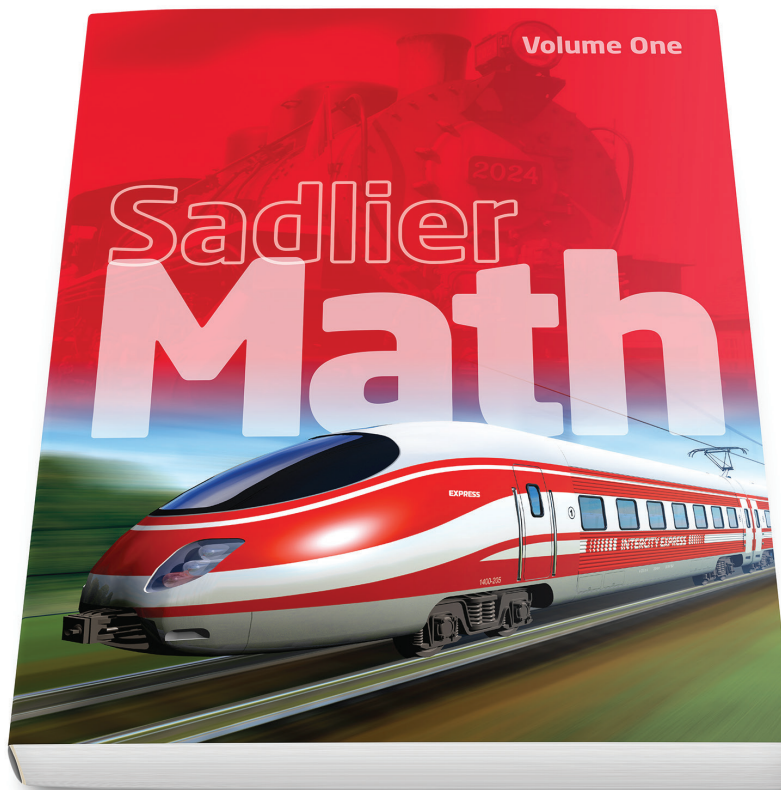


# **Sadlier Math™**

Correlation to the Archdiocese of Cincinnati  
Graded Course of Study for Mathematics 2012

**Grade 1**



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## STANDARD 1 – NUMBER SENSE

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.1.1</b> Read, write, count, and compare whole numbers up to 120.	<b>Chapter 6: 6-1 through 6-9</b> <b>Chapter 7: 7-1 &amp; 7-2</b>
<b>M.1.1.2</b> Separate, group, and count objects in ones and tens.	<b>Chapter 6: 6-1 through 6-8</b> <b>Chapter 7: 7-1 &amp; 7-2</b>
<b>M.1.1.3</b> Identify the number of tens and ones in numbers less than 120.	<b>Chapter 6: 6-1 through 6-8</b> <b>Chapter 7: 7-1, 7-2 &amp; 7-4</b>
<b>M.1.1.4</b> Identify, name and write the number that is one more than or one less than any number up to 120.	<b>Chapter 7: 7-5</b>
<b>M.1.1.5</b> Create and use counting strategies and number patterns to compare whole numbers up to 120 recording the results of comparisons with the symbols $<$ , $=$ and $>$ and arrange them in numerical order.	<b>Chapter 7: 7-5</b>
<b>M.1.1.6</b> Solve routines of matching the number names (first, second, third, etc.) with an ordered set of at least 10.	<b>Chapter 7: 7-7</b>
<b>M.1.1.7</b> Model solving routine and non-routine problems by acting them out, using manipulatives and drawing diagrams.	<b>Chapter 1: 1-7</b> <b>Chapter 3: 3-5</b> <b>Chapter 4: 4-6</b> <b>Chapter 11: 11-9</b> <b>Chapter 14: 14-5</b>
<b>M.1.1.8</b> Understand and identify the meanings and functions of the equal, plus and minus signs.	<b>Chapter 1: 1-1 &amp; 1-2</b> <b>Chapter 3: 3-1</b>

## STANDARD 2 – COMPUTATION AND PATTERNS

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.2.1</b> Model addition situations using concepts of “part to whole”, “adding to”, “compare”, “putting together” and “increase”.	<b>Chapter 1: 1-1</b> (adding to), <b>1-2</b> (putting together), <b>1-3</b> (part to whole), <b>1-6</b> (count on) <b>Chapter 11: 11-1</b> (increase)

## STANDARD 2 – COMPUTATION AND PATTERNS

Grade 1 Content Standards	Sadlier Math, Grade 1
<p><b>M.1.2.2</b> Apply properties of operations as strategies to add using commutative properties of addition (i.e., if <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known), also using associative and additive identity to add whole numbers (i.e., <math>2 + 6 + 4 = 2 + 10 = 12</math>).</p>	<p><b>Chapter 1: 1-5</b>  <b>Chapter 2: 2-1</b>  <b>Chapter 3: 3-7</b>  <b>Chapter 4: 4-3</b>  <b>Chapter 8: 8-2 through 8-7</b>  <b>Chapter 9: 9-2 through 9-6</b></p>
<p><b>M.1.2.3</b> Use equivalent forms of the same number (up to 20) using objects, diagrams, and numbers (i.e., 14 as <math>8 + 6</math>, <math>7 + 7</math>, <math>13 + 1</math>).</p>	<p><b>Chapter 1: 1-5</b>  <b>Chapter 2: 2-4</b>  <b>Chapter 4: 4-1 &amp; 4-5</b>  <b>Chapter 8: 8-1, 8-2, 8-4 &amp; 8-7</b>  <b>Chapter 9: 9-1 &amp; 9-5</b></p>
<p><b>M.1.2.4</b> Use counting strategies, number patterns, and the role of zero to solve basic addition and subtraction fact problems.</p>	<p><b>Chapter 1: 1-6</b>  <b>Chapter 2: 2-3</b>  <b>Chapter 3: 3-6 &amp; 3-7</b>  <b>Chapter 4: 4-7</b>  <b>Chapter 8: 8-1</b>  <b>Chapter 9: 9-1</b></p>
<p><b>M.1.2.5</b> Model subtraction using the concepts of “taking away”, “comparing”, “find the difference”, “decreasing” and “less than”.</p>	<p><b>Chapter 3: 3-1, 3-2, 3-4 &amp; 3-7</b> (take away)  <b>Chapter 3: 3-4, 3-6</b> (find the difference)  <b>Chapter 4: 4-1</b> (take away), <b>4-4</b> (find the difference), <b>4-8 &amp; 4-9</b> (subtract to compare)  <b>Chapter 9: 9-1, 9-4, 9-5 &amp; 9-7</b> (take away)  <b>Chapter 9: 9-2</b> (find the difference)  <b>Chapter 9: 9-3</b> (whole, part)</p>
<p><b>M.1.2.6</b> Identify mastery of addition and subtraction facts (up to 20).</p>	<p><b>Chapter 1: 1-1 through 1-5</b>  <b>Chapter 2: 2-5</b>  <b>Chapter 4: 4-1 through 4-3</b>  <b>Chapter 8: 8-2 through 8-6</b>  <b>Chapter 9: 9-2 through 9-6</b></p>
<p><b>M.1.2.7</b> Model inverse relationship between addition and subtraction facts (i.e., <math>5 + 2 = 7</math>, <math>7 - 2 = 5</math>).</p>	<p><b>Chapter 4: 4-2, 4-4 &amp; 4-5</b>  <b>Chapter 9: 9-6</b></p>

## STANDARD 2 – COMPUTATION AND PATTERNS

Grade 1 Content Standards	<i>Sadlier Math, Grade 1</i>
<b>M.1.2.8</b> Compare and order whole numbers at least to 120. Read and write numerals to 120. Represent a written number for a number of objects	<b>Chapter 6: 6-9</b> <b>Chapter 7: 7-6 through 7-8</b>
<b>M.1.2.9</b> Represent two-digit numbers in terms of tens and ones.	<b>Chapter 6: 6-1 through 6-8</b> <b>Chapter 7: 7-1 &amp; 7-2</b>
<b>M.1.2.10</b> Use mathematical reasoning and beginning understanding of tens and ones to solve two-digit addition and subtraction problems within 100 and adding a two-digit number and multiple of 10 using concrete models or drawings or strategies based on place value.	<b>Chapter 11: 11- through 11-7</b> <b>Chapter 12: 12-1 through 12-4</b>
<b>M.1.2.9</b> Solve routine and non-routine problems by acting them out, using manipulatives and drawing diagrams.	<b>Chapter 1: 1-7</b> <b>Chapter 3: 3-5</b> <b>Chapter 4: 4-6</b> <b>Chapter 11: 11-9</b> <b>Chapter 14: 14-5</b>

## STANDARD 3 – ALGEBRA AND FUNCTIONS/DATA

Grade 1 Content Standards	<i>Sadlier Math, Grade 1</i>
<b>M.1.3.1</b> Use addition and subtraction within 20 to solve word problems involving unknowns in key positions. Use objects, drawings or equations with a symbol for unknown numbers to represent the problem.	<b>Chapter 1: 1-1 through 1-7</b> <b>Chapter 2: 2-1 through 2-7</b> <b>Chapter 3: 3-1 through 3-7</b> <b>Chapter 4: 4-1 through 4-9</b> <b>Chapter 8: 8-1 through 8-9</b> <b>Chapter 9: 9-1 through 9-9</b>
<b>M.1.3.2</b> Solve word problems that involve three whole numbers whose sum is less than or equal to 20.	<b>Chapter 2: 2-1</b>

## STANDARD 3 – ALGEBRA AND FUNCTIONS/DATA

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.3.3</b> Use the meaning of the equal sign to determine if equations involving addition and subtraction are true or false (i.e., $7 = 8 - 1$ , $4 + 3$ , $5 + 2$ ).	<b>Chapter 1: 1-1 &amp; 1-2</b> <b>Chapter 2: 2-7</b> <b>Chapter 3: 3-1</b> <b>Chapter 9: 9-8</b> (true and false equations)
<b>M.1.3.4</b> Create and extend number patterns using addition and subtraction (i.e., 1, 3, 5 ... tell the next numbers in the pattern and also why 10, 7, 4 ...).	<b>Chapter 6: 6-9</b> <b>Chapter 8: 8-4 &amp; 8-6</b> (TE Mental Math) <b>Chapter 11: 11-2</b> <b>Chapter 15: 15-3</b>
<b>M.1.3.5</b> Organize, represent and interpret data with up to three categories using pictures and picture graphs and ask/answer questions about the data.	<b>Chapter 10: 10-1 through 10-5</b>

## STANDARD 4 – GEOMETRY

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.4.1</b> Identify, describe, compare, contrast, sort and draw: rectangles, triangles, squares and circles.	<b>Chapter 13: 13-1 &amp; 13-2</b>
<b>M.1.4.2</b> Identify triangles, rectangles, squares and circles as the faces of three-dimensional objects (face-compare to a flat side of a cereal box).	<b>Chapter 13: 13-7</b>
<b>M.1.4.3</b> Identify and sort two-dimensional and three-dimensional objects.	<b>Chapter 13: 13-1, 13-2, 13-5, 13-6 &amp; 13-8</b>
<b>M.1.4.4</b> Identify and name geometric shapes in the environment and specify their location (i.e., school's ball fields, flagpole, cafeteria tray, etc.).	<b>Chapter 13: 13-1, 13-2, 13-5 &amp; 13-6</b>
<b>M.1.4.5</b> Arrange and describe objects in space by position and direction: near, far, under, over, up, down, in front of, in back of, left of, right of, etc	<b>See Grade K</b> <b>Chapter 8: 8-1 through 8-7</b>

## STANDARD 4 – GEOMETRY

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.4.6</b> Create a map that indicates specific directions for finding familiar landmarks or objects.	<b>Chapter 9: Performance Assessment</b>
<b>M.1.4.7</b> Use appropriate vocabulary to compare shapes according to attributes and properties such as number and length of sides and number of vertices.	<b>Chapter 13: 13-7</b>
<b>M.1.4.8</b> Compose and decompose plane and solid figures, including making predictions about them, in order to build an understanding of part to whole relationship and properties of shapes.	<b>Chapter 13: 13-3, 13-4 &amp; 13-9</b>

## STANDARD 5 – MEASUREMENT

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.5.1</b> Compare/contrast different units of measurement (i.e. inch, pound, ounce, foot, etc.).	<b>Chapter 5: 5-7</b> (inch) <b>See Grade 2</b> <b>Chapter 6: 6-1</b> (inches), <b>6-2</b> (feet and yards), <b>6-3</b> (customary units), <b>6-4</b> (centimeters), <b>6-5</b> (meters), <b>6-6</b> (metric units), <b>6-7</b> (using different units) <b>See Grade 3</b> <b>Chapter 11: 11-4</b> (mass units)
<b>M.1.5.2</b> Compare/contrast the length/width of different objects to make predictions of greater, less than, or equal to.	<b>Chapter 5: 5-1 through 5-7</b>
<b>M.1.5.3</b> Measure and estimate the length of an object to the nearest inch.	<b>Chapter 5: 5-4 &amp; 5-6</b>
<b>M.1.5.4</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<b>Chapter 5: 5-1 through 5-4</b>

## STANDARD 5 – MEASUREMENT

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.5.5</b> Compare and order objects according to area, capacity, weight and temperature, using direct comparison or a non-standard unit.	<b>See Grade K</b> <b>Chapter 14: 14-4</b> (height), <b>14-5</b> (weight) & <b>14-7</b> (temperature) <b>See Grade 2</b> <b>Chapter 11: 11-2</b> (capacity/volume) & <b>11-4</b> (mass)
<b>M.1.5.6</b> Tell time and write time in hours and half hours using analog and digital clocks.	<b>Chapter 15: 15-1 through 15-5</b>
<b>M.1.5.7</b> Identify by sight and value the following coins: pennies, nickels, dimes, and quarters.	<b>Chapter 16: 16-1 &amp; 16-2</b>

## STANDARD 6 - PROBLEM SOLVING

Grade 1 Content Standards	Sadlier Math, Grade 1
<b>M.1.6.1</b> Use addition and subtraction to solve word and numerical problems involving: taking away, putting together and taking apart.	<b>Chapter 2: 2-5 &amp; 2-7</b>
<b>M.1.6.2</b> Solve word problems for addition of three/quarter whole numbers whose sum is less than 100.	<b>Chapter 8: 8-7</b>
<b>M.1.6.3</b> Use appropriate vocabulary to describe shapes and attributes of properties such as: numbers, lengths of sides and number of vertices.	<b>Chapter 13: 13-1, 13-2 &amp; 13-5 through 13-8, 13-10</b>
<b>M.1.6.4</b> Use mathematical reasoning and basic understanding of tens and ones to solve problems for two-digit addition and subtraction.	<b>Chapter 6: 6-1 &amp; 6-2</b>
<b>M.1.6.5</b> Extend repeating and extending patterns; fill in missing terms and justify reasoning.	<b>Chapter 6: 6-9</b> <b>Chapter 7: 7-5</b> <b>Chapter 15: 15-3</b>