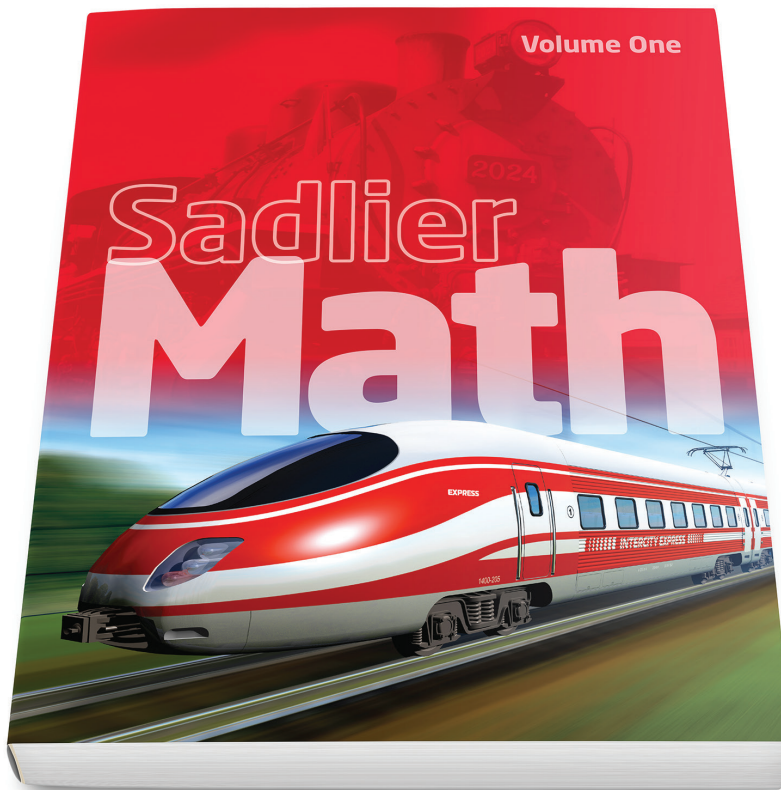


Sadlier Math™

Correlation to the Minnesota Academic Standards in Mathematics

Grade 1



Learn more at www.SadlierSchool.com/SadlierMath

NUMBER & OPERATION

Grade 1 Content Standards

Sadlier Math, Grade 1

Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.

1.1.1.1 Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.

For example: Recognize the numbers 21 to 29 as 2 tens and a particular number of ones.

Chapter 7: 7-1 & 7-2

- 7-1 Place Value of Digits—pp. 247–250 (Make groups of tens and ones; TE Develop Concepts: Rolling Tens and Ones)
- 7-2 Expanded Form—pp. 251–254 (Write a two-digit number in expanded form; TE Develop Concepts: Expand the Number)

1.1.1.2 Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.

Chapter 6: 6-1 through 6-9

- 6-1 Tens and Ones—pp. 201–204 (Make groups of tens and ones; TE Develop Concepts: Groups of Ten)
- 6-2 Tens Through One Hundred—pp. 205–208 (Write values of ten; TE Develop Concepts: How Many Tens?)
- 6-3 Numbers 11 Through 19—pp. 209–212 (Find the tens and ones in numbers 11 through 19; TE Develop Concepts: The Teens!)
- 6-4 Numbers 20 Through 39—pp. 213–216 (Find the tens and ones in numbers 20 through 39; TE Develop Concepts: More Tens!)
- 6-5 Numbers 40 Through 59—pp. 219–222 (Find the tens and ones in numbers 40 through 59; TE Develop Concepts: Ten-Frame Fun!)
- 6-6 Numbers 60 Through 89—pp. 223–226 (Find the tens and ones in numbers 60 through 89; TE Develop Concepts: Tens or Ones?)
- 6-7 Numbers 90 Through 100—pp. 227–230 (Find the tens and ones in numbers 90 through 100; TE Develop Concepts: Playing with Tens)
- 6-8 Problem Solving: Use a Model—pp. 231–236 (Use a model to count tens and ones; TE Develop Concepts: Two-Digit Models)
- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 (Use patterns to count and order numbers; TE Develop Concepts: Number Pattern Games)

1.1.1.3 Count, with and without objects, forward and backward from any given number up to 120.

Chapter 7: 7-4 & 7-5

- 7-4 Numbers to 120—pp. 261–264 (Count, read, and write numbers to 120; TE Develop Concepts: Counting to 100)
- 7-5 Number Patterns to 120—pp. 265–268 (Use patterns to count and order numbers to 120; TE Develop Concepts: Color Patterns)

1.1.1.4 Find a number that is 10 more or 10 less than a given number.

For example: Using a hundred grid, find the number that is 10 more than 27.

Chapter 11: 11-1

- 11-1 Mental Math: Find 10 More—pp. 407–410 (Use place value to find 10 more than a two-digit number; TE Develop Concepts: 10 More)

Chapter 12: 12-1

- 12-1 Mental Math: Find 10 Less—pp. 453–456 (Use mental math to find 10 less; TE Develop Concepts: Taking Away Tens)

1.1.1.5 Compare and order whole numbers up to 120.

Chapter 6: 6-9

- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237–240 (Use patterns to count and order numbers; TE Develop Concepts: Number Pattern Games)

Chapter 7: 7-6 & 7-7

- 7-6 Compare Numbers—pp. 269–272 (Compare two-digit numbers using tens and ones; TE Develop Concepts: Comparing Numbers)
- 7-7 Order Numbers—pp. 273–276 (Position and order numbers from least to greatest; TE Develop Concepts: Ordering Numbers)

NUMBER & OPERATION

Grade 1 Content Standards

Sadlier Math, Grade 1

1.1.1.6 Use words to describe the relative size of numbers.

For example: Use the words equal to, not equal to, more than, less than, fewer than, is about, and is nearly to describe numbers.

Chapter 7: 7-6

- 7-6 Compare Numbers—pp. 269–272 (Compare two-digit numbers using tens and ones; TE Develop Concepts: Comparing Numbers)

1.1.1.7 Use counting and comparison skills to create and analyze bar graphs and tally charts.

For example: Make a bar graph of students' birthday months and count to compare the number in each month.

Chapter 10: 10-1 & 10-2

- 10-1 Read Tally Charts—pp. 377–380 (Read tally charts; TE Develop Concepts: How many counters?)
- 10-2 Make Tally Charts—pp. 381–384 (Make and use tally charts; TE Develop Concepts: How Do You Sort?)

See also Grade 2 (bar graphs)

Chapter 11: 11-5 through 11-7

- 11-5 Read Bar Graphs—pp. 477–480 (Read and interpret bar graphs; TE Develop Concepts: Exploring Bar Graphs)
- 11-6 Make Bar Graphs—pp. 481–484 (Make, read, and interpret bar graphs; TE Develop Concepts: Explore Creating Bar Graphs)
- 11-7 Problem Solving: Choose a Model—pp. 485–490 (Choose a model to organize data for a given problem-solving situation; TE Develop Concepts: Comparing Models)

Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.

1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.

Chapter 1: 1-5

- 1-5 Related Addition Facts—pp. 21–24 (Use the order property as a strategy to write related addition facts; TE Develop Concepts: Order Up)
- 1-6 Count On to Add—pp. 25–28 (Use counting on to add; TE Develop Concepts: Counting On)

Chapter 2: 2-1

- 2-1 Subtraction Concepts—pp. 53–56 (Use subtraction to take away or to find the missing part; TE Develop Concepts: What Is Subtraction?)
- 2-2 Take Apart—pp. 57–60 (Take groups apart to subtract; TE Develop Concepts: Taking Groups Apart)
- 2-3 Subtract to Compare—pp. 61–64 (Use subtraction to compare; TE Develop Concepts: Comparing Numbers)

1.1.2.2 Compose and decompose numbers up to 12 with an emphasis on making ten.

For example: Given 3 blocks, 7 more blocks are needed to make 10.

Chapter 7: 7-3

- 7-3 Decompose Two-Digit Numbers—pp. 255–258 (Decompose two-digit numbers; TE Develop Concepts: Clues for Decomposing)

1.1.2.3 Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.

Chapter 1: 1-6 & 1-7

- 1-6 Count On to Add—pp. 25–28 (Use counting on to add; TE Develop Concepts: Counting On)
- 1-7 Problem Solving: Act It Out—pp. 29–34 (Act it out to solve problems; TE Develop Concepts: Counting On)

NUMBER & OPERATION

Grade 1 Content Standards

Sadlier Math, Grade 1

1.1.2.3 Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.

Chapter 1: 1-6 & 1-7

- 1-6 Count On to Add—pp. 25-28 (Use counting on to add; TE Develop Concepts: Counting On)
- 1-7 Problem Solving: Act It Out—pp. 29-34 (Act it out to solve problems; TE Develop Concepts: Counting On)

Chapter 3: 3-6

- 3-6 Count On to Subtract—pp. 103-106 (Count on to solve subtraction problems; TE Develop Concepts: Counting on with a Number Line)

Chapter 6: 6-9

- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237-240 (Use patterns to count and order numbers; count by 2s, 5s and 10s; TE Develop Concepts: Number Pattern Games)

Chapter 11: 11-1

- 11-1 Mental Math: Find 10 More—pp. 407-410 (Use place value to find 10 more than a two-digit number; skip count by 10s; TE Develop Concepts: 10 More)

Chapter 12: 12-1

- 12-1 Mental Math: Find 10 Less—pp. 453-456 (Use mental math to find 10 less; skip count by 10s; TE Develop Concepts: Taking Away Tens)

Chapter 15: 15-2

- 15-2 Half Hour—pp. 567-570 (Tell and write time to the half hour; skip count by 5s)

Chapter 16: 16-3 through 16-6

- 16-3 Count On by Dimes and Pennies—pp. 601-604 (Find the value of combinations of dimes and pennies by counting on; count by 10s; TE Develop Concepts: Place Value (pennies, dimes/tens, ones))
- 16-5 One Dollar—pp. 611-614 (TE Develop Concepts: Making 25 Cents, skip count to check answers)
- 16-6 Problem Solving: Work Backward—pp. 615-620 (TE Mental Math: skip count by 5s and 10s)

See also Grade 2

Chapter 7: 7-5

- 7-5 Skip Count Within 1000—pp. 317-320 (Skip count by 5s, 10s, and 100s within 1000; TE Develop Concepts: Patterns in Skip Counting)

Chapter 8: 8-1

- 8-1 Mental Math: Add 1, 10, or 100—pp. 341-344 (Use mental math to add 1, 10, or 100; TE Develop Concepts: Skip Counting by 10s and 100s)

ALGEBRA

Grade 1 Content Standards

Sadlier Math, Grade 1

Recognize and create patterns; use rules to describe patterns.

1.2.1.1 Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.

For example: Describe rules that can be used to extend the pattern 2, 4, 6, 8, □, □ and complete the pattern 33, 43, □, 63, □, 83 or 20, □, □, 17.

Chapter 1: 1-3

- 1-3 Sums of 7 and 8—pp. 11-14 (TE Develop Concepts: Domino Addition: patterns found in facts)
- 2-4 Equivalent Sums—pp. 53-56 (TE Develop Concepts: How Many Doubles?, recognizing patterns)

Chapter 6: 6-9

- 6-9 Count and Order Using Hundred Chart Patterns—pp. 237-240 (Use patterns to count and order numbers; TE Develop Concepts: Number Pattern Games)

Chapter 7: 7-5

- 7-5 Number Patterns to 120—pp. 265-268 (Use patterns to count and order numbers to 120; TE Develop Concepts: Color Patterns)

Chapter 11: 11-2

- 11-2 Add Tens—pp. 411-414 (Use models to add multiples of ten; Write About It: Look for a pattern)

Chapter 13: 13-2 through 13-4

- 13-2 Attributes of Two-Dimensional Shapes—pp. 487-490 (TE Develop Concepts: Sorting Shapes using pattern blocks)
- 13-3 Compose Two-Dimensional Shapes—pp. 491-494 (Compose two-dimensional shapes using pattern blocks)
- 13-4 Compose More Two-Dimensional Shapes—pp. 495-498 (TE Develop Concepts: compose a picture using pattern blocks)

Chapter 14: 14-1

- 14-1 Equal Shares—pp. 533-536 (Identify and show equal shares; TE Develop Concepts: Compose Shapes using pattern blocks)

Chapter 15: 15-3

- 15-3 Time Patterns—pp. 573-576 (Describe time patterns; TE Develop Concepts: Ordering Times)

Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.

1.2.2.1 Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.

For example: One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes.

Chapter 1: 1-1

- 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

Chapter 3: 3-1

- 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

Chapter 8: 8-2

- 8-2 Addition: Sums of 11 and 12—pp. 293-296
- 8-3 Addition: Sums Through 14—pp. 297-300

continued

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Grade 1 Content Standards	Sadlier Math, Grade 1
	<ul style="list-style-type: none"> • 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 <p>Chapter 9: 9-2</p> <ul style="list-style-type: none"> • 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
<p>1.2.2.2 Determine if equations involving addition and subtraction are true.</p> <p><i>For example:</i> Determine if the following number sentences are true or false</p> $7 = 7$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2.$	<p>Chapter 9: 9-8</p> <ul style="list-style-type: none"> • 9-8 True and False Equations—pp. 363-366 (Understand the meaning of the equal sign and determine if an equation is true or false; TE Develop Concepts: Is It True or False?)
<p>1.2.2.3 Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as:</p> $2 + 4 = \square$ $3 + \square = 7$ $5 = \square - 3.$	<p>Chapter 9: 9-9</p> <ul style="list-style-type: none"> • 9-9 Missing Part of an Equation—pp. 367-370 (Use addition or subtraction to find a missing part of an equation; TE Develop Concepts: What's Your Number?)
<p>1.2.2.4 Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p> <p><i>For example:</i> $5 + 3 = 8$ could be used to represent a situation in which 5 red balloons are combined with 3 blue balloons to make 8 total balloons.</p>	<p>Chapter 1: 1-1</p> <ul style="list-style-type: none"> • 1-1 Sums Through 5—pp. 3-6 (How to use an addition equation to represent a situation) • 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 <p>Chapter 3: 3-1</p> <ul style="list-style-type: none"> • 3-1 Subtract from 5 or Less—pp. 79-82 (How to use a subtraction equation to represent a situation) • 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 <p>Chapter 8: 8-2</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 <p style="text-align: right;"><i>continued</i></p>

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ALGEBRA

Grade 1 Content Standards

Sadlier Math, Grade 1

Chapter 9: 9-2

- 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

GEOMETRY & MEASUREMENT

Grade 1 Content Standards

Sadlier Math, Grade 1

Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.

1.3.1.1 Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.

For example: Triangles have three sides and cubes have eight vertices (corners).

Chapter 13: 13-1, 13-2, 13-5 & 13-6

- 13-1 Two-Dimensional Shapes—pp. 483-486 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Open and Closed)
- 13-2 Attributes of Two-Dimensional Shapes—pp. 487-490 (Understand the defining and non-defining attributes of two-dimensional shapes; TE Develop Concepts: Sorting Shapes)
- 13-5 Three-Dimensional Shapes—pp. 501-504 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Building with Solid Shapes)
- 13-6 Attributes of Three-Dimensional Shapes—pp. 505-508 (Understand the defining and non-defining attributes of three-dimensional shapes; TE Develop Concepts: Solid Shapes)

1.3.1.2 Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.

For example: Decompose a regular hexagon into 6 equilateral triangles; build prisms by stacking layers of cubes; compose an ice cream cone by combining a cone and half of a sphere.

Another example: Use a drawing program to find shapes that can be made with a rectangle and a triangle.

Chapter 13: 13-4 & 13-9

- 13-4 Compose More Two-Dimensional Shapes—pp. 495-498 (Compose two-dimensional shapes using rectangles, squares, circles, and parts of circles; TE Develop Concepts: Rectangles, Squares, and Circles)
- 13-9 Compose Three-Dimensional Shapes—pp. 517-520 (Compose three-dimensional shapes using cubes, cones, cylinders, and rectangular prisms; TE Develop Concepts: Exploring New Three-Dimensional Shapes)

GEOMETRY & MEASUREMENT

Grade 1 Content Standards

Sadlier Math, Grade 1

Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.

1.3.2.1 Measure the length of an object in terms of multiple copies of another object.
For example: Measure a table by placing paper clips end-to-end and counting.

Chapter 5: 5-2 through 5-6

- 5-2 Use Indirect Comparison—pp. 167-170 (Compare the lengths of two objects using a third object; TE Develop Concepts: Measure the Length)
- 5-3 Same-Size Length Units—pp. 171-174 (Measure length using same-size length units; TE Develop Concepts: Foot Length)
- 5-4 Measure Length—pp. 175-178 (Measure length using nonstandard units of measurement; TE Develop Concepts: Measure with Cubes and Clips)
- 5-5 Problem Solving: Use Logical Reasoning—pp. 181-186 (Estimate and measure length using nonstandard units of measurement; TE Develop Concepts: Estimating Length)
- 5-6 Make and Use a Ruler—pp. 187-190 (Use a ruler to measure length in units; TE Develop Concepts: Measure with Graph Paper)

1.3.2.2 Tell time to the hour and half-hour.

Chapter 15: 15-1 through 15-5

- 15-1 Hour—pp. 563-566 (Tell and write time to the hour; TE Develop Concepts: Name the Hour)
- 15-2 Half Hour—pp. 567-570 (Tell and write time to the half hour; TE Develop Concepts: Matching Time)
- 15-3 Time Patterns—pp. 573-576 (Describe time patterns; TE Develop Concepts: Ordering Times)
- 15-4 Day and Night—pp. 577-580 (Understand day and night; TE Develop Concepts: Matching Time)
- 15-5 Problem Solving: Use Logical Reasoning—pp. 581-586 (Use logical reasoning to solve problems; TE Develop Concepts: Before and After Times)

1.3.2.3 Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.

Chapter 16: 16-1 through 16-6

- 16-1 Pennies and Nickels—pp. 593-596 (Identify the value of pennies and nickels, and know their comparative value; TE Develop Concepts: Same Value?)
- 16-2 Dimes and Quarters—pp. 597-600 (Identify the value of dimes and quarters, and know their comparative value; TE Develop Concepts: Identifying Coin Values)
- 16-3 Count On by Dimes and Pennies—pp. 601-604 (Find the value of combinations of dimes and pennies by counting on; TE Develop Concepts: Place Value (pennies, dimes/tens, ones))
- 16-4 Count On by Dimes and Nickels—pp. 605-608 (Find the value of combinations of dimes and nickels by counting on; TE Develop Concepts: Finding Tens)
- 16-5 One Dollar—pp. 611-614 (Identify and combine coins with total values up to one dollar; TE Develop Concepts: Making 25 Cents)
- 16-6 Problem Solving: Work Backward—pp. 615-620 (Solve problems involving money by working backward; TE Develop Concepts: Use What You Know (combinations of coins))

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