bridges in mathematics

GRADE 1

Bridges & Number Corner Third Edition

CORRELATIONS

North Carolina Standard Course of Study — Mathematics

number corner

1 SMP — Standards for Mathematics Practice

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

Standard	Descriptor	Citations	
Standards for Mathematics Practice			
SMP.5	Use appropriate tools strategically.	**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
SMP.6	Attend to precision.	**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
SMP.7	Look for and make use of structure.	**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
SMP.8	Look for and express regularity in repeated reasoning.	**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

1 OA — Operations and Algebraic Thinking

Standard	Descriptor	Citations	
Represent and solve problems.			
	Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving:		
NC.1.OA.1	• Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown	**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	**Number Corner** October: Calendar Grid January: Calendar Grid
NC.1.OA.2	Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.	**Bridges in Mathematics** Unit 3: M1 S5; M4 S1; M4 S2 Unit 5: M1 S4 Unit 6: M2 S3	**Number Corner** February: Computational Fluency
Understand and apply properties of operations.			
NC.1.OA.3	Apply the commutative and associative properties as strategies for solving addition problems.	**Bridges in Mathematics** Unit 1: M2 S3 Unit 2: M1 S4; M1 S5; M2 S1; M2 S2; M2 S3; M2 S5 Unit 3: M4 S1; M4 S2 Unit 4: M1 S4 Unit 5: M2 S1; M2 S2; M2 S3; M3 S2	**Number Corner** October: Calendar Grid, Computational Fluency February: Computational Fluency March: Computational Fluency
NC.1.OA.4	Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.	**Bridges in Mathematics** Unit 1: M2 S2; M3 S1; M3 S2; M4 S1 Unit 2: M2 S5; M3 S1; M3 S4 Unit 3: M1 S2; M2 S1; M2 S2; M2 S3; M2 S4 Unit 4: M3 S2 Unit 5: M1 S5; M2 S5; M3 S2	**Number Corner** January: Calendar Grid March: Computational Fluency April: Calendar Grid

Standard	Descriptor	Citations	
Add and subtract within 20.			
NC.1.OA.9	Demonstrate fluency with addition and subtraction within 10.	**Bridges in Mathematics** Unit 1: M3 S1 Unit 2: M1 S4; M1 S5; M2 S2; M2 S3; M2 S4; M2 S5; M3 S4 Unit 3: M1 S1; M1 S3; M2 S6	**Number Corner** October: Computational Fluency November: Computational Fluency
NC.1.OA.6	Add and subtract, within 20, using strategies such as: • Counting on. • Making ten. • Decomposing a number leading to a ten. • Using the relationship between addition and subtraction. • Using a number line. • Creating equivalent but simpler or known sums.	**Bridges in Mathematics** Unit 1: M2 S5; M3 S1; M3 S2; M3 S4; M4 S1 Unit 2: M1 S2; M1 S4; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M3 S2; M3 S4 Unit 3: M1 S1; M1 S3; M1 S4; M2 S1; M2 S2; M2 S3; M3 S5 Unit 4: M3 S2 Unit 5: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M3 S1; M3 S2; M3 S4; M3 S5 Unit 6: M2 S3; M3 S1; M4 S1 Unit 8: M2 S4	**Number Corner** September: Calendar Grid, Computational Fluency October: Calendar Grid November: Computational Fluency December: Computational Fluency January: Computational Fluency February: Computational Fluency March: Computational Fluency
Analyze addition and subtraction equations within 20.			
NC.1.OA.7	Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.	**Bridges in Mathematics** Unit 2: M2 S5 Unit 3: M4 S1; M4 S2 Unit 5: M2 S1; M2 S2; M3 S5 Unit 6: M3 S2	**Number Corner** December: Days in School January: Calendar Grid February: Computational Fluency March: Computational Fluency
NC.1.OA.8	Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.	**Bridges in Mathematics** Unit 1: M2 S2; M3 S1; M3 S2 Unit 2: M2 S5; M3 S1; M4 S5 Unit 3: M2 S4 Unit 5: M1 S5; M2 S5; M3 S2	**Number Corner** January: Calendar Grid April: Calendar Grid

1 NBT — Number and Operations in Base Ten

Standard	Descriptor	Citations	
Extend and recognize patterns in the counting sequence.			
NC.1.NBT.1	Count to 150, starting at any number less than 150.	**Bridges in Mathematics** Unit 1: M1 S1; M2 S4; M4 S5 Unit 2: M4 S4; M4 S5 Unit 3: M3 S5 Unit 4: M1 S1; M1 S2; M2 S1; M2 S2 Unit 5: M4 S4; M4 S5 Unit 7: M1 S1; M2 S1; M2 S2; M2 S4	**Number Corner** October: Calendar Grid, Number Path November: Number Path December: Number Path February: Number Path, Days in School March: Number Path April: Number Path, Days in School
NC.1.NBT.7	Read and write numerals and represent a number of objects with a written numeral, to 100.	**Bridges in Mathematics** Unit 1: M2 S4 Unit 4: M2 S1; M2 S2; M3 S5 Unit 7: M1 S1	**Number Corner** September: Number Path October: Calendar Collector, Days in School, Number Path December: Days in School, Number Path January: Days in School, Number Path February: Days in School March: Calendar Grid, Calendar Collector, Days in School, Number Path
Understand place value.			
NC.1.NBT.2	**Understand that the two digits of a two-digit number represent amounts of tens and ones.** • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate 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, with 0 ones.	**Bridges in Mathematics** Unit 1: M2 S4; M2 S5; M3 S4; M4 S3 Unit 3: M3 S1; M3 S2; M3 S5 Unit 4: M3 S1; M4 S2; M4 S3; M4 S4 Unit 5: M4 S2 Unit 7: M1 S1; M1 S2; M1 S4; M1 S5; M2 S5; M3 S4; M4 S5	**Number Corner** September: Calendar Grid, Computational Fluency October: Number Path November: Number Path January: Calendar Collector, Days in School, Number Path

Standard	Descriptor	Citations	
Understand place value.			
NC.1.NBT.3	Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Bridges in Mathematics** Unit 2: M4 S4 Unit 3: M2 S6; M4 S2; M4 S3 Unit 4: M4 S4; M4 S5 Unit 5: M4 S1; M4 S2; M4 S3 Unit 7: M1 S3; M4 S2; M4 S3 Unit 8: M3 S3; M4 S3	**Number Corner** November: Number Path April: Calendar Grid
Use place value understanding and properties of operations.			
NC.1.NBT.4	Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: • A two-digit number and a one-digit number • A two-digit number and a multiple of 10	**Bridges in Mathematics** Unit 3: M3 S2; M4 S4 Unit 4: M2 S3; M2 S4; M3 S3; M3 S4 Unit 7: M3 S1; M3 S2; M3 S3; M4 S4; M4 S5 Unit 8: M1 S4; M1 S5	**Number Corner** November: Days in School December: Days in School February: Calendar Collector
NC.1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	**Bridges in Mathematics** Unit 4: M1 S1 Unit 7: M3 S2; M3 S3; M3 S4	**Number Corner** March: Days in School April: Computational Fluency, Number Path May: Calendar Grid
NC.1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using: • Concrete models and drawings • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction	**Bridges in Mathematics** Unit 4: M1 S1; M1 S4; M2 S4; M2 S5; M3 S1; M3 S5 Unit 7: M2 S3; M3 S1; M3 S2; M3 S4	**Number Corner** April: Computational Fluency May: Computational Fluency

1 MD — Measurement and Data

Standard	Descriptor	Citations	
Measure lengths.			
NC.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	**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
	Measure lengths with non-standard units.		
NC.1.MD.2	• Express the length of an object as a whole number of non-standard length units. • Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.	**Bridges in Mathematics** Unit 1: M3 S5; M4 S2; M4 S3 Unit 4: M4 S1; M4 S2; M4 S3; M4 S4 Unit 8: M3 S2; M3 S5; M4 S2; M4 S4; M4 S5	**Number Corner** April: Calendar Collector
Build understanding of time and money.			
NC.1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	**Bridges in Mathematics** Unit 8: M1 S2; M1 S3	**Number Corner** November: Calendar Collector December: Calendar Collector March: Calendar Grid
NC.1.MD.5	Identify quarters, dimes, and nickels and relate their values to pennies.	**Bridges in Mathematics** Unit 1: M3 S3 Unit 2: M4 S4 Unit 7: M4 S1; M4 S2; M4 S3	

Standard	Descriptor	Citations	
Represent and interpret data.			
	Organize, represent, and interpret data with up to three categories.		
NC.1.MD.4	• Ask and answer questions about the total number of data points. • Ask and answer questions about how many in each category. • Ask and answer questions about how many more or less are in one category than in another.	**Bridges in Mathematics** Unit 1: M1 S2; M3 S3 Unit 4: M4 S1 Unit 6: M4 S4 Unit 8: M3 S4 (data requires four categories), M3 S5; M3 S6	**Number Corner** September: Calendar Collector October: Calendar Collector (shapes require four categories) March: Calendar Collector

1 G — Geometry

Standard	Descriptor	Citations	
Reason with shapes and their attributes.			
NC.1.G.1	Distinguish between defining and non-defining attributes and create shapes with defining attributes by:		
	• Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. • Building cubes, rectangular prisms, cones, spheres, and cylinders.	**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
NC.1.G.2	Create composite shapes by:		
	• Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. • Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape.	**Bridges in Mathematics** Unit 6: M1 S3; M1 S4; M1 S5; M2 S4; M3 S1; M3 S2; M3 S5	**Number Corner** December: Calendar Grid

Standard	Descriptor	Citations	
Reason with shapes and their attributes.			
	Partition circles and rectangles into two and four equal shares.		
NC.1.G.3	• Describe the shares as halves and fourths, as half of and fourth of. • Describe the whole as two of, or four of the shares. • Explain that decomposing into more equal shares creates smaller shares.	**Bridges in Mathematics** Unit 2: M4 S1 Unit 6: M3 S3; M3 S4; M3 S5; M4 S3 Unit 8: M3 S1	**Number Corner** November: Calendar Grid, Calendar Collector May: Calendar Collector