bridges in mathematics

GRADE 1

Bridges & Number Corner Third Edition

CORRELATIONS

Indiana Academic Standards for Mathematics

number corner

1 PS — Mathematics Process Standards

Standard	Descriptor	Citations	
Mathematics Process Standards			
PS.1	Make sense of problems and persevere in solving them.	**Bridges in Mathematics** Unit 2: M1 S2; M1 S4 Unit 3: M2 S1; M4 S2 Unit 4: M1 S1; M2 S2 Unit 5: M3 S3; M4 S1 Unit 6: M4 S1; M4 S2 Unit 7: M4 S4 Unit 8: M3 S6	**Number Corner** December: Calendar Grid February: Calendar Grid
PS.2	Reason abstractly and quantitatively.	**Bridges in Mathematics** Unit 1: M1 S2; M2 S2; M3 S2 Unit 3: M1 S5 Unit 4: M1 S3; M3 S1 Unit 5: M1 S2 Unit 6: M2 S3 Unit 7: M2 S3 Unit 8: M1 S1	**Number Corner** October: Calendar Grid, Calendar Collector, Days in School November: Calendar Collector, Days in School December: Calendar Collector January: Calendar Grid, Days in School February: Days in School March: Calendar Grid, Days in School May: Days in School
PS.3	Construct viable arguments and critique the reasoning of others.	**Bridges in Mathematics** Unit 1: M2 S1; M3 S2; M4 S3 Unit 3: M2 S5; M3 S2 Unit 4: M4 S3 Unit 5: M3 S1 Unit 7: M2 S4 Unit 8: M1 S2; M4 S5	**Number Corner** February: Calendar Grid April: Calendar Collector May: Calendar Collector
PS.4	Model with mathematics.	**Bridges in Mathematics** Unit 1: M1 S2; M2 S4; M4 S3 Unit 2: M4 S1 Unit 3: M1 S3; M3 S3 Unit 4: M3 S1; M4 S1 Unit 6: M1 S1; M2 S2; M3 S1 Unit 7: M1 S1; M3 S3 Unit 8: M1 S2; M3 S1; M4 S1	**Number Corner** November: Calendar Collector March: Calendar Grid April: Calendar Collector

Standard	Descriptor	Citations	
Mathematics Process Standards			
PS.5	Use appropriate tools strategically.	**Bridges in Mathematics** Unit 1: M1 S4; M1 S5; M2 S3 Unit 2: M3 S2; M4 S2 Unit 3: M1 S2; M2 S2 Unit 4: M2 S5; M3 S2 Unit 5: M1 S4; M2 S1 Unit 6: M2 S1; M3 S2 Unit 7: M2 S5; M4 S1 Unit 8: M1 S1; M2 S2	**Number Corner** September: Calendar Grid, Days in School October: Days in School November: Calendar Grid, Days in School December: Days in School January: Days in School, Computational Fluency February: Days in School, Number Path March: Calendar Collector, Days in School April: Calendar Grid, Days in School May: Calendar Collector, Days in School
PS.6	Attend to precision.	**Bridges in Mathematics** Unit 1: M1 S1; M1 S4 Unit 2: M3 S3; M4 S3 Unit 4: M2 S4; M3 S3; M4 S3	**Number Corner** September: Days in School, Computational Fluency October: Computational Fluency, Number Path November: Number Path December: Calendar Grid, Number Path January: Number Path February: Number Path March: Number Path April: Computational Fluency, Number Path May: Number Path
PS.7	Look for and make use of structure.	**Bridges in Mathematics** Unit 2: M1 S2; M1 S4 Unit 3: M2 S1; M4 S2 Unit 4: M1 S1; M2 S2 Unit 5: M3 S3; M4 S1 Unit 6: M4 S1; M4 S2 Unit 7: M4 S4 Unit 8: M3 S61	**Number Corner** December: Calendar Grid February: Calendar Grid
PS.8	Look for and express regularity in repeated reasoning.	**Bridges in Mathematics** Unit 1: M1 S2; M2 S2; M3 S2 Unit 3: M1 S5 Unit 4: M1 S3; M3 S1 Unit 5: M1 S2 Unit 6: M2 S3 Unit 7: M2 S3 Unit 8: M1 S1	**Number Corner** October: Calendar Grid, Calendar Collector, Days in School November: Calendar Collector, Days in School December: Calendar Collector January: Calendar Grid, Days in School February: Days in School March: Calendar Grid, Days in School May: Days in School

1 1.NS — Number Sense

Standard	Descriptor	Citations	
Number Sense			
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. (E)	**Bridges in Mathematics** Unit 1: M1 S1; M1 S5; M2 S4; M3 S2; M4 S4 Unit 2: M4 S3 Unit 4: M1 S1; M1 S2; M1 S3; M1 S4; M2 S1; M2 S2 Unit 7: M1 S1; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5 Unit 8: M1 S1; M1 S5; M3 S2	**Number Corner** September: Days in School, Number Path October: Days in School, Number Path November: Days in School, Number Path December: Days in School, Number Path January: Days in School, Number Path February: Days in School, Number Path March: Days in School, Number Path April: Days in School, Number Path May: Days in School, Number Path
1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E)	**Bridges in Mathematics** Unit 1: M2 S5; M4 S2 Unit 4: M2 S1; M2 S2 Unit 7: M1 S1; M1 S2; M1 S3; M1 S4; M1-S5	**Number Corner** September: Calendar Grid, Computational Fluency, Number Path October: Number Path December: Number Path January: Number Path February: Number Path March: Number Path
1.NS.3	Match the ordinal numbers (e.g., first, second, third) with an ordered set of up to 20 items.	**Bridges in Mathematics** Unit 7: M2 S1	**Number Corner** September: Number Path
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 <. (E)	**Bridges in Mathematics** Unit 2: M1 S3 (dominoes involve mostly one-digit numbers), M4 S4 Unit 4: M4 S4; M4 S5 Unit 5: M4 S1; M4 S2; M4 S3 Unit 7: M1 S3; M4 S2; M4 S3; M4 S5 Unit 8: M3 S3; M4 S3	**Number Corner** November: Number Path April: Calendar Grid

1 1.CA — Computation and Algebraic Thinking

Standard	Descriptor	Citations	
Computation and Algebraic Thinking			
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 10 (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). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	**Bridges in Mathematics** Unit 1: M3 S1; M3 S4 Unit 2: M1 S1; M1 S4; M2 S1; M2 S2; M2 S3; M2 S4; M3 S4; M3 S5 Unit 3: M1 S1; M1 S2; M1 S4; M1 S5; M2 S1; M4 S1; M4 S2; M4 S4 Unit 5: M2 S1; M2 S2 M2 S3; M2 S4; M2 S5; M3 S1; M3 S2 M3 S3; M3 S4; M3 S5	**Number Corner** September: Computational Fluency October: Calendar Grid, Computational Fluency November: Computational Fluency December: Computational Fluency January: Calendar Grid, Computational Fluency February: Calendar Collector, Computational Fluency March: Computational Fluency April: Computational Fluency May: Computational Fluency

Standard	Descriptor	Citations	
Computation and Algebraic Thinking			
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). (E)	**Bridges in Mathematics** Unit 1: M2 S3 Unit 2: M2 S3 Unit 3: M1 S5; M2 S4; M2 S5 Unit 4: M1 S3; M1 S4; M1 S5 Unit 5: M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S4 Unit 8: M2 S1; M2 S2; M2 S3	
1.CA.3	Using number sense and place value strategies, 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. Use 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. (E)	**Bridges in Mathematics** Unit 3: M3 S1; M3 S2; M3 S3; M3 S4 Unit 4: M2 S4; M2 S5; M3 S1; M3 S4; M3 S5 Unit 7: M3 S1; M3 S2; M3 S4 Unit 8: M1 S4; M1 S5; M4 S2; M4 S4	**Number Corner** May: Calendar Grid

Standard	Descriptor	Citations
Computation and Algebraic Thinking		
1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	**Bridges in Mathematics** Unit 1: M1 S5 Unit 2: M4 S2 Unit 4: M3 S2 Unit 8: M2 S2; M2 S3; M2 S4

1 1.G — Geometry

Standard	Descriptor	Citations	
Geometry			
1.G.1	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.	**Bridges in Mathematics** Unit 1: M1 S3 Unit 6: M1 S1; M1 S2; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M4 S2	**Number Corner** December: Calendar Grid February: Calendar Grid
1.G.2	Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (e.g., 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."]	**Bridges in Mathematics** Unit 1: M1 S1; M1 S3 Unit 2: M4 S2 Unit 6: M2 S5; M3 S2; M3 S3; M3 S4	**Number Corner** December: Calendar Grid

Standard	Descriptor	Citations	
Geometry			
1.G.3	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.	**Bridges in Mathematics** Unit 2: M4 S1 Unit 6: M3 S3; M3 S4; M3 S5; M4 S3 Unit 7: M3 S3 Unit 8: M1 S4; M1 S5; M3 S1	**Number Corner** November: Calendar Grid, Calendar Collector May: Calendar Collector

1 1.M — Measurement

Standard	Descriptor	Citations	
Measurement			
1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E)	*Content for this standard centers on lengths.*	
		Bridges in Mathematics Unit 4: M4 S5 Unit 5: M2 S3; M2 S4; M4 S2; M4 S3; M4 S4; M4 S5 Unit 8: M4 S2; M4 S3; M4 S4	**Number Corner** April: Calendar Collector
1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	**Bridges in Mathematics** Unit 8: M1 S2; M1 S3	**Number Corner** November: Calendar Collector December: Calendar Collector March: Calendar Grid
1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	**Bridges in Mathematics** Unit 1: M3 S3 Unit 2: M4 S4; M4 S5 Unit 7: M4 S1; M4 S2; M4 S3	**Number Corner** September: Calendar Collector January: Calendar Collector March: Calendar Collector

1 1.DA — Data Analysis

Standard	Descriptor	Citations	
Data Analysis			
1.DA.1	With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies. (E)	**Bridges in Mathematics** Unit 1: M1 S2; M3 S3 Unit 4: M4 S1 Unit 6: M4 S4 Unit 8: M3 S4; M3 S5; M3 S6	**Number Corner** September: Calendar Collector October: Calendar Collector March: Calendar Collector