bridges in mathematics

GRADE 1

Bridges & Number Corner Third Edition

CORRELATIONS

Ohio's Learning Standards for Mathematics

number corner

1 MP — Standards for Mathematical Practice

Standard	Descriptor	Citations	
Standards for Mathematical Practice			
MP1	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
MP2	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
MP3	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
MP4	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 Mathematical Practice			
MP5	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
MP6	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
MP7	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
MP8	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 involving addition and subtraction.			
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**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
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Drawings need not show details but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	**Bridges in Mathematics** Unit 3: M1 S5; M4 S1; M4 S2 Unit 5: M1 S4 Unit 6: M2 S3	**Number Corner** February: Computational Fluency

Standard	Descriptor	Citations	
Understand and apply properties of operations and the relationship between addition and subtraction.			
1.OA.3	Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.	**Bridges in Mathematics** Unit 1: M2 S3 Unit 2: M1 S4; M1 S5; M2 S2 Unit 3: M1 S1; M4 S1; M4 S2 Unit 5: M2 S1; M2 S2; M2 S3	**Number Corner** February: Computational Fluency October: Computational Fluency March: Computational Fluency
1.OA.4	Understand subtraction as an unknown-addend problem.	**Bridges in Mathematics** Unit 1: M4 S1 Unit 2: M3 S4 Unit 3: M1 S2; M2 S1; M2 S2; M2 S3 Unit 4: M3 S2 Unit 5: M1–S5	**Number Corner** March: Computational Fluency
Add and subtract within 20.			
1.OA.5	Relate counting to addition and subtraction e.g., by counting on 2 to add 2.	**Bridges in Mathematics** Unit 1: M1 S5; M2 S1; M3 S4; M4 S4 Unit 2: M1 S1; M1 S5; M3 S3; M3 S4 Unit 3: M1 S4 Unit 4: M1 S4; M1 S5	

Standard	Descriptor	Citations	
Add and subtract within 20.			
1.OA.6	Add and subtract within 20, demonstrating fluency with various strategies for addition and subtraction within 10. Strategies may include counting on; making ten, e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14; decomposing a number leading to a ten, 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.	**Bridges in Mathematics** Unit 1: M3 S1 Unit 2: M1–S2; M2 S1; M2 S2; M2 S3; M2 S4 Unit 3: M1–S3; M1–S4 Unit 5: M1–S3; M2 S1; M2 S2; M2 S3; M2 S4; M3 S3 Unit 8: M2 S4	**Number Corner** September: Calendar Grid, Computational Fluency October: Calendar Grid, Computational Fluency November: Days in School, Computational Fluency December: Computational Fluency January: Computational Fluency February: Computational Fluency March: Computational Fluency
Work with addition and subtraction equations.			
1.OA.7	Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	**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
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating 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 4: M3 S1; M4 S3 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 the counting sequence.			
1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**Bridges in Mathematics** Unit 1: M1 S1; M2 S4; M4 S5 Unit 3: M3 S5 Unit 4: M1 S1; M1 S2; M2 S1; M2 S2 Unit 7: M1 S1; M2 S1; M2 S2; M2 S4	**Number Corner** October: Calendar Grid, Number Path November: Number Path December: Number Path February: Days in School, Number Path March: Number Path April: Number Path
Understand place value.			
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a "ten;" the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; and the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 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, Number Path November: Number Path January: Calendar Collector, Days in School, Number Path
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	**Bridges in Mathematics** Unit 2: M4 S4 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 February: Number Path April: Calendar Grid

Standard	Descriptor	Citations	
Use place value understanding and properties of operations to add and subtract.			
1.NBT.4	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, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that when adding two-digit numbers, tens are added to tens; ones are added to ones; and sometimes it is necessary to compose a ten.	**Bridges in Mathematics** Unit 3: M3 S2; M4 S4 Unit 4: M2 S3; M2 S4; M3 S3; M3 S4 Unit 7: M1–S3; 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

Standard	Descriptor	Citations	
Use place value understanding and properties of operations to add and subtract.			
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: M2 S4; M3 S1; M3 S5 Unit 7: M2 S3; M3 S1; M3 S2; M3 S4 Unit 8: M1–S4; M1–S5	**Number Corner** March: Days in School April: Computational Fluency, Number Path May: Calendar Grid, Computational Fluency, Number Path
1.NBT.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**Bridges in Mathematics** Unit 4: M2 S3; M2 S4; M2 S5; M3 S2 Unit 7: M1–S5; M2 S3; M3 S2	**Number Corner** April: Calendar Grid, Number Path May: Number Path

1 MD — Measurement and Data

Standard	Descriptor	Citations	
Measure lengths indirectly and by iterating length units.			
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
1.MD.2	Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it 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
Work with time and money.			
	1.MD.3 Work with time and money.		
1.MD.3a	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
1.MD.3b	Identify pennies and dimes by name and value.	**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

Standard	Descriptor	Citations	
Represent and interpret data.			
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and 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.			
1.G.1	Distinguish between defining attributes, e.g., triangles are closed and three-sided, versus non-defining attributes, e.g., color, orientation, overall size; build and draw shapes that possess 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	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as “right rectangular prism.”	**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.			
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares 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 shares in real-world contexts. Understand for these examples 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