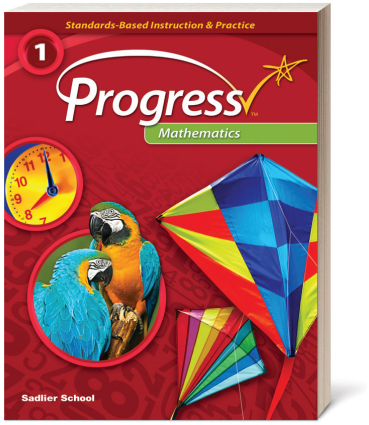
SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

Mathematics Florida Standards (MAFS)

Grade 1

Contents

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Domain: **Operations and Algebraic Thinking**

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 1	
Cluster 1: Represent and solve problems involving addition and subtraction.			
MAFS.1.OA.1.1* (*amended standard)	Use addition and subtraction within 20 to solve word problems[1] involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem ([1]Students are not required to independently read the word problems.) *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17
		Lesson 2	**Problem Solving: Subtraction**—pp. 18–25
MAFS.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 3**	**Problem Solving: Addition of Three Numbers**—pp. 26–33
Cluster 2: Understand and apply properties of operations and the relationship between addition and subtraction.			
MAFS.1.OA.2.3	Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 4**	**Apply Properties of Operations**—pp. 34–41
MAFS.1.OA.2.4	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 5**	**Relate Addition and Subtraction Facts**—pp. 42–49

Domain: **Operations and Algebraic Thinking**

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 1	
Cluster 3: Add and subtract within 20.			
MAFS.1.OA.3.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). *Cognitive Complexity:* Level 1: Recall	**Lesson 6**	**Relate Counting to Addition and Subtraction**—pp. 50–57
MAFS.1.OA.3.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. 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). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 7**	**Addition and Subtraction Facts to 10** (fluency)—pp. 58–65
		Lesson 8	**Addition and Subtraction Facts to 20**—pp. 66–73
Cluster 4: Work with addition and subtraction equations.			
MAFS.1.OA.4.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 9**	**Addition and Subtraction Equations**—pp. 74–81
MAFS.1.OA.4.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 10**	**Find Missing Numbers in Equations**—pp. 82–95

Domain: **Number and Operations in Base Ten**

Standards		Sadlier *Progress Mathematics*, Grade 1	
Cluster 1: Extend the counting sequence.			
MAFS.1.NBT.1.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. *Cognitive Complexity:* Level 1: Recall	**Lesson 11**	**Count to 120**—pp. 96–103
		Lesson 12	**Read and Write Numbers**—pp. 104–111
Cluster 2: Understand place value.			
MAFS.1.NBT.2.2* (*amended standard)	Understand that the two digits of a two-digit number represent amounts of tens and ones. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts		
	a. 10 can be thought of as a bundle of ten ones — called a "ten."	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119
	b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119
	c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	**Lesson 13**	**Understand Place Value: Tens and Ones**—pp. 112–119
	d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).		Online at SadlierConnect.com
MAFS.1.NBT.2.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 14**	**Compare Numbers**—pp. 120–127
Cluster 3: Use place value understanding and properties of operations to add and subtract. (Additional Cluster)			
MAFS.1.NBT.3.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple	**Lesson 15**	**Add Two-Digit Numbers**—pp. 128–135

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Domain: **Number and Operations in Base Ten**

Standards		Sadlier *Progress Mathematics*, Grade 1	
	– continued from previous page – of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts		
MAFS.1.NBT.3.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 16**	**Find 10 More and 10 Less**—pp. 136–143
MAFS.1.NBT.3.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 17**	**Subtract Multiples of 10**—pp. 144–161

Domain: **Measurement and Data**

Standards		Sadlier *Progress Mathematics*, Grade 1	
Cluster 1: Measure lengths indirectly and by iterating length units.			
MAFS.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 18**	**Compare and Order Lengths**—pp. 162–169

Domain: **Measurement and Data**

Standards		Sadlier *Progress Mathematics*, Grade 1	
~~**MAFS.1.MD.1.2***~~ (*deleted standard)	~~Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*~~ ~~*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts~~	**Lesson 19**	**Measure Length in Length Units**—pp. 170–177
MAFS.1.MD.1.a* (*new standard)	Understand how to use a ruler to measure length to the nearest inch.		
	a. Recognize that the ruler is a tool that can be used to measure the attribute of length.		Online at SadlierConnect.com
	b. Understand the importance of the zero point and end point and that the length measure is the span between two points.		Online at SadlierConnect.com
	c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.		Online at SadlierConnect.com
Cluster 2: Tell and write time.			
MAFS.1.MD.2.3	Tell and write time in hours and half-hours using analog and digital clocks. *Cognitive Complexity:* Level 1: Recall	**Lesson 20**	**Tell Time**—pp. 178–185
MAFS.1.MD.2.a* (*new standard)	Identify and combine values of money in cents up to one dollar working with a single unit of currency[1].		
	a. Identify the value of coins (pennies, nickels, dimes, quarters).	**Lesson 21**	**Money**—pp. 186–193
	b. Compute the value of combinations of coins (pennies and/or dimes).	**Lesson 21**	**Money**—pp. 186–193
	c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four	**Lesson 21**	**Money**—pp. 186–193

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Domain: **Measurement and Data**

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 1
	– continued from previous page – quarters in one dollar.) ([1]Students are not expected to understand the decimal notation for combinations of dollars and cents.)	
Cluster 3: Represent and interpret data. (SUPPORTING CLUSTER)		
MAFS.1.MD.3.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Lesson 22** **Use Tables**—pp. 194–207

Domain: **Geometry**

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 1
Cluster 1: Reason with shapes and their attributes. (SUPPORTING CLUSTER)		
MAFS.1.G.1.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 23** **Identify Shapes**—pp. 208–215
MAFS.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 24** **Two-Dimensional Shapes**—pp. 216–223 **Lesson 25** **Three-Dimensional Shapes**—pp. 224–231

Domain: **Geometry**

Standards		Sadlier *Progress Mathematics*, Grade 1	
MAFS.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Lesson 26**	**Equal Shares**—pp. 232–239