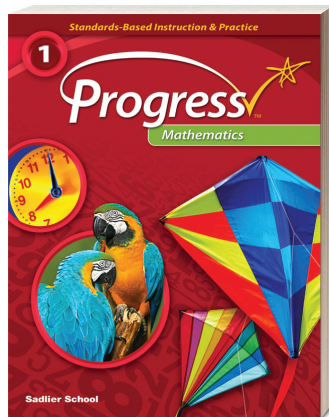


SADLIER

# Progress Mathematics



Aligned to the

## College and Career Ready Indiana Academic Standards Mathematics: Grade 1

### Contents

- 2 Number Sense
- 2 Computation and Algebraic Thinking
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 **Sadlier**  
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## Number Sense

### MATHEMATICS STANDARDS & DESCRIPTION, 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).

**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  $<$ .

**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 MATHEMATICS, GRADE 1

**Lesson 11** **Count to 120**—pp. 96–103  
Understand: You can count all the objects in a group  
Understand: You can count on from any number  
Understand: Patterns in a number chart can help you count

**Lesson 12** **Read and Write Numbers**—pp. 104–111  
Understand: There are different ways to show numbers

**Lesson 6** **Relate Counting to Addition and Subtraction**—pp. 50–57  
Understand: You can count on to add  
Understand: You can count on to subtract

**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119  
Understand: You look at the place of a digit in a number to find its value

Not addressed at this level.

\*See Kindergarten, Lesson 15, “Ordinal Numbers”

**Lesson 14** **Compare Numbers**—pp. 120–127  
Understand: A number can be greater than, less than, or equal to another number

**Lesson 16** **Find 10 More and 10 Less**—pp. 136–143  
Understand: Find 10 more than a number  
Understand: Find 10 less than a number

**Lesson 13** **Understand Place Value: Tens and Ones**—pp. 112–119  
Understand: You look at the place of a digit in a number to find its value

## Computation and Algebraic Thinking

### MATHEMATICS STANDARDS & DESCRIPTION, 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.

### SADLIER PROGRESS MATHEMATICS, GRADE 1

**Lesson 5** **Related Addition and Subtraction Facts**—pp. 42–49  
Understand: Every addition fact has a related subtraction fact  
Understand: Use a related subtraction fact to find the missing addend  
Understand: The unknown number is not always in the same position

**Lesson 6** **Relate Counting to Addition and Subtraction**—pp. 50–57  
Understand: You can count on to add  
Understand: You can count on to subtract

**Lesson 7** **Addition and Subtraction Facts to 10 (fluency)**—pp. 58–65  
Understand: You can use doubles and doubles plus 1 to add  
Understand: You can use a related addition fact to subtract

## Computation and Algebraic Thinking

### MATHEMATICS STANDARDS & DESCRIPTION, GRADE 1

**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).

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

**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).

### SADLIER PROGRESS MATHEMATICS, GRADE 1

**Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73  
Understand: Making 10 to add  
Understand: Understand: Making 10 to subtract

**Lesson 9** **Addition and Subtraction Equations**—pp. 74–81  
Understand: Meaning of the equal sign in an addition equation  
Understand: Meaning of the equal sign in a subtraction equation

**Lesson 10** **Find Missing Numbers in Equations**—pp. 82–95  
Understand: You can count on to find a missing addend or sum  
Understand: Use a related fact to find a missing addend or sum  
Understand: You can find the missing number in a subtraction equation by counting on  
Understand: Use a related fact to find the missing number in a subtraction equation

**Lesson 1** **Problem Solving: Addition**—pp. 10–17  
Understand: Add to find how many in all  
Understand: Sometimes you need to find how many in one of the groups

**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25  
Understand: Sometimes you need to find how many are left  
Understand: Sometimes you need to find how many things have been taken away

*\*Related content*  
**Lesson 1** **Problem Solving: Addition**—pp. 10–17  
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*\*Related content*  
**Lesson 2** **Problem Solving: Subtraction**—pp. 18–25  
Understand: Sometimes you need to find how many are left  
Understand: Sometimes you need to find how many things have been taken away

*\*See also*

**Unit 1: Home Connect**—p. 8

Activity: Create real-world problems for your child to solve.

**Lesson 3** **Problem Solving: Addition of Three Numbers**—pp. 26–33  
Understand: What numbers and operation help you find how many in all  
Understand: Solve word problems by adding three numbers

## Computation and Algebraic Thinking

### MATHEMATICS STANDARDS & DESCRIPTION, GRADE 1

**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.

**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 MATHEMATICS, GRADE 1

**Lesson 5** **Related Addition and Subtraction Facts**—pp. 42–49  
Understand: Every addition fact has a related subtraction fact  
Understand: Use a related subtraction fact to find the missing addend  
Understand: The unknown number is not always in the same position

**Lesson 8** **Addition and Subtraction Facts to 20**—pp. 66–73  
Understand: Making 10 to add  
Understand: Making 10 to subtract

**Lesson 15** **Add Two-Digit Numbers**—pp. 128–135  
Understand: You can use models to help you add  
Understand: You can make a ten when you add

**Lesson 9** **Addition and Subtraction Equations**—pp. 74–81  
Understand: Meaning of the equal sign in an addition equation  
Understand: Meaning of the equal sign in a subtraction equation

*\*Related content*  
**Lesson 11** **Count to 120**—pp. 96–103  
Understand: Patterns in a number chart can help you count

*\*Related content*  
**Lesson 16** **Find 10 More and 10 Less**—pp. 136–143  
Understand: Find 10 more than a number  
Understand: Find 10 less than a number

## Geometry

### MATHEMATICS STANDARDS & DESCRIPTION, 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.

### SADLIER PROGRESS MATHEMATICS, GRADE 1

**Lesson 24** **Two-Dimensional Shapes**—pp. 216–223  
Understand: Use two squares of the same size to make a rectangle  
Understand: Use two triangles of the same size to make new shapes

**Lesson 25** **Three-Dimensional Shapes**—pp. 224–231  
Understand: Use two cubes to make a new solid shape  
Understand: Use a cube and a rectangular prism to make a new solid shape  
Understand: Use curved solid shapes to make a new solid shape

**Lesson 23** **Identify Shapes**—pp. 208–215  
Understand: Use sides and corners to identify a triangle  
Understand: Use sides and corners to identify a rectangle and a square

## Geometry

### MATHEMATICS STANDARDS & DESCRIPTION, GRADE 1

**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 MATHEMATICS, GRADE 1

**Lesson 24 Two-Dimensional Shapes**—pp. 216–223  
Understand: Use two squares of the same size to make a rectangle  
Understand: Use two triangles of the same size to make new shapes

**Lesson 25 Three-Dimensional Shapes**—pp. 224–231  
Understand: Use two cubes to make a new solid shape  
Understand: Use a cube and a rectangular prism to make a new solid shape  
Understand: Use curved solid shapes to make a new solid shape

**Lesson 26 Equal Shares**—pp. 232–239  
Understand: Make equal shares of a circle  
Understand: Make equal shares of a square

## Measurement

### MATHEMATICS STANDARDS & DESCRIPTION, 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 MATHEMATICS, GRADE 1

**Lesson 18 Compare and Order Lengths**—pp. 162–169  
Understand: Comparing the lengths of objects  
Understand: Ordering objects by length

**Lesson 19 Measure Length in Length Units**—pp. 170–177  
Measure objects using other objects  
Understand: Use different units to measure  
\*No area, capacity, weight, or temperature at this level.

**Lesson 20 Tell Time**—pp. 178–185  
Understand: Tell time to the hour  
Understand: Tell time to the half hour  
\*No relating time to events at this level.

**Lesson 21 Money**—pp. 186–193  
Understand: Identify coins and compare their values  
Understand: Count on and add to find the value of a group of coins

## Data Analysis

### MATHEMATICS STANDARDS & DESCRIPTION, 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 MATHEMATICS, GRADE 1

**Lesson 22 Use Tables**—pp. 194–207  
Understand: Use tally marks to show data in a table  
Understand: Use a table to find how many in all  
Understand: Use a table to compare