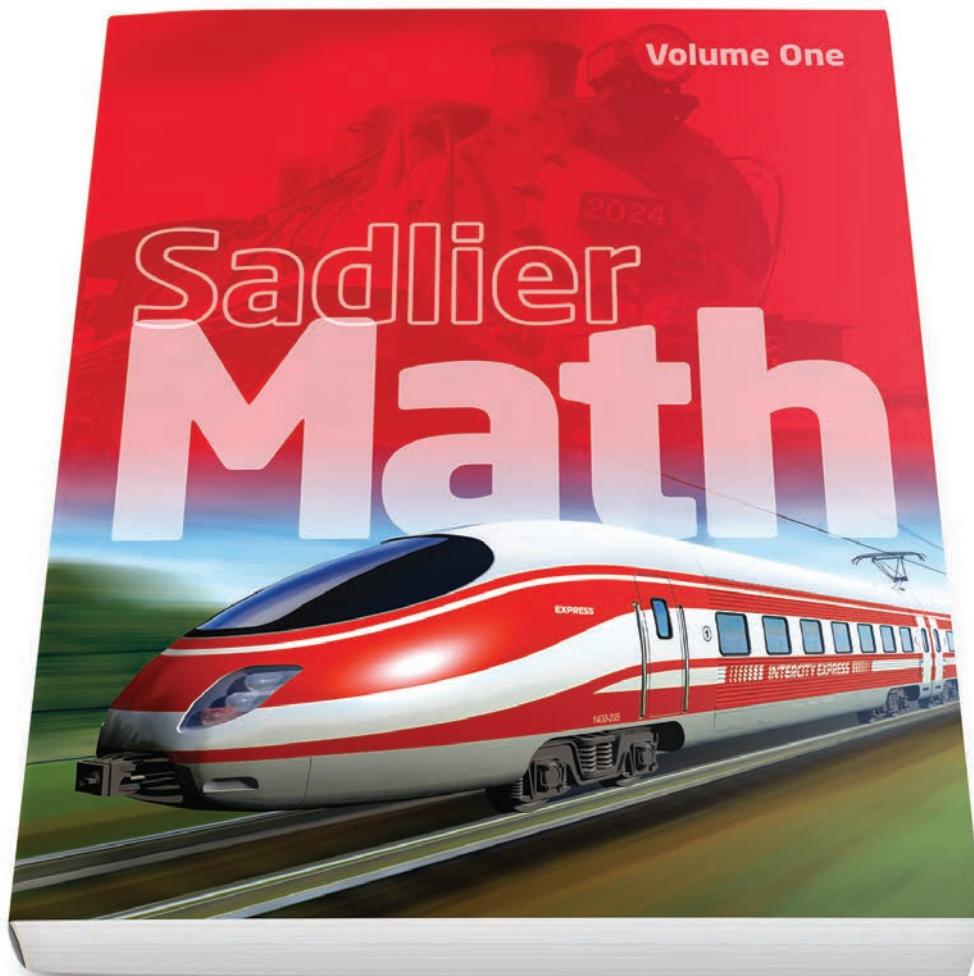


Sadlier Math™

Correlation to the South Carolina College- and Career-Ready Standards for Mathematics

Grade 1



Learn more at www.SadlierSchool.com/SadlierMath

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NUMBER SENSE AND BASE TEN

Grade 1 Content Standards

Sadlier Math, Grade 1

The student will:

1.NSBT.1 Extend the number sequence to:

- a. count forward by ones to 120 starting at any number;

Chapter 6 Place Value to 100

- 6-3 Numbers 11 Through 19—pp. 209–212
- 6-4 Numbers 20 Through 39—pp. 213–216
- 6-5 Numbers 40 Through 59—pp. 219–222
- 6-6 Numbers 60 Through 89—pp. 223–226
- 6-7 Numbers 90 Through 100—pp. 227–230
- 6-8 Problem Solving: Use a Model—pp. 231–236
- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240

Chapter 7 Place Value to 120

- 7-4 Numbers to 120—pp. 261–264
- 7-5 Number Patterns to 120—pp. 265–268
- 7-6 Compare Numbers—pp. 269–272
- 7-7 Order Numbers—pp. 273–276

- b. count by fives and tens to 100, starting at any number;

Chapter 6 Place Value to 100

- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240

Chapter 16 Money

- 16-3 Count On by Dimes and Pennies (count by 10s)—pp. 601–604
- 16-4 Count On by Dimes and Nickels (count by 5s and 10s)—pp. 605–608

- c. read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;

Chapter 7 Place Value to 120

- 7-1 Place Value of Digits—pp. 247–250
- 7-2 Expanded Form—pp. 251–254

- d. read and write in word form numbers zero through nineteen, and multiples of ten through ninety.

Chapter 7 Place Value to 120

- 7-1 Place Value of Digits—pp. 247–250
- 7-2 Expanded Form—pp. 251–254

1.NSBT.2 Understand place value through 99 by demonstrating that:

- a. ten ones can be thought of as a bundle (group) called a “ten”;

Chapter 6 Place Value to 100

- 6-1 Tens and Ones—pp. 201–204
- 6-2 Tens Through One Hundred—pp. 205–208

NUMBER SENSE AND BASE TEN

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
|--|---|
| <p>b. the tens digit in a two-digit number represents the number of tens and the ones digit represents the number of ones;</p> | <p>Chapter 6 Place Value to 100</p> <ul style="list-style-type: none"> • 6-3 Numbers 11 Through 19—pp. 209-212 • 6-4 Numbers 20 Through 39—pp. 213-216 • 6-5 Numbers 40 Through 59—pp. 219-222 • 6-6 Numbers 60 Through 89—pp. 223-226 • 6-7 Numbers 90 Through 100—pp. 227-230 |
| <p>c. two-digit numbers can be decomposed in a variety of ways (e.g., 52 can be decomposed as 5 tens and 2 ones or 4 tens and 12 ones, etc.) and record the decomposition as an equation.</p> | <p>Chapter 7 Place Value to 120</p> <ul style="list-style-type: none"> • 7-3 Decompose Two-Digit Numbers—pp. 255-258 |
| <p>1.NSBT.3 Compare two two-digit numbers based on the meanings of the tens and ones digits, using the words <i>greater than</i>, <i>equal to</i>, or <i>less than</i>.</p> | <p>Chapter 7 Place Value to 120</p> <ul style="list-style-type: none"> • 7-6 Compare Numbers—pp. 269-272 • 7-7 Order Numbers—pp. 273-276 • 7-8 Problem Solving: Use Reasoning—pp. 277-282 |
| <p>1.NSBT.4 Add through 99 using concrete models, drawings, and strategies based on place value to:</p> | |
| <p>a. add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);</p> | <p>Chapter 11 Addition: Two-Digit Numbers</p> <ul style="list-style-type: none"> • 11-4 Add Two-Digit and One-Digit Numbers—pp. 419-422 • 11-5 Make a 10 to Add Two-Digit and One-Digit Numbers—pp. 423-426 • 11-6 Add Two-Digit Numbers—pp. 429-432 • 11-7 Make a 10 to Add Two-Digit Numbers—pp. 433-436 • 11-8 Break Apart to Add—pp. 437-440 • 11-9 Problem Solving: Use a Model—pp. 441-446 |
| <p>b. add a two-digit number and a multiple of 10.</p> | <p>Chapter 11 Addition: Two-Digit Numbers</p> <ul style="list-style-type: none"> • 11-2 Add Tens—pp. 411-414 • 11-3 Add Two-Digit Numbers and Multiples of Ten—pp. 415-418 |
| <p>1.NSBT.5 Determine the number that is 10 more or 10 less than a given number through 99 and explain the reasoning verbally and with multiple representations, including concrete models.</p> | <p>Chapter 11 Addition: Two-Digit Numbers</p> <ul style="list-style-type: none"> • 11-1 Mental Math: Find 10 or More—pp. 407-410 <p>Chapter 12 Subtraction: Two-Digit Numbers</p> <ul style="list-style-type: none"> • 12-1 Mental Math: Find 10 Less—pp. 453-456 |

NUMBER SENSE AND BASE TEN

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
|--|---|
| <p>1.NSBT.6 Subtract a multiple of 10 from a larger multiple of 10, both in the range 10 to 90, using concrete models, drawings, and strategies based on place value.</p> | <p>Chapter 12 Subtraction: Two-Digit Numbers</p> <ul style="list-style-type: none"> • 12-2 Subtract Tens—pp. 457-460 • 12-3 Think Addition to Subtract Tens—pp. 461-464 • 12-4 Subtract Multiples of Ten from Two-Digit Numbers—pp. 467-470 • 12-5 Problem Solving: Guess and Test—pp. 471-476 |
| <p>2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.</p> | <p>Chapter 8 Addition: Three-Digit Numbers</p> <ul style="list-style-type: none"> • 8-1 Mental Math: Add 1, 10, or 100—pp. 341-344 <p>Chapter 9 Subtraction: Three-Digit Numbers</p> <ul style="list-style-type: none"> • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383-386 |

ALGEBRAIC THINKING AND OPERATIONS

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
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|---------------------------|-----------------------|

The student will:

| | |
|---|---|
| <p>1.ATO.1 Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.</p> | <p>Chapter 1 Addition Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 1-1 Sums Through 5—pp. 3-6 • 1-2 Sums Through 6—pp. 7-10 • 1-3 Sums of 7 and 8—pp. 11-14 • 1-4 Sums of 9 and 10—pp. 15-18 • 1-5 Related Addition Facts—pp. 21-24 • 1-6 Count on to Add—pp. 25-28 • 1-7 Problem Solving: The Four-Step Process—pp. 29-34 <p>Chapter 2 More Addition Within 10</p> <ul style="list-style-type: none"> • 2-1 Add Three Numbers—pp. 41-44 • 2-2 Solve Addition Word Problems—pp. 45-48 • 2-3 Doubles and Doubles Plus 1—pp. 49-52 • 2-4 Equivalent Sums—pp. 53-56 • 2-5 Addition Practice—pp. 57-60 • 2-6 Problem Solving: Use a Number Sentence—pp. 63-68 • 2-7 Solve for Unknown Addends—pp. 69-72 <p>Chapter 3 Subtraction Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 3-1 Subtract from 5 or Less—pp. 79-82 • 3-2 Subtract from 6 or Less—pp. 83-86 <p style="text-align: right;"><i>continued</i></p> |
|---|---|

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ALGEBRAIC THINKING AND OPERATIONS

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
|--|--|
| | <ul style="list-style-type: none"> • 3-3 Subtract from 7 and 8—pp. 87–90 • 3-4 Subtract from 9 and 10—pp. 91–94 • 3-5 Problem Solving: Use a Model—pp. 97–102 • 3-6 Count On to Subtract—pp. 103–106 • 3-7 All or Zero—pp. 107–110 <p>Chapter 4 Addition and Subtraction Relationships Within 10</p> <ul style="list-style-type: none"> • 4-1 Related Subtraction Facts—pp. 117–120 • 4-2 Relate Addition and Subtraction—pp. 121–124 • 4-3 Fact Families Through 10—pp. 125–128 • 4-4 Think Addition to Subtract—pp. 129–132 • 4-5 Check by Adding—pp. 133–136 • 4-6 Problem Solving: Use a Model—pp. 139–144 • 4-7 Find Missing Addends—pp. 145–148 • 4-8 Subtract to Compare—pp. 149–152 • 4-9 Solve Comparison Word Problems—pp. 153–156 <p>Chapter 8 Addition Facts Within 20</p> <ul style="list-style-type: none"> • 8-2 Addition: Sums of 11 and 12—pp. 293–296 • 8-3 Addition: Sums Through 14—pp. 297–300 • 8-4 Addition: Sums Through 16—pp. 303–306 • 8-5 Addition: Sums Through 18—pp. 307–310 • 8-6 Addition: Sums Through 20—pp. 311–314 • 8-7 Three Addends—pp. 315–318 • 8-8 Problem Solving: Write and Solve an Equation—pp. 319–324 <p>Chapter 9 Subtraction Facts Within 20</p> <ul style="list-style-type: none"> • 9-1 Make 10 to Subtract—pp. 331–334 • 9-2 Subtract from 11 and 12—pp. 335–338 • 9-3 Subtract from 13 and 14—pp. 339–342 • 9-4 Subtract from 16 or Less—pp. 345–348 • 9-5 Subtract from 20 or Less—pp. 349–352 • 9-6 Fact Families Through 20—pp. 353–356 • 9-7 Problem Solving: Use a Number Sentence—pp. 357–362 • 9-9 Missing Part of an Equation—pp. 367–370 |
| <p>1.ATO.2 Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.</p> | <p>Chapter 2 More Addition Within 10</p> <ul style="list-style-type: none"> • 2-1 Add Three Numbers—pp. 41–44 • 2-2 Solve Addition Word Problems—pp. 45–48 <p>Chapter 8 Addition Facts Within 20</p> <ul style="list-style-type: none"> • 8-7 Three Addends—pp. 315–318 |

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ALGEBRAIC THINKING AND OPERATIONS

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
|--|---|
| <p>1.ATO.3 Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.</p> | <p>Chapter 1 Addition Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 1-5 Related Addition Facts—pp. 21–24 <p>Chapter 2 More Addition Within 10</p> <ul style="list-style-type: none"> • 2-1 Add Three Numbers—pp. 41–44 • 2-7 Solve for Unknown Addends—pp. 69–72 <p>Chapter 3 Subtraction Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 3-7 All or Zero—pp. 107–110 <p>Chapter 4 Addition and Subtraction Relationships Within 10</p> <ul style="list-style-type: none"> • 4-3 Fact Families Through 10—pp. 125–128 • 4-7 Find Missing Addends—pp. 145–148 <p>Chapter 8 Addition Facts Within 20</p> <ul style="list-style-type: none"> • 8-3 Addition: Sums Through 14—pp. 297–300 • 8-4 Addition: Sums Through 16—pp. 303–306 • 8-5 Addition: Sums Through 18—pp. 307–310 • 8-6 Addition: Sums Through 20—pp. 311–314 • 8-7 Three Addends—pp. 315–318 |
| <p>1.ATO.4 Understand subtraction as an unknown addend problem.</p> | <p>Chapter 10 Foundations for Multiplication</p> <ul style="list-style-type: none"> • 10-1 Odd and Even Numbers—pp. 429–432 • 10-2 Represent Even Numbers—pp. 433–436 |
| <p>1.ATO.5 Recognize how counting relates to addition and subtraction.</p> | <p>Chapter 1 Addition Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 1-6 Count on to Add—pp. 25–28 <p>Chapter 3 Subtraction Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 3-6 Count On to Subtract—pp. 103–106 |
| <p>1.ATO.6 Demonstrate:</p> | |
| <p>a. addition and subtraction through 20;</p> | <p>Chapter 1 Addition Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 1-1 Sums Through 5—pp. 3–6 • 1-2 Sums Through 6—pp. 7–10 • 1-3 Sums of 7 and 8—pp. 11–14 • 1-4 Sums of 9 and 10—pp. 15–18 • 1-5 Related Addition Facts—pp. 21–24 • 1-6 Count on to Add—pp. 25–28 <p style="text-align: right;"><i>continued</i></p> |

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ALGEBRAIC THINKING AND OPERATIONS

Grade 1 Content Standards

Sadlier Math, Grade 1

Chapter 2 More Addition Within 10

- 2-1 Add Three Numbers—pp. 41-44
- 2-2 Solve Addition Word Problems—pp. 45-48
- 2-3 Doubles and Doubles Plus 1—pp. 49-52
- 2-4 Equivalent Sums—pp. 53-56
- 2-5 Addition Practice—pp. 57-60
- 2-7 Solve for Unknown Addends—pp. 69-72

Chapter 3 Subtraction Facts and Strategies Within 10

- 3-1 Subtract from 5 or Less—pp. 79-82
- 3-2 Subtract from 6 or Less—pp. 83-86
- 3-3 Subtract from 7 and 8—pp. 87-90
- 3-4 Subtract from 9 and 10—pp. 91-94
- 3-5 Problem Solving: Use a Model—pp. 97-102
- 3-6 Count On to Subtract—pp. 103-106
- 3-7 All or Zero—pp. 107-110

Chapter 4 Addition and Subtraction Relationships Within 10

- 4-1 Related Subtraction Facts—pp. 117-120
- 4-2 Relate Addition and Subtraction—pp. 121-124
- 4-3 Fact Families Through 10—pp. 125-128
- 4-4 Think Addition to Subtract—pp. 129-132
- 4-5 Check by Adding—pp. 133-136

Chapter 8 Addition Facts Within 20

- 8-1 Make 10 to Add—pp. 289-292
- 8-2 Addition: Sums of 11 and 12—pp. 293-296
- 8-3 Addition: Sums Through 14—pp. 297-300
- 8-4 Addition: Sums Through 16—pp. 303-306
- 8-5 Addition: Sums Through 18—pp. 307-310
- 8-6 Addition: Sums Through 20—pp. 311-314
- 8-7 Three Addends—pp. 315-318

Chapter 9 Subtraction Facts Within 20

- 9-1 Make 10 to Subtract—pp. 331-334
- 9-2 Subtract from 11 and 12—pp. 335-338
- 9-3 Subtract from 13 and 14—pp. 339-342
- 9-4 Subtract from 16 or Less—pp. 345-348
- 9-5 Subtract from 20 or Less—pp. 349-352
- 9-6 Fact Families Through 20—pp. 353-356

ALGEBRAIC THINKING AND OPERATIONS

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
|--|--|
| <p>b. fluency with addition and related subtraction facts through 10.</p> | <p>Chapter 1 Addition Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 1-1 Sums Through 5—pp. 3–6 • 1-2 Sums Through 6—pp. 7–10 • 1-3 Sums of 7 and 8—pp. 11–14 • 1-4 Sums of 9 and 10—pp. 15–18 • 1-5 Related Addition Facts—pp. 21–24 <p>Chapter 2 More Addition Within 10</p> <ul style="list-style-type: none"> • 2-1 Add Three Numbers—pp. 41–44 • 2-2 Solve Addition Word Problems—pp. 45–48 • 2-3 Doubles and Doubles Plus 1—pp. 49–52 • 2-4 Equivalent Sums—pp. 53–56 • 2-5 Addition Practice—pp. 57–60 <p>Chapter 3 Subtraction Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 3-1 Subtract from 5 or Less—pp. 79–82 • 3-2 Subtract from 6 or Less—pp. 83–86 • 3-3 Subtract from 7 and 8—pp. 87–90 • 3-4 Subtract from 9 and 10—pp. 91–94 • 3-5 Problem Solving: Use a Model—pp. 97–102 • 3-6 Count On to Subtract—pp. 103–106 • 3-7 All or Zero—pp. 107–110 <p>Chapter 4 Addition and Subtraction Relationships Within 10</p> <ul style="list-style-type: none"> • 4-1 Related Subtraction Facts—pp. 117–120 • 4-2 Relate Addition and Subtraction—pp. 121–124 • 4-3 Fact Families Through 10—pp. 125–128 • 4-4 Think Addition to Subtract—pp. 129–132 • 4-5 Check by Adding—pp. 133–136 |
| <p>1.ATO.7 Understand the meaning of the equal sign as a relationship between two quantities (sameness) and determine if equations involving addition and subtraction are true.</p> | <p>Chapter 1 Addition Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 1-1 Sums Through 5—pp. 3–6 <p>Chapter 3 Subtraction Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 3-1 Subtract from 5 or Less—pp. 79–82 <p>Chapter 9 Subtraction Facts Within 20</p> <ul style="list-style-type: none"> • 9-8 True and False Equations—pp. 363–366 |
| <p>1.ATO.8 Determine the missing number in addition and subtraction equations within 20.</p> | <p>Chapter 2 More Addition Within 10</p> <ul style="list-style-type: none"> • 2-7 Solve for Unknown Addends—pp. 69–72 <p style="text-align: right;"><i>continued</i></p> |

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ALGEBRAIC THINKING AND OPERATIONS

| Grade 1 Content Standards | <i>Sadlier Math, Grade 1</i> |
|--|--|
| | <p>Chapter 3 Subtraction Facts and Strategies Within 10</p> <ul style="list-style-type: none"> • 3-1 Subtract from 5 or Less—pp. 79–82 <p>Chapter 4 Addition and Subtraction Relationships Within 10</p> <ul style="list-style-type: none"> • 4-7 Find Missing Addends—pp. 145–148 <p>Chapter 9 Subtraction Facts Within 20</p> <ul style="list-style-type: none"> • 9-9 Missing Part of an Equation—pp. 367–370 |
| <p>1.ATO.9 Create, extend and explain using pictures and words for:</p> | |
| <p>a. repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);</p> | <p>Chapter 6 Place Value to 100</p> <ul style="list-style-type: none"> • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 <p>Chapter 7 Place Value to 120</p> <ul style="list-style-type: none"> • 7-5 Number Patterns to 120—pp. 265–268 <p>Chapter 15 Time</p> <ul style="list-style-type: none"> • 15-3 Time Patterns—pp. 573–576 |
| <p>b. growing patterns (between 2 and 4 terms/figures).</p> | <p>Chapter 6 Place Value to 100</p> <ul style="list-style-type: none"> • 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 <p>Chapter 7 Place Value to 120</p> <ul style="list-style-type: none"> • 7-5 Number Patterns to 120—pp. 265–268 <p>Chapter 15 Time</p> <ul style="list-style-type: none"> • 15-3 Time Patterns—pp. 573–576 |

GEOMETRY

| Grade 1 Content Standards | <i>Sadlier Math, Grade 1</i> |
|---|---|
| <p>The student will:</p> | |
| <p>1.G.1 Distinguish between a two-dimensional shape’s defining (e.g., number of sides) and non-defining attributes (e.g., color).</p> | <p>Chapter 13 Geometry</p> <ul style="list-style-type: none"> • 13-2 Attributes of Two-Dimensional Shapes—pp. 487–490 |

GEOMETRY

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
|--|--|
| 1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape. | Chapter 13 Geometry <ul style="list-style-type: none"> • 13-3 Compose Two-Dimensional Shapes—pp. 491- • 13-9 Compose Three-Dimensional Shapes—pp. 517-520 |
| 1.G.3 Partition two-dimensional shapes (i.e., square, rectangle, circle) into two or four equal parts. | Chapter 14 Equal Shares <ul style="list-style-type: none"> • 14-1 Equal Shares—pp. 533-536 • 14-5 Problem Solving: Draw a Picture—pp. 551-556 |
| 1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle). | Chapter 13 Geometry <ul style="list-style-type: none"> • 13-1 Two-Dimensional Shapes—pp. 483-486 |

MEASUREMENT AND DATA ANALYSIS

| Grade 1 Content Standards | Sadlier Math, Grade 1 |
|---|--|
| The student will: | |
| 1.MDA.1 Order three objects by length using indirect comparison. | Chapter 5 Measurement: Length <ul style="list-style-type: none"> • 5-1 Order by Length—pp. 163-166 • 5-2 Use Indirect Comparison—pp. 167-170 |
| 1.MDA.2 Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps. | Chapter 5 Measurement: Length <ul style="list-style-type: none"> • 5-3 Same-Size Length Units—pp. 171-174 • 5-4 Measure Length—pp. 175-178 • 5-5 Problem Solving: Use Logical Reasoning—pp. 181-186 • 5-6 Make and Use a Ruler—pp. 187-190 Extension <ul style="list-style-type: none"> • 5-7 Inches—pp. 191-194 |
| 1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour. | Chapter 15 Time <ul style="list-style-type: none"> • 15-1 Hour—pp. 563-566 • 15-2 Half Hour—pp. 567-570 • 15-3 Time Patterns—pp. 573-576 • 15-4 Day and Night—pp. 577-580 • 15-5 Problem Solving: Use Logical Reasoning—pp. 581-586 |

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MEASUREMENT AND DATA ANALYSIS

| Grade 1 Content Standards | <i>Sadlier Math, Grade 1</i> |
|--|--|
| <p>1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.</p> | <p>Chapter 10 Data and Graphical Displays</p> <ul style="list-style-type: none"> • 10-2 Make Tally Charts—pp. 381–384 • 10-4 Make Picture Graphs—pp. 391–394 |
| <p>1.MDA.5 Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.</p> | <p>Chapter 10 Data and Graphical Displays</p> <ul style="list-style-type: none"> • 10-1 Read Tally Charts—pp. 377–380 • 10-3 Read Picture Graphs—pp. 387–390 • 10-5 Problem Solving: Use a Model—pp. 395–400 |
| <p>1.MDA.6 Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.</p> | <p>Chapter 16 Money</p> <ul style="list-style-type: none"> • 16-1 Pennies and Nickels—pp. 593–596 • 16-2 Dimes and Quarters—pp. 597–600 • 16-3 Count On by Dimes and Pennies—pp. 601–604 • 16-4 Count On by Dimes and Nickels—pp. 605–608 • 16-5 One Dollar—pp. 611–614 • 16-6 Problem Solving: Work Backward—pp. 615–620 |