



SADLIER

Progress in Mathematics

Aligned to the Chapter 111.

Texas Essential Knowledge and Skills for Mathematics

Subchapter A. Elementary, §111.3, Grade 1, Adopted 2012.

Grade 1

(b) Knowledge and skills

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| (1) Mathematical process standards | 2 |
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(b) Knowledge and skills

| GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS | SADLIER <i>PROGRESS IN MATHEMATICS</i> GRADE 1 |
|--|---|
| <p>(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> | |
| <p>(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> | <p>Children in the program have the opportunity to apply mathematics to real-world situations in 36 problem solving lessons. They also see practical application of new skills in the introduction to many lessons throughout the textbook. Similarly, many lessons conclude with a set of problem solving exercises—word problems that further connect the new skill or concept to everyday life.</p> <p>The final stage of the lesson plan in the TE—Part 5: Follow-Up—includes applications, such as “Real-World Connections” or “Problem Solving.” Each chapter ends with a “Connection” lesson (such as Math and Science, Math and Health, or Math and Visual Reasoning). And at the end of alternating chapters is a “Real-Aloud” story that is related to newly studied skills, plus the related list of “Books to Read.”</p> |
| <p>(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution;</p> | <p>Located immediately after the review of key Kindergarten skills at the beginning of the book, Introduction to Problem Solving presents a four-step problem solving model— Read, Plan, Solve, Check. After discussing the model, students examine two problem solving strategies: Act It Out and Draw a Picture.</p> <p>Instruction in each of the 12 chapters includes three problem solving lessons: Problem Solving: Read and Write in Math, Problem Solving Strategy, and the Problem Solving Applications: Mixed Review with exercises that engage students in applying a variety of strategies they’ve studied. Throughout the program, students are given step-by-step instructions that explain each process. And they are frequently directed to check the reasonableness of their solutions.</p> <p>In addition to the problem solving lessons listed above, a variety of problem solving activities appear at the end of many regular lessons (see “Problem Solving,” “Challenge,” and “Critical Thinking” sections).</p> <p>See also “Problem of the Day,” located in the TE at the beginning of each chapter, for nonroutine problems for each lesson.</p> <p>The “Write Your Own” problem formulation activities that appear in several problem solving lessons encourage students to pose original problems for their classmates to solve (additional problem formulation ideas appear in the “5. Follow-Up: Related Activities” section of the daily lesson plan for select lessons—see TE pp. 136 and 380 for examples).</p> <p>For a comprehensive listing of Gr. 1 problem solving citations, see Index p. T68</p> |

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- (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

The lesson plan in the Teacher’s Edition for many lessons offers ideas for using real objects and manipulatives—such as two-color counters, connecting cubes, and base-ten blocks—to model the new concept. Depending on the topic, engaging activities involve tools and materials such as scissors, rulers, crayons, tape, or index cards.

There are several mental math activities (see pp. 16, 26, 86, 198, 222, 268, 436, 438, 478, 512, 525–526), including lessons (10-7 **Estimate Sums: Mental Math**, 11-1A **Mental Math: Ten More or Ten Less**, 11-11 **Add and Subtract Mentally**). Children estimate quantities of objects, also measurements. And beginning in Chapter 10, they learn number sense by estimating sums and differences.

Located at the back of the TE are several blackline masters that can be used for learning activities. They include a place-value chart, grid and dot paper, number lines, fraction circles, and nets. There is also a wealth of online resources at www.progressinmathematics.com

- (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

Lessons in the program employ a rich variety of representations, including pictures of concrete models, diagrams, graphs, and symbols, to develop understanding of mathematical concepts and skills. Children use these representations in their discussions during daily lessons, thereby building communication skills and enhancing mathematical thinking through listening, modeled questioning, guided discussion, reading, and writing.

Each lesson features a “Math Journal: Write About It” or “Talk It Over” activity. Students develop listening skills during the “Listen” activity at the beginning of each chapter. In addition, there are six “Read Alouds” and recommended “Books to Read.” And the periodic “Check Your Progress” review/test preparation activities in each chapter require students to listen and respond to teacher- read directions.

Children are systematically taught the language of mathematics. Located in the Teacher’s Edition at the beginning of each chapter, the “Math Vocabulary” page includes “Vocabulary Review,” “Math Word Wall,” “Vocabulary Project,” and “Chapter Words.” The Meeting Individual Needs: English Language Learners section features “Oral Language and Vocabulary Development,” New vocabulary for each chapter is listed in the Student Textbook on the “Math Alive at Home” page. Each daily lesson plan in the TE includes a scripted introduction of new words and terms; new words are highlighted in yellow and defined in context in the Student Textbook. And words and terms are defined in the online and end-of-book glossary.

For additional communication activities, see the “5. Follow-Up: Related Activities—Communication” section of the daily lesson plan for select lessons (see TE pp. 24 and 220 for examples).

- (E) create and use representations to organize, record, and communicate mathematical ideas;

Lessons such as 6-12 **Problem Solving Strategy: Make a Table**, 11-9A **Bar Diagrams and Subtraction Problems**, 12-10 **Problem Solving Strategy: Make a Model/Draw a Picture**—as well as the entire Chapter 4 **Data and Graphs**—help young people learn to record, organize, and share data.

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(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

Children learn about relationships between mathematical ideas as they engage in “Lesson Readiness” and “Before Using the Page” activities for each lesson. For “Summarize/Assess”, they use several logical processes—classify and sort, compare and contrast, identify and extend patterns, make generalizations and draw conclusions, justify answers, and make predictions.

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

In addition to several opportunities in daily lessons to question and discuss the presentation of new concepts by the teacher, students explain mathematical ideas in written and oral communication in the daily “Talk It Over” and regular “Math Journal” activities.

(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

(A) recognize instantly the quantity of structured arrangements;

1-1 Numbers 1 Through 4—pp. 3–4

Objective(s): To recognize groups of 1 through 4; to identify and write the numbers and number words for 1 through 4.

1-2 Numbers 5 and 0—pp. 5–6

Objective(s): To recognize groups of 5 and 0; to identify and write the numbers and number words for 5 and 0.

(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;

1-1 Numbers 1 Through 4—pp. 3–4

Objective(s): To recognize groups of 1 through 4; to identify and write the numbers and number words for 1 through 4.

1-2 Numbers 5 and 0—pp. 5–6

Objective(s): To recognize groups of 5 and 0; to identify and write the numbers and number words for 5 and 0.

1-3 Numbers 6 Through 9—pp. 7–8

Objective(s): To recognize groups of 6 through 9; to identify and write the numbers and number words for 6 through 9.

1-4 Numbers 10 Through 12—pp. 9–10

Objective(s): To recognize groups of 10 through 12; to identify and write the numbers and number words for 10 through 12.

1-7 Order 0 Through 12—pp. 17–18

Objective(s): To order numbers 0-12.

Ch. 1 Enrichment: Ways to Make Numbers—p. 42

5-1 Tens and Ones—pp. 195–196

Objective(s): To identify ten as a set of 10 ones; to represent and recognize sets of ones as groups of tens and ones.

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

Objective(s): To read and write numbers and number words for decade names ten to one hundred; to count by 10s to 100.

5-3 Numbers 11 Through 19—pp. 199–200

Objective(s): To write numbers 11-19 using numbers and number words; to express and represent numbers 11-19 as composed of 1 ten and ones.

5-4 Numbers 20 Through 39—pp. 201–202

Objective(s): To write numbers 20-39 using numbers and number words; to express and represent numbers 20-39 as composed of tens and ones.

5-5 Numbers 40 Through 59—pp. 203–204

Objective(s): To write numbers 40-59 using numbers and number words; to express and represent numbers 40-59 as composed of tens and ones.

(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120;

- 5-6 Numbers 60 Through 89—pp. 205–206
 Objective(s): To write numbers 60-89 using numbers and number words; to express and represent numbers 60-89 as composed of tens and ones.
- 5-7 Numbers 90 Through 100—pp. 207–208
 Objective(s): To write numbers 90-100 using numbers and number words; to express and represent numbers 90-100 as being composed of tens and ones.
- *5-7A Numbers to 120—Online
 Objective(s): To read and write numbers less than 120; to count to 120, starting at any number; to represent a number of objects with a numeral.
- 5-10 Expanded Form—pp. 215–216
 Objective(s): To write the expanded form of 2-digit numbers.
- *6-3A Make 10 to Add—Online
 Objective(s): To decompose one addend to make 10 to find sums.
- *6-7A Make 10 to Subtract—Online
 Objective(s): To decompose a subtrahend to make 10 for subtraction from numbers greater than 10.
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- 1-1 Numbers 1 Through 4—pp. 3–4
 Objective(s): To recognize groups of 1 through 4; to identify and write the numbers and number words for 1 through 4.
- 1-2 Numbers 5 and 0—pp. 5–6
 Objective(s): To recognize groups of 5 and 0; to identify and write the numbers and number words for 5 and 0.
- 1-3 Numbers 6 Through 9—pp. 7–8
 Objective(s): To recognize groups of 6 through 9; to identify and write the numbers and number words for 6 through 9.
- 1-4 Numbers 10 Through 12—pp. 9–10
 Objective(s): To recognize groups of 10 through 12; to identify and write the numbers and number words for 10 through 12.
- 1-7 Order 0 Through 12—pp. 17–18
 Objective(s): To order numbers 0-12.
- Ch. 1 Enrichment: Ways to Make Numbers—p. 42
- 5-1 Tens and Ones—pp. 195–196
 Objective(s): To identify ten as a set of 10 ones; to represent and recognize sets of ones as groups of tens and ones.
- 5-2 Tens Through One Hundred—pp. 197–198
 Objective(s): To read and write numbers and number words for decade names ten to one hundred; to count by 10s to 100.
- 5-3 Numbers 11 Through 19—pp. 199–200
 Objective(s): To write numbers 11-19 using numbers and number words; to express and represent numbers 11-19 as composed of 1 ten and ones.
- 5-4 Numbers 20 Through 39—pp. 201–202
 Objective(s): To write numbers 20-39 using numbers and number words; to express and represent numbers 20-39 as composed of tens and ones.
- 5-5 Numbers 40 Through 59—pp. 203–204
 Objective(s): To write numbers 40-59 using numbers and number words; to express and represent numbers 40-59 as composed of tens and ones.
- 5-6 Numbers 60 Through 89—pp. 205–206
 Objective(s): To write numbers 60-89 using numbers and number words; to express and represent numbers 60-89 as composed of tens and ones.
- 5-7 Numbers 90 Through 100—pp. 207–208
 Objective(s): To write numbers 90-100 using numbers and number words; to express and represent numbers 90-100 as being composed of tens and ones.

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(D) generate a number that is greater than or less than a given whole number up to 120;

(E) use place value to compare whole numbers up to 120 using comparative language;

(F) order whole numbers up to 120 using place value and open number lines; and

(G) represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.

(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;

*5-7A Numbers to 120—Online

Objective(s): To read and write numbers less than 120; to count to 120, starting at any number; to represent a number of objects with a numeral.

5-10 Expanded Form—pp. 215–216

Objective(s): To write the expanded form of 2-digit numbers.

*6-3A Make 10 to Add—Online

Objective(s): To decompose one addend to make 10 to find sums.

*6-7A Make 10 to Subtract—Online

Objective(s): To decompose a subtrahend to make 10 for subtraction from numbers greater than 10.

1-6 One Fewer, One More—pp. 15–16

Objective(s): To recognize and draw groups with one fewer and one more than a given group.

5-11 One Less, One More—pp. 217–218

Objective(s): To identify and write numbers one less and one more than a given 2-digit number.

5-16 10 Less, 10 More—pp. 227–228

Objective(s): To recognize and write numbers that are ten less or ten more than a given 2-digit number.

1-11 Compare—pp. 25–26

Objective(s): To compare numbers through 12 using the terms equal to, less than, and greater than; to use the symbols $<$, $=$, $>$ to compare numbers through 12.

5-13 Compare Numbers—pp. 221–222

Objective(s): To compare 2-digit numbers using the symbols $<$, $=$, and $>$.

1-7 Order 0 Through 12—pp. 17–18

Objective(s): To order numbers 0–12.

5-14 Order Numbers—pp. 223–224

Objective(s): To order numbers to 100.

1-11 Compare—pp. 25–26

Objective(s): To compare numbers through 12 using the terms equal to, less than, and greater than; to use the symbols $<$, $=$, $>$ to compare numbers through 12.

5-13 Compare Numbers—pp. 221–222

Objective(s): To compare 2-digit numbers using the symbols $<$, $=$, and $>$.

5-1 Tens and Ones—pp. 195–196

Objective(s): To identify ten as a set of 10 ones; to represent and recognize sets of ones as groups of tens and ones.

10-1 Add Tens and Dimes—pp. 465–466

Objective(s): To add multiples of 10, including dimes, to sums of 90.

10-2 Add Ones and Tens Using Models—pp. 467–468

Objective(s): To use models to add ones and tens with no regrouping.

*10-5A Use Strategies to Add—Online

Objective(s): To add a multiple of 10 and a number less than ten to a 2-digit number.

(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$;

(C) compose 10 with two or more addends with and without concrete objects;

(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;

11-1 Subtract Tens and Dimes—pp. 503–504

Objective(s): To subtract multiples of 10, including dimes, from 90 or less.

***11-1B Subtract Multiples of 10—Online**

Objective(s): To subtract multiples of ten using the relationship between addition and subtraction.

2-1 Understanding Addition—pp. 51–52

Objective(s): To explore the concept of addition as the joining of groups of objects with sums of 6 or less.

2-2 Addition Sentences—pp. 53–54

Objective(s): To introduce the plus (+) and equals (=) signs; to relate the joining of two groups to number sentences with sums of 6 or less; to complete and write an addition sentence that describes a pictured action for sums of 6 or less.

***2-16A Solve Addition Word Problems—Online**

Objective(s): To solve word problems that involve the addition of three whole numbers whose sum is less than or equal to 20.

3-1 Understanding Subtraction—pp. 101–102

Objective(s): To explore the concept of subtraction as an action of separation from groups of 6 or less.

3-2 Subtraction Sentences—pp. 103–104

Objective(s): To recognize the minus (-) and equals (=) signs; to relate the separating of a group of 6 or less to a number sentence; to complete and write a subtraction sentence for a total of 6 or less that describes a pictured action.

***3-12A Use a Bar Model—Online**

Objective(s): To use a bar model to solve addition and subtraction word problems.

2-15 Add Three Numbers—pp. 83–84

Objective(s): To add three addends with sums to 12.

***6-3A Make 10 to Add—Online**

Objective(s): To decompose one addend to make 10 to find sums.

Math Alive at Home—p. 50

2-1 Understanding Addition—pp. 51–52

Objective(s): To explore the concept of addition as the joining of groups of objects with sums of 6 or less.

2-2 Addition Sentences—pp. 53–54

Objective(s): To introduce the plus (+) and equals (=) signs; to relate the joining of two groups to number sentences with sums of 6 or less; to complete and write an addition sentence that describes a pictured action for sums of 6 or less.

***2-2A Find Sums—Online**

Objective(s): To explore addition as putting together; to write addition sentences for "putting together" situations.

2-3 Sums Through 6—pp. 55–56

Objective(s): To know the parts of addition; to add numbers with sums of 6 or less in horizontal and vertical form.

2-4 Related Addition Facts—pp. 57–58

Objective(s): To identify related facts to sums of 6; to add numbers with sums of 6 or less in horizontal and vertical form.

2-5 Sums of 7 and 8—pp. 59–60

Objective(s): To add numbers with sums of 7 or 8 in horizontal and vertical form; to explore the concept of addition as a whole (7 or 8) being the sum of its parts.

2-6 Sums of 9 and 10—pp. 61–62

Objective(s): To add numbers with sums of 9 and 10 in horizontal and vertical form.

2-7 Sums of 11 and 12—pp. 63–64

Objective(s): To add numbers with sums of 11 and 12 in horizontal and vertical form.

- 2-8 Other Names for Numbers—pp. 67–68
Objective(s): To find other names for numbers, sums to 12.
- 2-9 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 69–70
Objective(s): To apply math vocabulary in order to understand and solve math problems.
- 2-10 Number-Line Addition—pp. 71–72
Objective(s): To use a number line to count on to add sums to 12.
- 2-11 Add: Use Patterns—pp. 73–74
Objective(s): To identify patterns and complete addition patterns, sums to 12.
- 2-12 Doubles—pp. 75–76
Objective(s): To add doubles for sums through 12.
- 2-13 Doubles +1—pp. 77–78
Objective(s): To add doubles plus 1 for sums through 12.
- *2-13A Equivalent Sums—Online
Objective(s): To use strategies to find equivalent sums.
- 2-14 Addition Practice—pp. 81–82
Objective(s): To use addition strategies to find sums to 12.
- 2-15 Add Three Numbers—pp. 83–84
Objective(s): To add three addends with sums to 12.
- 2-16 Addition Strategies with Three Addends—pp. 85–86
Objective(s): To add three numbers, sums through 12, using the doubles and count on strategies.
- *2-16A Solve Addition Word Problems—Online
Objective(s): To solve word problems that involve the addition of three whole numbers whose sum is less than or equal to 20.
- 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88
Objective(s): To solve problems by writing a number sentence.
- *2-17A Find the Unknown Number—Online
Objective(s): To use part-whole models to find the unknown number in addition.
- 6-1 Sums Through 14—pp. 257–258
Objective(s): To add numbers with sums of 13 or 14 in horizontal and vertical form.
- 6-2 Sums Through 16—pp. 259–260
Objective(s): To add numbers with sums of 15 or 16 in horizontal and vertical form.
- *6-2A Properties of Operations—Online
Objective(s): To apply the properties of multiplication to add.
- 6-3 Sums Through 18—pp. 261–262
Objective(s): To add numbers with sums of 17 or 18 in horizontal and vertical form.
- *6-3A Make 10 to Add—Online
Objective(s): To decompose one addend to make 10 to find sums.
- 6-5 Subtract from 13 and 14—pp. 267–268
Objective(s): To subtract from 13 and 14 in horizontal and vertical form; to add to check subtraction.
- 6-6 Subtract from 16 or Less—pp. 269–270
Objective(s): To subtract from 15 and 16 in horizontal and vertical form.
- 6-7 Subtract from 18 or Less—pp. 271–272
Objective(s): To subtract from 17 and 18 in horizontal and vertical form.
- *6-7A Make 10 to Subtract—Online
Objective(s): To decompose a subtrahend to make 10 for subtraction from numbers greater than 10.
- 6-8 More Fact Families—pp. 273–274
Objective(s): To complete a fact family, sums to 18.
- 6-9 Three Addends—pp. 277–278
Objective(s): To add three addends with sums to 18.

(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and

6-10 Extending Facts to 20—pp. 279–280

Objective(s): To add numbers with sums of 20 or less; to subtract from 20 or less.

Math Alive at Home—p. 50

2-1 Understanding Addition—pp. 51–52

Objective(s): To explore the concept of addition as the joining of groups of objects with sums of 6 or less.

2-2 Addition Sentences—pp. 53–54

Objective(s): To introduce the plus (+) and equals (=) signs; to relate the joining of two groups to number sentences with sums of 6 or less; to complete and write an addition sentence that describes a pictured action for sums of 6 or less.

*2-2A Find Sums—Online

Objective(s): To explore addition as putting together; to write addition sentences for "putting together" situations.

2-3 Sums Through 6—pp. 55–56

Objective(s): To know the parts of addition; to add numbers with sums of 6 or less in horizontal and vertical form.

2-4 Related Addition Facts—pp. 57–58

Objective(s): To identify related facts to sums of 6; to add numbers with sums of 6 or less in horizontal and vertical form.

2-5 Sums of 7 and 8—pp. 59–60

Objective(s): To add numbers with sums of 7 or 8 in horizontal and vertical form; to explore the concept of addition as a whole (7 or 8) being the sum of its parts.

2-6 Sums of 9 and 10—pp. 61–62

Objective(s): To add numbers with sums of 9 and 10 in horizontal and vertical form.

2-7 Sums of 11 and 12—pp. 63–64

Objective(s): To add numbers with sums of 11 and 12 in horizontal and vertical form.

2-8 Other Names for Numbers—pp. 67–68

Objective(s): To find other names for numbers, sums to 12.

2-9 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 69–70

Objective(s): To apply math vocabulary in order to understand and solve math problems.

2-10 Number-Line Addition—pp. 71–72

Objective(s): To use a number line to count on to add sums to 12.

2-11 Add: Use Patterns—pp. 73–74

Objective(s): To identify patterns and complete addition patterns, sums to 12.

2-12 Doubles—pp. 75–76

Objective(s): To add doubles for sums through 12.

2-13 Doubles +1—pp. 77–78

Objective(s): To add doubles plus 1 for sums through 12.

*2-13A Equivalent Sums—Online

Objective(s): To use strategies to find equivalent sums.

2-14 Addition Practice—pp. 81–82

Objective(s): To use addition strategies to find sums to 12.

2-15 Add Three Numbers—pp. 83–84

Objective(s): To add three addends with sums to 12.

2-16 Addition Strategies with Three Addends—pp. 85–86

Objective(s): To add three numbers, sums through 12, using the doubles and count on strategies.

*2-16A Solve Addition Word Problems—Online

Objective(s): To solve word problems that involve the addition of three whole numbers whose sum is less than or equal to 20.

2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88

Objective(s): To solve problems by writing a number sentence.

(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.

- *2-17A Find the Unknown Number—Online
Objective(s): To use part-whole models to find the unknown number in addition.
 - 6-1 Sums Through 14—pp. 257–258
Objective(s): To add numbers with sums of 13 or 14 in horizontal and vertical form.
 - 6-2 Sums Through 16—pp. 259–260
Objective(s): To add numbers with sums of 15 or 16 in horizontal and vertical form.
 - *6-2A Properties of Operations—Online
Objective(s): To apply the properties of multiplication to add.
 - 6-3 Sums Through 18—pp. 261–262
Objective(s): To add numbers with sums of 17 or 18 in horizontal and vertical form.
 - *6-3A Make 10 to Add—Online
Objective(s): To decompose one addend to make 10 to find sums.
 - 6-5 Subtract from 13 and 14—pp. 267–268
Objective(s): To subtract from 13 and 14 in horizontal and vertical form; to add to check subtraction.
 - 6-6 Subtract from 16 or Less—pp. 269–270
Objective(s): To subtract from 15 and 16 in horizontal and vertical form.
 - 6-7 Subtract from 18 or Less—pp. 271–272
Objective(s): To subtract from 17 and 18 in horizontal and vertical form.
 - *6-7A Make 10 to Subtract—Online
Objective(s): To decompose a subtrahend to make 10 for subtraction from numbers greater than 10.
 - 6-8 More Fact Families—pp. 273–274
Objective(s): To complete a fact family, sums to 18.
 - 6-9 Three Addends—pp. 277–278
Objective(s): To add three addends with sums to 18.
 - 6-10 Extending Facts to 20—pp. 279–280
Objective(s): To add numbers with sums of 20 or less; to subtract from 20 or less.
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- 2-2 Addition Sentences—pp. 53–54
Objective(s): To introduce the plus (+) and equals (=) signs; to relate the joining of two groups to number sentences with sums or 6 or less; to complete and write an addition sentence that describes a pictured action for sums of 6 or less.
 - 2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88
Objective(s): To solve problems by writing a number sentence.
 - 6-11 Missing Part of a Number Sentence—pp. 281–282
Objective(s): To use addition and subtraction to find the missing part of a number sentence.
 - *6-11A Add and Subtract to Compare—Online
Objective(s): To use pictures and equations to solve comparison problems, with unknowns in any position in the number sentence.
 - 11-6 Problem Solving: Read and Write in Math: Ask a Question (write a number sentence)—pp. 513–514
Objective(s): To ask a question to complete a math problem.
 - 11-12 Balance Number Sentences—pp. 529–530
Objective(s): To balance number sentences by finding missing numbers.

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(4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:

(A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;

(B) write a number with the cent symbol to describe the value of a coin; and

(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.

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8-1 Nickels and Pennies—pp. 353–354

Objective(s): To recognize the value of a penny (1 cent, 1¢, 1 penny) and a nickel (5 cents, 5¢, 5 pennies); to count on with nickels and pennies to find the value of a group of coins.

8-2 Dimes and Pennies—pp. 355–356

Objective(s): To recognize the value of a dime (10 cents, 10¢, 10 pennies); to count on with dimes and pennies to find the value of a group of coins.

8-3 Quarters and Pennies—pp. 357–358

Objective(s): To recognize the value of a quarter (25 cents, 25¢, 25 pennies); to count on with quarters and pennies to find the value of a group of coins.

8-4 Count On by Dimes and Nickels—pp. 359–360

Objective(s): To find the value of a group of coins consisting of dimes and nickels.

8-5 Count Mixed Coins—pp. 361–362

Objective(s): To find the value of a group of coins consisting of a quarter, dimes, nickels, and pennies; to solve real-world problems involving money.

8-8 One Dollar—pp. 369–370

Objective(s): To identify a dollar bill and its value: 100 cents; to identify the coins equivalent to a dollar; to use coins to show different ways to make a dollar.

8-1 Nickels and Pennies—pp. 353–354

Objective(s): To recognize the value of a penny (1 cent, 1¢, 1 penny) and a nickel (5 cents, 5¢, 5 pennies); to count on with nickels and pennies to find the value of a group of coins.

8-2 Dimes and Pennies—pp. 355–356

Objective(s): To recognize the value of a dime (10 cents, 10¢, 10 pennies); to count on with dimes and pennies to find the value of a group of coins.

8-3 Quarters and Pennies—pp. 357–358

Objective(s): To recognize the value of a quarter (25 cents, 25¢, 25 pennies); to count on with quarters and pennies to find the value of a group of coins.

8-1 Nickels and Pennies—pp. 353–354

Objective(s): To recognize the value of a penny (1 cent, 1¢, 1 penny) and a nickel (5 cents, 5¢, 5 pennies); to count on with nickels and pennies to find the value of a group of coins.

8-2 Dimes and Pennies—pp. 355–356

Objective(s): To recognize the value of a dime (10 cents, 10¢, 10 pennies); to count on with dimes and pennies to find the value of a group of coins.

8-4 Count On by Dimes and Nickels—pp. 359–360

Objective(s): To find the value of a group of coins consisting of dimes and nickels.

8-5 Count Mixed Coins—pp. 361–362

Objective(s): To find the value of a group of coins consisting of a quarter, dimes, nickels, and pennies; to solve real-world problems involving money.

8-8 One Dollar—pp. 369–370

Objective(s): To identify a dollar bill and its value: 100 cents; to identify the coins equivalent to a dollar; to use coins to show different ways to make a dollar.

GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER *PROGRESS IN MATHEMATICS* GRADE 1

- (D) determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;

**Related content—*

1-4 Numbers 10 Through 12—pp. 9–10

Objective(s): To recognize groups of 10 through 12; to identify and write the numbers and number words for 10 through 12.

5-1 Tens and Ones—pp. 195–196

Objective(s): To identify ten as a set of 10 ones; to represent and recognize sets of ones as groups of tens and ones.

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

Objective(s): To read and write numbers and number words for decade names ten to one hundred; to count by 10s to 100.

5-16 10 Less, 10 More—pp. 227–228

Objective(s): To recognize and write numbers that are ten less or ten more than a given 2-digit number.

5-19 Count by 5s—pp. 235–236

Objective(s): To skip count by 5s from 0 to 100, using a hundred chart and number line as models; to discover skip counting patterns on a hundred chart.

5-20 Count by 2s—pp. 237–238

Objective(s): To skip count by 2s from 0 to 100 using a hundred chart and other models; to discover skip counting patterns on a hundred chart.

**See also count by 2s—pp. 263, 283, 285, 425; count by 5s—pp. 236, 264, 284, 286, 438, 491; count by 10s—pp. 214, 284, 449*

(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

- (A) recite numbers forward and backward from any given number between 1 and 120;

1-1 Numbers 1 Through 4—pp. 3–4

Objective(s): To recognize groups of 1 through 4; to identify and write the numbers and number words for 1 through 4.

1-2 Numbers 5 and 0—pp. 5–6

Objective(s): To recognize groups of 5 and 0; to identify and write the numbers and number words for 5 and 0.

1-3 Numbers 6 Through 9—pp. 7–8

Objective(s): To recognize groups of 6 through 9; to identify and write the numbers and number words for 6 through 9.

1-4 Numbers 10 Through 12—pp. 9–10

Objective(s): To recognize groups of 10 through 12; to identify and write the numbers and number words for 10 through 12.

1-5 Problem Solving: Read and Write in Math: Find Extra Information—pp. 11–12

Objective(s): To solve problems by finding and eliminating extra information.

1-6 One Fewer, One More—pp. 15–16

Objective(s): To recognize and draw groups with one fewer and one more than a given group.

1-7 Order 0 Through 12—pp. 17–18

Objective(s): To order numbers 0–12.

1-8 Count On—pp. 19–20

Objective(s): To use a number line to 12 to count on.

1-9 Count Back—pp. 21–22

Objective(s): To use a number line to 12 to count back.

5-1 Tens and Ones—pp. 195–196

Objective(s): To identify ten as a set of 10 ones; to represent and recognize sets of ones as groups of tens and ones.

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

Objective(s): To read and write numbers and number words for decade names ten to one hundred; to count by 10s to 100.

(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;

(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120;

(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

5-3 Numbers 11 Through 19—pp. 199–200

Objective(s): To write numbers 11-19 using numbers and number words; to express and represent numbers 11-19 as composed of 1 ten and ones.

5-4 Numbers 20 Through 39—pp. 201–202

Objective(s): To write numbers 20-39 using numbers and number words; to express and represent numbers 20-39 as composed of tens and ones.

5-5 Numbers 40 Through 59—pp. 203–204

Objective(s): To write numbers 40-59 using numbers and number words; to express and represent numbers 40-59 as composed of tens and ones.

5-6 Numbers 60 Through 89—pp. 205–206

Objective(s): To write numbers 60-89 using numbers and number words; to express and represent numbers 60-89 as composed of tens and ones.

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

Objective(s): To write numbers 90-100 using numbers and number words; to express and represent numbers 90-100 as being composed of tens and ones.

*5-7A Numbers to 120—Online

Objective(s): To read and write numbers less than 120; to count to 120, starting at any number; to represent a number of objects with a numeral.

5-9 Place Value of Digits: Challenge (count by 10s)—pp. 213–214

Objective(s): To determine the value of a designated digit in a number.

5-15 Hundred-Chart Patterns (10 more, 10 less)—pp. 225–226

Objective(s): To identify and describe number patterns in numbers 1-100; to use a hundred chart to order numbers to 100.

5-19 Count by 5s—pp. 235–236

Objective(s): To skip count by 5s from 0 to 100, using a hundred chart and number line as models; to discover skip counting patterns on a hundred chart.

5-20 Count by 2s—pp. 237–238

Objective(s): To skip count by 2s from 0 to 100 using a hundred chart and other models; to discover skip counting patterns on a hundred chart.

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

5-15 Hundred-Chart Patterns (10 more, 10 less)—pp. 225–226

Objective(s): To identify and describe number patterns in numbers 1-100; to use a hundred chart to order numbers to 100.

5-16 10 Less, 10 More—pp. 227–228

Objective(s): To recognize and write numbers that are ten less or ten more than a given 2-digit number.

10-1 Add Tens and Dimes—pp. 465–466

Objective(s): To add multiples of 10, including dimes, to sums of 90.

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

11-1 Subtract Tens and Dimes—pp. 503–504

Objective(s): To subtract multiples of 10, including dimes, from 90 or less.

*2-16A Solve Addition Word Problems—Online

Objective(s): To solve word problems that involve the addition of three whole numbers whose sum is less than or equal to 20.

2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88

Objective(s): To solve problems by writing a number sentence.

(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);

(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and

***3-12A Use a Bar Model—Online**

Objective(s): To use a bar model to solve addition and subtraction word problems.

3-18 Problem Solving Strategy: Choose the Operation—pp. 139–140

Objective(s): To choose the operation to solve problems.

6-12 Problem Solving Strategy: Make a Table—pp. 283–284

Objective(s): To solve problems by making a table.

10-12 Problem Solving Strategy: Guess and Test—pp. 489–490

Objective(s): To solve problems by using the *Guess and Test* strategy.

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

11-14 Problem Solving Strategy: Use More Than One Step—pp. 533–534

Objective(s): To use more than one step to solve a problem.

11-15 Problem Solving Applications: Mixed Strategies—pp. 535–536

1-11 Compare—pp. 25–26

Objective(s): To compare numbers through 12 using the terms equal to, less than, and greater than; to use the symbols $<$, $=$, $>$ to compare numbers through 12.

2-2 Addition Sentences—pp. 53–54

Objective(s): To introduce the plus (+) and equals (=) signs; to relate the joining of two groups to number sentences with sums of 6 or less; to complete and write an addition sentence that describes a pictured action for sums of 6 or less.

3-2 Subtraction Sentences—pp. 103–104

Objective(s): To recognize the minus (-) and equals (=) signs; to relate the separating of a group of 6 or less to a number sentence; to complete and write a subtraction sentence for a total of 6 or less that describes a pictured action.

8-6 Equal Amounts—pp. 365–366

Objective(s): To identify two groups of coins that show the same amount; to show equal amounts.

2-2 Addition Sentences—pp. 53–54

Objective(s): To introduce the plus (+) and equals (=) signs; to relate the joining of two groups to number sentences with sums of 6 or less; to complete and write an addition sentence that describes a pictured action for sums of 6 or less.

3-2 Subtraction Sentences—pp. 103–104

Objective(s): To recognize the minus (-) and equals (=) signs; to relate the separating of a group of 6 or less to a number sentence; to complete and write a subtraction sentence for a total of 6 or less that describes a pictured action.

Ch. 2 Enrichment: Missing Addends—p. 96

3-14 Find Missing Addends—pp. 131–132

Objective(s): To use subtraction facts from 12 or less to find the missing addend.

10-5 Add Ones or Tens: Challenge (missing addend)—p. 474

Objective(s): To use mental math to count on 1s and 10s.

***10-5B Add 2-digit Numbers (missing addend)—Online**

Objective(s): To use decomposition to add a 2-digit number to a 2-digit number.

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

Objective(s): To use addition and subtraction to find the missing part of a number sentence.

***6-11A Add and Subtract to Compare—Online**

Objective(s): To use pictures and equations to solve comparison problems, with unknowns in any position in the number sentence.

GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER *PROGRESS IN MATHEMATICS* GRADE 1

- (G) apply properties of operations to add and subtract two or three numbers.

Math Alive at Home—p. 50

2-1 Understanding Addition—pp. 51–52

Objective(s): To explore the concept of addition as the joining of groups of objects with sums of 6 or less.

2-2 Addition Sentences—pp. 53–54

Objective(s): To introduce the plus (+) and equals (=) signs; to relate the joining of two groups to number sentences with sums or 6 or less; to complete and write an addition sentence that describes a pictured action for sums of 6 or less.

*2-2A Find Sums—Online

Objective(s): To explore addition as putting together; to write addition sentences for "putting together" situations.

2-3 Sums Through 6—pp. 55–56

Objective(s): To know the parts of addition; to add numbers with sums of 6 or less in horizontal and vertical form.

2-4 Related Addition Facts—pp. 57–58

Objective(s): To identify related facts to sums of 6; to add numbers with sums of 6 or less in horizontal and vertical form.

2-5 Sums of 7 and 8—pp. 59–60

Objective(s): To add numbers with sums of 7 or 8 in horizontal and vertical form; to explore the concept of addition as a whole (7 or 8) being the sum of its parts.

2-6 Sums of 9 and 10—pp. 61–62

Objective(s): To add numbers with sums of 9 and 10 in horizontal and vertical form.

2-7 Sums of 11 and 12—pp. 63–64

Objective(s): To add numbers with sums of 11 and 12 in horizontal and vertical form.

2-8 Other Names for Numbers—pp. 67–68

Objective(s): To find other names for numbers, sums to 12.

2-9 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 69–70

Objective(s): To apply math vocabulary in order to understand and solve math problems.

2-10 Number-Line Addition—pp. 71–72

Objective(s): To use a number line to count on to add sums to 12.

2-11 Add: Use Patterns—pp. 73–74

Objective(s): To identify patterns and complete addition patterns, sums to 12.

2-12 Doubles—pp. 75–76

Objective(s): To add doubles for sums through 12.

2-13 Doubles +1—pp. 77–78

Objective(s): To add doubles plus 1 for sums through 12.

*2-13A Equivalent Sums—Online

Objective(s): To use strategies to find equivalent sums.

2-14 Addition Practice—pp. 81–82

Objective(s): To use addition strategies to find sums to 12.

2-15 Add Three Numbers—pp. 83–84

Objective(s): To add three addends with sums to 12.

2-16 Addition Strategies with Three Addends—pp. 85–86

Objective(s): To add three numbers, sums through 12, using the doubles and count on strategies.

*2-16A Solve Addition Word Problems—Online

Objective(s): To solve word problems that involve the addition of three whole numbers whose sum is less than or equal to 20.

2-17 Problem Solving Strategy: Write a Number Sentence—pp. 87–88

Objective(s): To solve problems by writing a number sentence.

*2-17A Find the Unknown Number—Online

Objective(s): To use part-whole models to find the unknown number in addition.

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;

(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;

- 6-1 Sums Through 14—pp. 257–258
 Objective(s): To add numbers with sums of 13 or 14 in horizontal and vertical form.
- 6-2 Sums Through 16—pp. 259–260
 Objective(s): To add numbers with sums of 15 or 16 in horizontal and vertical form.
- *6-2A Properties of Operations—Online
 Objective(s): To apply the properties of multiplication to add.
- 6-3 Sums Through 18—pp. 261–262
 Objective(s): To add numbers with sums of 17 or 18 in horizontal and vertical form.
- *6-3A Make 10 to Add—Online
 Objective(s): To decompose one addend to make 10 to find sums.
- 6-5 Subtract from 13 and 14—pp. 267–268
 Objective(s): To subtract from 13 and 14 in horizontal and vertical form; to add to check subtraction.
- 6-6 Subtract from 16 or Less—pp. 269–270
 Objective(s): To subtract from 15 and 16 in horizontal and vertical form.
- 6-7 Subtract from 18 or Less—pp. 271–272
 Objective(s): To subtract from 17 and 18 in horizontal and vertical form.
- *6-7A Make 10 to Subtract—Online
 Objective(s): To decompose a subtrahend to make 10 for subtraction from numbers greater than 10.
- 6-8 More Fact Families—pp. 273–274
 Objective(s): To complete a fact family, sums to 18.
- 6-9 Three Addends—pp. 277–278
 Objective(s): To add three addends with sums to 18.
- 6-10 Extending Facts to 20—pp. 279–280
 Objective(s): To add numbers with sums of 20 or less; to subtract from 20 or less.

- 7-1 Open and Closed Figures—pp. 297–298
 Objective(s): To identify open and closed figures.
- 7-2 Sides and Corners—pp. 299–300
 Objective(s): To identify and count sides and corners (vertices) of plane figures; to draw a plane figure with a given number of sides and corners.
- 7-3 Sorting Plane Figures—pp. 301–302
 Objective(s): To recognize and sort plane figures by shape; to identify trapezoids and other 4-sided figures; to model and find representations of plane figures in the environment.
- *7-2A Reason with Shapes—Online
 Objective(s): To distinguish between defining attributes of plane figures; to build shapes with defining attributes.
- 7-3 Sorting Plane Figures—pp. 301–302
 Objective(s): To recognize and sort plane figures by shape; to identify trapezoids and other 4-sided figures; to model and find representations of plane figures in the environment.
- 7-5 Solid Figures—pp. 307–308
 Objective(s): To identify and sort solid figures according to their shapes; to identify real-world objects shaped like solid figures.
- 7-6 Attributes of Solid Figures—pp. 309–310
 Objective(s): To identify and classify solid figures according to their properties.

GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER *PROGRESS IN MATHEMATICS* GRADE 1

(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;

(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;

(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;

(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;

(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and

(H) identify examples and non-examples of halves and fourths.

7-8 Graphing Attributes—pp. 313–314

Objective(s): To make and read horizontal and vertical bar graphs; to identify attributes of plane and solid figures.

7-2 Sides and Corners—pp. 299–300

Objective(s): To identify and count sides and corners (vertices) of plane figures; to draw a plane figure with a given number of sides and corners.

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

Objective(s): To make and take apart plane figures, including rectangles, squares, and circles; to visualize and name plane figures that are composed of other plane figures; to compose figures using half circles and quarter circles.

7-4 Ways to Make Figures—pp. 303–304

Objective(s): To make and take apart plane figures; to visualize and name plane figures that are composed of other plane figures.

7-13 Problem Solving: Read and Write in Math: Understand Directions—pp. 327–328

Objective(s): To understand position words in order to solve math problems; to correctly complete a drawing by following directions that contain key position words.

7-1 Open and Closed Figures—pp. 297–298

Objective(s): To identify open and closed figures.

7-2 Sides and Corners—pp. 299–300

Objective(s): To identify and count sides and corners (vertices) of plane figures; to draw a plane figure with a given number of sides and corners.

*7-2A Reason with Shapes—Online

Objective(s): To distinguish between defining attributes of plane figures; to build shapes with defining attributes.

7-3 Sorting Plane Figures—pp. 301–302

Objective(s): To recognize and sort plane figures by shape; to identify trapezoids and other 4-sided figures; to model and find representations of plane figures in the environment.

7-5 Solid Figures—pp. 307–308

Objective(s): To identify and sort solid figures according to their shapes; to identify real-world objects shaped like solid figures.

7-6 Attributes of Solid Figures—pp. 309–310

Objective(s): To identify and classify solid figures according to their properties.

7-7 Plane Figures on Solid Figures—pp. 311–312

Objective(s): To identify plane shapes that are flat surfaces of solid figures.

7-4 Ways to Make Figures—pp. 303–304

Objective(s): To make and take apart plane figures; to visualize and name plane figures that are composed of other plane figures.

12-2 One Half, $\frac{1}{2}$ —pp. 553–554

Objective(s): To identify one half of a whole.

12-3 One Third, $\frac{1}{3}$ —pp. 555–556

Objective(s): To identify one third of a whole.

12-4 One Fourth, $\frac{1}{4}$ —pp. 557–558

Objective(s): To identify one fourth of a whole.

12-2 One Half, $\frac{1}{2}$ —pp. 553–554

Objective(s): To identify one half of a whole.

12-4 One Fourth, $\frac{1}{4}$ —pp. 557–558

Objective(s): To identify one fourth of a whole.

| GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS | SADLIER <i>PROGRESS IN MATHEMATICS</i> GRADE 1 |
|--|---|
| <p>(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:</p> <p>(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;</p> | <p>9-1 Length and Height: Nonstandard Units—pp. 407–408 Objective(s): To measure length and height in nonstandard units.</p> <p>*9-1A Length of a Path—Online Objective(s): To use iterations of nonstandard units to measure the distance along a 2-segment path.</p> <p>9-2 Estimate with Nonstandard Units—pp. 409–410 Objective(s): To estimate and measure length and height in nonstandard units.</p> <p>9-3 Perimeter—pp. 411–412 Objective(s): To find a perimeter by counting nonstandard units.</p> <p>*9-4B Use a Ruler—Online Objective(s): To use a ruler that displays iterated nonstandard units to measure length; to draw pictures of a given length.</p> <p>9-13 Centimeters—pp. 435–436 Objective(s): To identify centimeter as the standard metric unit for measuring length; to measure and estimate length in centimeters.</p> <p>9-18 Choose a Measuring Tool—pp. 445–446 Objective(s): To identify the appropriate measuring tool.</p> |
| <p>(B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;</p> | <p>9-1 Length and Height: Nonstandard Units—pp. 407–408 Objective(s): To measure length and height in nonstandard units.</p> <p>9-2 Estimate with Nonstandard Units—pp. 409–410 Objective(s): To estimate and measure length and height in nonstandard units.</p> <p>9-3 Perimeter—pp. 411–412 Objective(s): To find a perimeter by counting nonstandard units.</p> <p>*9-4B Use a Ruler—Online Objective(s): To use a ruler that displays iterated nonstandard units to measure length; to draw pictures of a given length.</p> <p>9-13 Centimeters—pp. 435–436 Objective(s): To identify centimeter as the standard metric unit for measuring length; to measure and estimate length in centimeters.</p> |
| <p>(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ;</p> | <p>9-2 Estimate with Nonstandard Units—pp. 409–410 Objective(s): To estimate and measure length and height in nonstandard units.</p> <p>9-13 Centimeters: Talk It Over (centimeter and inch compared)—pp. 435 Objective(s): To identify centimeter as the standard metric unit for measuring length; to measure and estimate length in centimeters.</p> |
| <p>(D) describe a length to the nearest whole unit using a number and a unit; and</p> | <p>9-1 Length and Height: Nonstandard Units—pp. 407–408 Objective(s): To measure length and height in nonstandard units.</p> <p>*9-1A Length of a Path—Online Objective(s): To use iterations of nonstandard units to measure the distance along a 2-segment path.</p> <p>9-2 Estimate with Nonstandard Units—pp. 409–410 Objective(s): To estimate and measure length and height in nonstandard units.</p> <p>9-5 Inches—pp. 415–416 Objective(s): To identify an inch as a standard customary unit for measuring length; to estimate and measure length and height in inches.</p> <p>9-6 Feet—pp. 417–418 Objective(s): To identify a foot as a standard customary unit for measuring length; to estimate and measure length in feet.</p> |

GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER *PROGRESS IN MATHEMATICS* GRADE 1

(E) tell time to the hour and half hour using analog and digital clocks.

9-13 Centimeters—pp. 435–436

Objective(s): To identify centimeter as the standard metric unit for measuring length; to measure and estimate length in centimeters.

8-9 Hour—pp. 373–374

Objective(s): To tell time to the hour; to write time in standard notation.

8-10 Half Hour—pp. 375–376

Objective(s): To tell time to the half hour; to write time in standard notation.

8-11 Time Patterns—pp. 377–378

Objective(s): To show time patterns.

(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;

Skills Update: Sort—p. B

4-1 Venn Diagrams—pp. 157–158

Objective(s): To sort data using a Venn diagram.

4-2 Tally Charts—pp. 159–160

Objective(s): To record tallies to match the number of objects in a group; to make and interpret tally charts.

4-3 Real Graphs—pp. 161–162

Objective(s): To use data from a tally chart and organize it into a real graph.

4-4 Picture Graphs—pp. 163–164

Objective(s): To make and interpret picture graphs; to add and subtract to interpret data from picture graphs.

4-5 Pictographs—pp. 165–166

Objective(s): To make and interpret pictographs; to add and subtract to interpret data from pictographs.

4-6 Bar Graphs—pp. 167–168

Objective(s): To make and interpret bar graphs; to add and subtract to interpret data from bar graphs.

4-7 Surveys—pp. 171–172

Objective(s): To conduct a survey; to organize and interpret the results of a survey.

(B) use data to create picture and bar-type graphs; and

4-1 Venn Diagrams—pp. 157–158

Objective(s): To sort data using a Venn diagram.

4-2 Tally Charts—pp. 159–160

Objective(s): To record tallies to match the number of objects in a group; to make and interpret tally charts.

4-3 Real Graphs—pp. 161–162

Objective(s): To use data from a tally chart and organize it into a real graph.

4-4 Picture Graphs—pp. 163–164

Objective(s): To make and interpret picture graphs; to add and subtract to interpret data from picture graphs.

4-5 Pictographs—pp. 165–166

Objective(s): To make and interpret pictographs; to add and subtract to interpret data from pictographs.

4-6 Bar Graphs—pp. 167–168

Objective(s): To make and interpret bar graphs; to add and subtract to interpret data from bar graphs.

(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs.

4-1 Venn Diagrams—pp. 157–158

Objective(s): To sort data using a Venn diagram.

4-2 Tally Charts—pp. 159–160

Objective(s): To record tallies to match the number of objects in a group; to make and interpret tally charts.

GRADE 1 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS

SADLIER *PROGRESS IN MATHEMATICS* GRADE 1

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

- (A) define money earned as income;
- (B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs;
- (C) distinguish between spending and saving; and
- (D) consider charitable giving.

- 4-3 Real Graphs—pp. 161–162
Objective(s): To use data from a tally chart and organize it into a real graph.
- 4-4 Picture Graphs—pp. 163–164
Objective(s): To make and interpret picture graphs; to add and subtract to interpret data from picture graphs.
- 4-5 Pictographs—pp. 165–166
Objective(s): To make and interpret pictographs; to add and subtract to interpret data from pictographs.
- 4-6 Bar Graphs—pp. 167–168
Objective(s): To make and interpret bar graphs; to add and subtract to interpret data from bar graphs.
- 4-7 Surveys—pp. 171–172
Objective(s): To conduct a survey; to organize and interpret the results of a survey.
- 4-12 Problem Solving Strategy: Use a Graph—pp. 181–182
Objective(s): To solve problems by using information from a graph.

n/a

n/a

8-7 Spending Money—pp. 367–368

Objective(s): To find the value of a group of coins consisting of a quarter, dimes, nickels, and pennies; to compare an amount of money to the price of an item.

n/a