bridges in mathematics

GRADE 1

Bridges in Mathematics & Number Corner Third Edition

CORRELATIONS

Oklahoma Standards for Mathematics

number corner

1. Mathematical Actions & Processes

Standard	Descriptor	Citations	
MAP Mathematical Actions & Processes			
MAP.1	Develop a deep and flexible conceptual understanding	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S4, M3–S4 Unit 2: M4–S1 Unit 3: M1–S1, M1–S2 Unit 5: M4–S2 Unit 6: M2–S3 Unit 7: M2–S4, M2–S5 Unit 8: M3–S4	**Number Corner** Teachers Guide: October: Computational Fluency November: Computational Fluency January: Computational Fluency May: Computational Fluency
MAP.2	Develop accurate and appropriate procedural fluency.	**Bridges in Mathematics** Teachers Guide: Unit 1: M3–S1, M4–S1 Unit 2: M1–S3, M2–S4 Unit 3: M1–S4, M1–S5, M2–S5, M2–S6, M4–S4 Unit 4: M1–S4 Unit 5: M5–S1 Unit 7: M3–S4 Unit 8: M1–S4	**Number Corner** Teachers Guide: December: Computational Fluency
MAP.3	Develop strategies for problem-solving.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S4 Unit 2: M2–S3, M4–S1 Unit 3: M3–S3 Unit 5: M1–S5, M2–S5, M3–S1, M3–S2 Unit 6: M1–S2, M3–S6 Unit 7: M2–S5 Unit 8: M3–S4	

Standard	Descriptor	Citations	
MAP Mathematical Actions & Processes			
MAP.4	Develop mathematical reasoning.	**Bridges in Mathematics** Teachers Guide: Unit 2: M1–S2, M1–S4 Unit 3: M2–S1, M2–S2, M2–S3 Unit 4: M1–S2 Unit 5: M3–S3, M3–S4 Unit 6: M4–S1, M4–S2	
MAP.5	Develop a productive mathematical disposition.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S4, M2–S1 Unit 2: M3–S2, M4–S2 Unit 3: M2–S2, M1–S3 Unit 4: M2–S5 Unit 6: M2–S1 Unit 7: M2–S5, M3–S5	**Number Corner** Teachers Guide: September: Calendar Grid October: Calendar Grid November: Calendar Grid December: Calendar Grid January: Calendar Grid February: Calendar Grid March: Calendar Grid April: Calendar Grid May: Calendar Grid
MAP.6	Develop the ability to make conjectures, model, and generalize.	**Bridges in Mathematics** Teachers Guide: Unit 1:M2–S4 Unit 3: M1–S5, M4–S4 Unit 5: M1–S2, M1–S3, M1–S4 Unit 6: M2–S4 Unit 8: M1–S1, M2–S1, M2–S2, M2–S3, M2–S4	**Number Corner** Teachers Guide: December: Number Path March: Number Path
MAP.7	Develop the ability to communicate mathematically.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S2, M4–S4 Unit 2: M4–S1 Unit 3: M1–S3 Unit 4: M4–S2 Unit 5: M2–S3, M2–S4 Unit 6: M1–S1, M1–S3, M1–S4, M3–S3 Unit 7: M3–S3 Unit 8: M4–S1	

1 2. Numbers & Operations

Standard	Descriptor	Citations	
1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on grouping in terms of tens and ones.			
1.N.1.1	Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S3, M3–S1, M3–S2, M3–S3, M3–S4 Unit 2: M1–S1, M1–S2, M1–S3, M1–S4, M1–S5	
1.N.1.2	Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S5 Unit 3: M3–S1, M3–S5 Unit 5: M4–S2 Unit 7: M1–S1, M1–S2, M1–S3, M1–S4, M2–S5, M4–S4	**Number Corner** Teachers Guide: September: Calendar Grid, Computational Fluency, Number Path February: Calendar Collector
1.N.1.3	Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, words, addition and subtraction, pictures, tally marks, number lines, and manipulatives.	**Bridges in Mathematics** Teachers Guide: Unit 2: M2–S1, M2–S1, M3–S1, M3–S2, M3–S3, M3–S4 Unit 4: M1–S1, M1–S2, M1–S3, M1–S4, M1–S5, M2–S1, M2–S2, M2–S3, M3–S1, M3–S4 Unit 7: M1–S1, M1–S2, M1–S3, M1–S4	**Number Corner** Teachers Guide: October: Number Path November: Number Path January: Number Path
1.N.1.4	Count forward, with objects, from any given number up to 100 by 1s, 2s, 5s and 10s.	**Bridges in Mathematics** Teachers Guide: Unit 2: M3–S3, M4–S3, M4–S4, M4–S5 Unit 3: M3–S2 Unit 4: M3–S2, M3–S3, M3–S4, M4–S2, M4–S3, M4–S4 Unit 5: M4–S4, M4–S5	**Number Corner** Teachers Guide: May: Number Path

Standard	Descriptor	Citations	
1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on grouping in terms of tens and ones.			
1.N.1.5	Count forward, without objects, by multiples of 1s, 2s, 5s, and 10s, up to 100.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S4 Unit 3: M1–S4 Unit 4: M1–S4, M2–S2, M2–S4, M2–S5 Unit 7: M1–S1, M2–S1, M2–S2, M2–S4	**Number Corner** Teachers Guide: October: Calendar Grid, Number Path November: Number Path December: Number Path February: Days in School, Number Path March: Number Path April: Number Path
1.N.1.6	Find a number that is 10 more or 10 less than a given number up to 100.	**Bridges in Mathematics** Teachers Guide: Unit 4: M3–S1, M3–S5 Unit 7: M2–S3, M3–S1, M3–S2, M3–S4 Unit 8: M1–S4, M1–S5, M4–S1	**Number Corner** Teachers Guide: April: Computational Fluency, Number Path
1.N.1.7	Compare and order whole numbers from 0 to 100.	**Bridges in Mathematics** Teachers Guide: 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, M4–S5 Unit 8: M3–S3, M4–S3	**Number Corner** Teachers Guide: November: Number Path April: Calendar Grid
1.N.1.8	Use knowledge of number relationships to locate the position of a given whole number, up to 20, on an open number line.	**Bridges in Mathematics** Teachers Guide: Unit 4: M1–S1, M1–S2, M2–S1, M2–S2, M3–S1	
1.N.1.9	Use words such as “more than,” “less than,” and “equal to” to describe the relative value of numbers.	**Bridges in Mathematics** Teachers Guide: Unit 2: M4–S4 Unit 3: M2–S6, M4–S3, M4–S4 Unit 4: M4–S4, M4–S5 Unit 5: M4–S1, M4–S2 Unit 7: M1–S3, M4–S3 Unit 8: M3–S3, M3–S4	**Number Corner** Teachers Guide: November: Number Path February: Number Path April: Calendar Grid

Standard	Descriptor	Citations	
1.N.2 Solve addition and subtraction problems with sums and minuends of up to 10 in real-world and mathematical contexts.			
1.N.2.1	Represent and solve problems using addition and subtraction with sums and minuends of up to 10.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S1, M2–S2, M2–S3 Unit 2: M2–S3, M2–S4, M3–S1, M3–S5 Unit 3: M2–S4 Unit 4: M1–S3, M1–S4, M1–S5 Unit 6: M3–S6	
1.N.2.2	Determine if equations involving addition and subtraction are true.	**Bridges in Mathematics** Teachers Guide: Unit 2: M2–S5 Unit 3: M4–S1, M4–S2 Unit 5: M2–S1, M2–S2, M3–S5 Unit 6: M3–S2	**Number Corner** Teachers Guide: January: Calendar Grid February: Computational Fluency March: Computational Fluency
1.N.2.3	Demonstrate fluency with basic facts of addition and subtraction with sums and minuends of up to 10.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S2, M2–S3, M4–S4 Unit 2: M1–S4, M1–S5, M2–S4, M2–S5, M3–S1, M3–S3, M3–S4	

Standard	Descriptor	Citations	
1.N.3 Develop foundational ideas for fractions.			
1.N.3.1	Partition a regular polygon using physical models and recognize when those parts are equal.	**Bridges in Mathematics** Teachers Guide: Unit 2: M4–S1 Unit 6: M3–S3 Unit 8: M3–S1	**Number Corner** Teachers Guide: November: Calendar Grid
1.N.3.2	Partition (fair share) sets of objects into two and three equal groups.	**Bridges in Mathematics** Teachers Guide: Unit 3: M1–S3 Unit 4: M2–S1 Unit 6: M3–S3, M3–S4, M3–S5, M4–S3	**Number Corner** Teachers Guide: November: Calendar Grid, Calendar Collector May: Calendar Collector

Standard	Descriptor	Citations	
1.N.4 Identify coins and their values.			
1.N.4.1	Identify pennies, nickels, dimes, and quarters by name and value.	**Bridges in Mathematics** Teachers Guide: Unit 1: M3–S3 Unit 2: M4–S4, M4–S5 Unit 7: M4–S1, M4–S2, M4–S3	**Number Corner** Teachers Guide: September: Calendar Collector January: Calendar Collector March: Calendar Collector May: Calendar Collector
1.N.4.2	Write a number with the cent symbol to describe the value of a coin.	**Bridges in Mathematics** Teachers Guide: Unit 1: M3–S3 Unit 2: M4–S4, M4–S5 Unit 7: M4–S1, M4–S2, M4–S3	**Number Corner** Teachers Guide: January: Calendar Collector March: Calendar Collector May: Calendar Collector
1.N.4.3	Determine the value of a collection of pennies, nickels, or dimes up to one dollar, counting by 1s, 5s, and 10s.	**Bridges in Mathematics** Teachers Guide: Unit 1: M3–S3 Unit 2: M4–S4, M4–S5 Unit 7: M4–S1, M4–S2, M4–S3	**Number Corner** Teachers Guide: January: Calendar Collector March: Calendar Collector May: Calendar Collector

1 3. Algebraic Reasoning & Algebra

Standard	Descriptor	Citations
1.A.1 Identify patterns found in real-world and mathematical problems.		
1.A.1.1	Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (e.g., quantity, numbers, or shapes).	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S5 Unit 2: M4–S2 Unit 4: M3–S2 Unit 6: M3–S2, M4–S3, M4–S4 Unit 7: M2–S1, M4–S3 Unit 8: M1–S4, M3–S5

1 4. Geometry & Measurement

Standard	Descriptor	Citations	
1.GM.1 Compose larger, defined shapes using smaller two-dimensional shapes.			
1.GM.1.1	Identify regular and irregular trapezoids and hexagons by pointing to the shape when given the name.	*This content is limited to isosceles trapezoids and regular hexagons.* **Bridges in Mathematics** Teachers Guide: Unit 6: M1–S1, M1–S2, M1–S3, M1–S4, M1–S5, M4–S2	
1.GM.1.2	Determine the value of a collection of pennies, nickels, or dimes up to one dollar, counting by 1s, 5s, and 10s.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S1, M1–S3 Unit 2: M4–S2 Unit 6: M1–S3, M1–S4, M1–S5, M3–S1, M3–S2, M3–S3, M3–S4, M3–S5	**Number Corner** Teachers Guide: January: Calendar Collector March: Calendar Collector May: Calendar Collector
1.GM.1.3	Compose structures with three-dimensional shapes.	**Bridges in Mathematics** Teachers Guide: Unit 6: M2–S4	**Number Corner** Teachers Guide: December: Calendar Grid
1.GM.1.4	Recognize three-dimensional shapes such as cubes, cones, cylinders, pyramids, and spheres.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S3 Unit 6: M2–S1, M2–S2, M2–S3, M2–S4, M2–S5, M3–S1	**Number Corner** Teachers Guide: December: Calendar Grid

Standard	Descriptor	Citations	
1.GM.2 Select and use nonstandard and standard units to describe length and volume/capacity.			
1.GM.2.1	Use nonstandard and standard measuring tools to measure the length of objects.	**Bridges in Mathematics** Teachers Guide: Unit 1: M3–S5, M4–S2, M4–S3 Unit 8: M3–S2, M3–S5, M4–S2, M4–S4, M4–S5	**Number Corner** Teachers Guide: April: Calendar Collector
1.GM.2.2	Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.	**Bridges in Mathematics** Teachers Guide: 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** Teachers Guide: April: Calendar Collector
1.GM.2.3	Measure the same object/distance with units of two different lengths, and describe how and why the measurements differ.	*This standard is beyond the scope of the grade 1 curriculum.*	
1.GM.2.4	Describe a length to the nearest whole unit using a number with standard and nonstandard units.	**Bridges in Mathematics** Teachers Guide: 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** Teachers Guide: April: Calendar Collector
1.GM.2.5	Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.	*This standard is beyond the scope of the grade 1 curriculum.*	

Standard	Descriptor	Citations	
1.GM.3 Describe and measure concepts of time.			
1.GM.3.1	Tell time to the hour and half-hour (analog and digital).	**Bridges in Mathematics** Teachers Guide: Unit 8: M1–S2, M1–S3	**Number Corner** Teachers Guide: November: Calendar Collector December: Calendar Collector March: Calendar Grid
1.GM.3.2	Describe and measure calendar time by days, weeks, months, and years.	*This standard is limited to calendar time in days and weeks.* **Number Corner** Teachers Guide: September: Days in School, Calendar Collector October: Days in School November: Days in School December: Days in School January: Days in School, Calendar Collector February: Days in School March: Days in School April: Days in School May: Days in School	

1 5. Data & Probability

Standard	Descriptor	Citations	
1.D.1 Describe and measure concepts of time.			
1.D.1.1	Collect, organize, and interpret categorical and numerical data.	**Bridges in Mathematics** Teachers Guide: 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** Teachers Guide: September: Calendar Collector October: Calendar Collector (shapes require four categories) March: Calendar Collector
1.D.1.2	Use data to create pictographs and bar graphs that demonstrate one-to-one correspondence.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S2, M3–S3 Unit 3: M3–S4 Unit 4: M4–S1 Unit 8: M3–S4, M3–S5, M3–S6	**Number Corner** Teachers Guide: September: Calendar Collector October: Calendar Collector March: Calendar Collector
1.D.1.3	Draw conclusions from pictographs and bar graphs.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S2, M3–S3 Unit 3: M3–S4 Unit 4: M4–S1 Unit 8: M3–S4, M3–S6	**Number Corner** Teachers Guide: January: Calendar Collector March: Calendar Collector May: Calendar Collector