: Plane Figures, Graphing Attributes—TE p. 295F
- Intervention Suggestions: 1. Identify the solid figures: cube, sphere, cone, and cylinder; 2. Identify the plane figures: square, circle, triangle; 3. Identify a plane figure that makes up a surface of a solid figure; 4. Recognize and extend patterns involving shape, size, and/or color—TE p. 295K

Instruction

- 7-1 Open and Closed Figures—pp. 297–298
- 7-2 Sides and Corners—pp. 299–300
- *7-2A Reason with Shapes—Online
- 7-3 Sorting Plane Figures—pp. 301–302
- *7-3A Ways to Make Plane Figures—Online
- 7-5 Solid Figures—pp. 307–308
- 7-6 Attributes of Solid Figures—pp. 309–310
- 7-8 Graphing Attributes—pp. 313–314

Teacher's Edition

- Differentiated Instruction: At Risk: Plane Figures, Graphing Attributes; Inclusion: Ways to Make Figures—TE p. 295F
- Intervention Suggestions: 1. Identify the solid figures: cube, sphere, cone, and cylinder; 2. Identify the plane figures: square, circle, triangle; 4. Recognize and extend patterns involving shape, size, and/or color—TE p. 295K

Instruction

- *7-3A Ways to Make Plane Figures—Online
- *7-5A Ways to Make Solid Figures—Online

Teacher's Edition

- Differentiated Instruction: Inclusion: Ways to Make Figures, Solid Figures—TE p. 295F

Instruction

- 12-1 Equal Parts—pp. 551–552
- 12-2 One Half, $\frac{1}{2}$ —pp. 553–554
- 12-3 One Third, $\frac{1}{3}$ —pp. 555–556
- 12-4 One Fourth, $\frac{1}{4}$ —pp. 557–558

Teacher's Edition

- English Language Learners: Equal Parts—TE p. 549E
- Differentiated Instruction: At Risk: One Half, $\frac{1}{2}$; Physically Impaired: Equal Parts—TE p. 549F
- Intervention Suggestions: 1. Identify equal parts of a whole; 2-3. Identify halves and fourths—TE p. 549K

Measurement

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

1.M.1: Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature.

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.

1.M.3: Find the value of a collection of pennies, nickels, and dimes.

SADLIER PROGRESS IN MATHEMATICS, GRADE 1

Instruction

- 9-1 Length and Height: Nonstandard Units—pp. 407–408
- *9-1A Length of a Path—Online
- 9-2 Estimate with Nonstandard Units—pp. 409–410
- 9-4 Compare Lengths—pp. 413–414
- *9-4A Use Indirect Comparison—Online
- *9-4B Use a Ruler—Online
- 9-5 Inches—pp. 415–416
- 9-6 Feet—pp. 417–418
- 9-8 Capacity: Nonstandard Units—pp. 423–424
- 9-9 Cups and Pints—pp. 425–426
- 9-10 Cups, Pints, and Quarts—pp. 427–428
- 9-11 Weight: Nonstandard Units—pp. 429–430
- 9-12 Pounds—pp. 431–432
- 9-13 Centimeters—pp. 435–436
- 9-14 Liters—pp. 437–438
- 9-15 Kilograms—pp. 439–440
- 9-16 Temperature—pp. 441–442

Teacher's Edition

- English Language Learners: Length and Height, More Than One Meaning (feet and foot), Weight; Compare Lengths and Heights, Capacity; Measurement Words; Temperature—TE p. 405E
- Differentiated Instruction: At Risk: Length and Height, Compare Lengths, Weight; Inclusion: Measuring Length, Cups and Pints; Physically Impaired: Cups and Pints; Gifted and Talented: Choosing a Measuring Tool—TE p. 405F
- Math Centers: Manipulative Activity: Shadows (order measurements from shortest to longest); Calendar Project: Hot, Warm, or Cold?—TE p. 405H
- Intervention Suggestions: 1-3. Order objects according to length, weight, or capacity; 4. Use nonstandard units to estimate length; 5. Understand temperature (hot versus cold)—TE p. 405K

Instruction

- 8-9 Hour—pp. 373–374
- 8-10 Half Hour—pp. 375–376
- 8-11 Time Patterns—pp. 377–378

Teacher's Edition

- English Language Learners: Hour and Half Hour—TE p. 351E
- Differentiated Instruction: At Risk: Half Hour; Visually Impaired: Differentiating Time—TE p. 351F
- Math Centers: Reading Activity: Time of Day—TE p. 351H
- Intervention Suggestions: 6. Tell the time to the hour on an analog clock face—TE p. 351K

Readiness

- Skills Update: Pennies—p. L

Instruction

- 8-1 Nickels and Pennies—pp. 353–354
- 8-2 Dimes and Pennies—pp. 355–356
- 8-4 Count On by Dimes and Nickels—pp. 359–360

Measurement

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

8-5 Count Mixed Coins—pp. 361–362
8-3 Quarters and Pennies—pp. 357–358

Enrichment

8-3 Quarters and Pennies—pp. 357–358

Teacher’s Edition

Differentiated Instruction: At Risk: Count Mixed Coins;
Inclusion: Mixed Coins; Visually Impaired: Differentiating
Coins—TE p. 351F
Math Centers: Manipulative Activity: Penny Garden—TE p.
351H
Intervention Suggestions: 1. Identify the total amount of a
pictured set of coins; 2. Identify a fair trade of pictured
coins; 3. Identify a fair trade of pictured coins—TE p. 351K

Data Analysis

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 1

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.

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 1

Instruction

- 4-1 Venn Diagrams—pp. 157–158
- 4-2 Tally Charts—pp. 159–160
- 4-3 Real Graphs—pp. 161–162
- 4-4 Picture Graphs—pp. 163–164
- 4-5 Pictographs—pp. 165–166
- 4-6 Bar Graphs—pp. 167–168
- 4-7 Surveys—pp. 171–172
- *4-7A Data and Questions—Online

Application

- 4-12 Problem Solving Strategy: Use a Graph—pp. 181–182
- 4-13 Problem Solving Applications: Mixed Strategies—pp. 183–184

Teacher's Edition

- English Language Learners: Tally Charts, Problem Solving; Graphs; Picture Graphs and Pictographs; Real Graphs—TE p. 155E
- Differentiated Instruction: At Risk: Tally Charts; Inclusion: Venn Diagrams, Problem Solving; Gifted and Talented: Graphing; Visually Impaired: Tally Charts—TE p. 155F
- Math Centers: Manipulative Activity: Venn Diagram Stories; Game (create graph)—TE p. 155H
- Intervention Suggestions: 1. Write tally marks that show 6; 2. Write tally marks to match the number of objects in a group; 3. Use tally marks to display data on a picture graph, bar graph, or pictograph; 4-5. Interpret and record information from a picture graph, bar graph, or pictograph—TE p. 155K