

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics

STANDARD 1: NUMBER SENSE				
Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.1.1 Count, read, and write whole numbers up to 100.	Unit 1, Sessions 14, 18 Unit 2, Session 1 Unit 3, Sessions 7–9 Unit 4, pages 510–511 (Measuring the Height of the Emperor Penguins) Unit 4, pages 535–538 (Penguin Pairs) Unit 5, pages 549–551 (Measuring Up)	November Monday Challenges 1-4 December Monday Challenge 3 December Wed. Challenges 1–3 January Monday Challenges 1–3 February Monday Challenge 2 February Friday Challenges 1–4 March Thursday Challenge 4 May Monday Challenges 1–2 May Thursday Challenges 1–2	Set A1 Number & Operations: Numbers to 120, Activities 2 and 4 Set A5 Number & Operations: Place Value, Activities 1, 2 & 3 Bridges Practice Workbook, pages 1, 2, 3, 11, 13, 19, 23, 24, 30, 33, 36, 39, 42, 43, 46	Informal Bridges Practice Workbook, pages 1, 2, 3, 11, 13, 19, 23, 24, 30, 33, 36, 39, 42, 43, 46
				Formal Yearlong Skills Interview, Tasks 1, 4* Yearlong Skills Paper/Pencil Assessments: Baseline, Fall, Winter, Spring*
1.1.2 Count and group objects in ones and tens.	Unit 1, Sessions 2, 13 Unit 2, Sessions 1, 10-11, 19-22 Unit 3, Sessions 1–2, 11–12 Unit 4, pages 472-473 (Help, A Skual) Unit 6, pages 769-770, 779-782, 792-794, 814-816, 822-824, 832-834, 848-850, 856-859 (Farm Purchases) Unit 6, pages 868-871, 878-879 (Hens & Horses Hundreds Grids)	October Thursday Challenge 4 Nov Wednesday Challenges 1–3 December Monday Challenge 3 December Wednesday Challenge 3 Dec Thursday Challenges 1–3 January Monday Challenges 1–3 January, pages 300-301 (St. Support 7B)	Set A1 Number & Operations: Numbers to 120, Activity 3 Set A5 Number & Operations: Place Value, Activities 1, 2 & 3 Bridges Practice Book, pp 19, 25, 26, 30	Informal Bridges Practice Workbook, pages 19, 25, 26, 30
				Formal Unit 3, pages 396-398 (Interview 2) Yearlong Skills Interview, Task 5*
1.1.3 Identify the number of tens and ones in numbers less than 100.	Unit 1, Sessions 2, 13 Unit 2, Sessions 1, 10--1, 19--22 Unit 3, Sessions 1, 2, 11, 12 Unit 4, pages 472-473 (Help, A Skual) Unit 6, pages 769-770, 779-782, 792-794, 814-816, 822-824, 832-834, 848-850, 856-859 (Farm Purchases) Unit 6, pages 868-871, 878-879 (Hens & Horses Hundreds Grids)	September-May Friday's Figuring September Wednesday Ch 1–4 October Thurs. Challenges 1 & 4 November Wednesday Chal. 1–3 November, page 168 (St. Supt. 4C) December Wednesday Chal. 1–3 December Thursday Chal.1–3 January Monday Chal. 1–3 Jan, pages 300-301 (St. Support 7B)	Set A1 Number & Operations: Numbers to 120, Activity 3 Set A5 Number & Operations: Place Value, Activities 1, 2 & 3 Bridges Practice Book, pages 3, 21, 23, 30, 33, 42, 71	Informal Bridges Practice Workbook, pages 26, 57, 68, 69, 71
* Any of the assessments in this document that are marked with an asterisk are new, and can be accessed on the Math Learning Center web site at www.mathlearningcenter.org on the Grade 1 Support Page.				

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 1: NUMBER SENSE				
Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.1.4 Name the number that is one more than or one less than any number up to 100.	Unit 4, pages 535–538 (Counting by 2’s with Penguin Pairs)	March Thursday Challenge 4	Set A1 Numbers & Operations: Numbers to 120, Activities 1–4 Bridges Practice Book, pp 11, 22, 43, 46	Informal Bridges Practice Book, pages 11, 22, 43, 46
				Formal Number Corner, page 163–164 (Assessment 4) Yearlong Skills Interview, Task 3* Yearlong Skills Paper/Pencil Assessments: Baseline, Fall, Winter, Spring*
1.1.5 Compare whole numbers up to 10 and arrange them in numerical order.	Unit 1, Sessions 5, 14, 18–20 Unit 1, p 88 Work Place 1K Unit 2, Sessions 4, 5, 10, 11 Unit 2, pp 158–159 Work Place 2C Unit 4, p 444, Ten Little Penguins			Formal Yearlong Skills Paper/Pencil Assessments: Baseline*
1.1.6 Match the number names (first, second, third, etc.) with an ordered set of up to 10 items.	Unit 2, Session 10 Unit 3, Session 20 Unit 4, pages 525–528 (Penguin Pairs)	September, pages 21–25 (Calendar Grid, used throughout the school year) February Thursday Chal. 3–4 May Wednesday Chal. 3–4	Set A1 Numbers & Operations: Numbers to 120, Activity 1	
1.1.7 Recognize when a shape is divided into congruent (matching) parts.	Unit 2, Session 12		Set A6 Number & Operations: Fractions, Activities 1–3 Set C4 Geometry: Symmetry Calendar Pattern Set C8 Geometry: Congruent Shapes Calendar Pattern	
1.1.8 For a shape divided into 8 or fewer congruent (matching) parts, describe a shaded portion as “___ out of ___ parts” and write the fraction.			Set A6 Number & Operations: Fractions, Activities 1–3 Set C4 Geometry: Symmetry Calendar Pattern	
1.1.9 For a set of 8 or fewer objects, describe a subset as “___ out of ___ parts” and write the fraction.			Set A6 Number & Operations: Fractions, Activity 3	

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 1: NUMBER SENSE				
Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.1.10 Represent, compare, and interpret data using pictures and picture graphs.	Unit 1, Sessions 5, 14, 18–20 Unit 2, Session 1 Unit 2, pages 158–159, 240–241 (Work Places 2C, 2I) Unit 3, Sessions 8–10 Unit 4, pages 508–510, 519–521 (Graphing Activities) Unit 5, Session 17 Unit 6, pages 920–921 (Graph)	October, page 97 (Tuesday’s Temperature) October, pages 99–100 (Tuesday’s Tally) November, page 135 (Tuesday’s Temperature) November, page 136 (Continuing with Tally)	Bridges Practice Book, pages 6, 10, 27, 29	Informal Unit 3, page 343 (Instructional Considerations for Sea Creatures Sorting & Graphing) Bridges Practice Book, pages 10, 27

STANDARD 2: COMPUTATION				
Students demonstrate the meaning of addition and subtraction and use these operations to solve problems				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.2.1 Show the meaning of addition (putting together, increasing) using objects.	Unit 1, Sessions 6–9 Unit 2, Sessions 2–5, 8, 15 Unit 3, Sessions 1, 2, 11, 12, 15, 16 Unit 4, pp 543–546 (Penguin Picture Problems)	September–May Friday Challenges October Monday Challenges 1–3 October Wed. Challenges 1–3 January Thurs. Challenges 1–4 February Thurs. Challenges 1, 3, 4 April Wed. Challenges 1, 3, 4	Set A3 Number & Operations: Addition and Subtraction on the Number Line, Activities 1, 2, and 3 Set A4 Number & Operations: Equivalent Names, Activities 1 & 2 Bridges Practice Book, pp 7, 14, 17, 21, 31, 36, 37, 41, 48, 50, 56	Informal Bridges Practice Book, pp 7, 14, 17, 21, 31, 36, 37, 41, 48, 50, 56
				Formal Picture Problems*
1.2.2 Show the meaning of subtraction (taking away, comparing, finding the difference) using objects.	Unit 1, Sessions 6–9 Unit 2, Sessions 2–5, 8, 15 Unit 3, Sessions 1, 2, 11, 12, 15, 16 Unit 4, pp 543–546 (Penguin Picture Problems)	September–May Friday Challenges October Monday Challenges 1–3 October Wed. Challenges 1–3 January Thurs. Challenges 1–4 February Thurs. Challenges 1, 3, 4 April Wed. Challenges 1, 3, 4	Set A3 Number & Operations: Addition and Subtraction on the Number Line, Activities 1, 2, and 3 Set A4 Number & Operations: Equivalent Names, Activities 1 & 2 Bridges Practice Book, pp 7, 14, 17, 21, 31, 36, 37, 41, 48, 50, 56	Informal Bridges Practice Book, pp 7, 14, 17, 21, 31, 36, 37, 41, 48, 50, 56
				Formal Picture Problems*
1.2.3 Show equivalent forms of the same number (up to 20) using objects, diagrams, and numbers.	Unit 2, Sessions 2, 5 Unit 3, Sessions 5, 14	September–May Friday Challenges		Formal Number Corner Teachers’ Guides, Vol. 1 & 2, pp 117–118, 161, 202–203, 247, 294–295, 346, 385–386, 424–426 (Friday Figuring Assessments)

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 2: COMPUTATION				
Students demonstrate the meaning of addition and subtraction and use these operations to solve problems				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.2.4 Demonstrate mastery of the addition facts (for totals up to 20) and the corresponding subtraction facts.	Unit 2, Sessions 2, 3, 5, 8, 15, 19–21 Unit 2, pages 240–241 (WP 21) Unit 3, Session 4, 5, 7, 15–16 Unit 4, pages 454–455, 481–483, 491–492, 499–500 (Travel Games)	September–May Friday Chal. 1–4 September Wednesday Chal. 1–3 October Wednesday Chal. 1–2 October Thursday Chal. 4 January Thursday Chal. 1–2, 4 February Thursday Chal. 1–4 March Wednesday Chal. 1–2 April Wednesday Chal. 1–2, 4 April Thursday Chal. 2	Set A4 Number & Operations: Equivalent Equations, Act. 1 and 2 Set A7 Number & Operations: Addition & Subtraction, Act. 1–4 Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 6, 12, 14, 15, 18, 22, 24, 31, 32, 34, 35, 38, 40, 41, 51, 53, 54, 56, 63, 64	Formal Unit 2, pp 265–269 (Interviews 1 & 2) Yearlong Skills Interview, Tasks 5, 7, 8 Fact Fluency Assessment*
1.2.5 Understand the meaning of the symbols +, −, and =.			Set A4 Number & Operations: Equivalent Equations, Act. 1 and 2 Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3	
1.2.6 Understand the role of zero in addition and subtraction.			Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activity 1 Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1 & 2 and Independent Worksheets 1 & 3 Bridges Practice Book, pages 15	Informal Bridges Practice Book, page 15
1.2.7 Understand and use the inverse relationship between addition and subtraction facts (such as $4 + 2 = 6$, $6 - 2 = 4$, etc.) to solve simple problems.			Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3	

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 3: ALGEBRA AND FUNCTIONS				
Students use number sentences with the symbols +, −, and = to solve problems.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.3.1 Write and solve number sentences from problem situations involving addition and subtraction.	Unit 1, Sessions 6, 7, 9 Unit 2, Sessions 2, 3, 5, 8, 15, 16, 23, 24 Unit 3, Sessions 1, 2, 11, 12, 15, 16 Unit 4, pp 543–546, 573–575 (Penguin Picture Problems) Unit 5, Sessions 10, 12, 14 Unit 6, pp 902–903, 912–915 (Farm Story Problems)	September Wednesday Chal. 3–4 September–May Friday Chal. 1–4	Set A3 Number & Operations: Addition and Subtraction on the Number Line, Activities 1, 2, and 3 Set A4 Number & Operations: Equivalent Equations, Activity 2 Set A7 Number & Operations: Addition & Subtraction, Activities 3 and 4 Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3	Informal Bridges Practice Book, pp 25, 26, 44, 45 Unit 2, Sessions 2, 16 (Work Samples)
				Formal Number Corner Teachers' Guides, Vol. 1 & 2, pp 117–118, 161, 202–203, 247, 294–295, 346, 385–386, 424–426 (Friday Figuring Assessments)
1.3.2 Create word problems that match given number sentences involving addition and subtraction.			Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3	
1.3.3 Recognize and use the relationship between addition and subtraction.			Set A3 Number & Operations: Addition and Subtraction on the Number Line, Activities 1, 2, and 3 Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3	
1.3.4 Create and extend number patterns using addition.	Unit 2, Sessions 10–11, 14, 23–24 Unit 3, Sessions 20–21 Unit 4, pages 525–528, 535–538 (Penguin Pairs) Unit 6, pages 897–901 (Growing Pattern of Farm Animals) Unit 6, pages 902–903 (Farm Animal Story Problems) Unit 6, pages 907–912 (Building 4's with Unifix Cubes)	October Monday Chal. 1 November, page 136 (Tally) February Tuesday Chal. 1–2 February, pp 298–300 (St. Supt 7A) March Tuesday Chal. 1–4 March, pp 349–351 (St. Supt. 8B & 8C) April Tuesday Chal. 1–2, 4 April Thursday Chal. 1 May Wednesday Chal. 3–4 May, pp 430–431, St. Supt. 10C & 10D)	Bridges Practice Book, pages 11, 19, 20, 22, 30, 43, 46, 72	Informal Bridges Practice Book, page 22
				Formal Unit 2, pp 270–271 (Interview 3) Number Corner, pages 163–165, 427–428 (Assessments 4, 10)

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 4: GEOMETRY				
Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.4.1 Identify, describe, compare, sort, and draw triangles, rectangles, squares, and circles.	Unit 1, Session 1 (WP 1B & 1C) Unit 1, Session 4 (WP 1F) Unit 2, Session 12 Unit 2, pages 170–174 (Day 2 and Work Place 2E) Unit 5, Sessions 1–6, 8, 10–14, 16–17, 19–20 Unit 5, page 654 (HC 12) Unit 5, pages 591–594, Pattern Blocks & Mini-Quilts Computer Work Places 1–4 Unit 6, pages 776–779, 810–813, 876–878 (Model Farms)	September Thursday Chal. 1–2	Set C3 Geometry: 2-D Shapes Around Us Calendar Pattern Set C6 Geometry: 2-D Shapes Attributes Calendar Pattern Set C8 Geometry: Congruent Shapes Calendar Pattern Bridges Practice Book, pages 59, 60	Informal Bridges Practice Book, pages 59, 60
				Formal Unit 5, pages 734–736 (Interview 2)
1.4.2 Identify triangles, rectangles, squares, and circles as the faces of three-dimensional objects.	Unit 3, pp 387–388, Work Place 3I Unit 5, Sessions 7–9 Unit 5, pp 703–705, Work Place 4I		Set C7 Geometry: Describing 3-D Shapes Calendar Pattern	
1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Explain the rule used.	Unit 5, Sessions 2, 6, 13, 16, 17, 19			
1.4.4 Identify objects as two-dimensional or three-dimensional.	Unit 3, pp 387–388, Work Place 3I Unit 5, Sessions 7–9 Unit 5, pp 703–705, Work Place 4I		Set C3 Geometry: 2-D Shapes Around Us Calendar Pattern Set C5 Geometry: 3-D Shapes Around Us Calendar Pattern Set C7 Geometry: Describing 3-D Shapes Calendar Pattern	
1.4.5 Give and follow directions for finding a place or object.	Unit 6, pp 799–803, 830–832, 866–868, 891–892 (Mapping the Farm activities)		Bridges Practice Book, pp 65, 66, 67	
1.4.6 Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.	Unit 1, Sessions 3, 4 Unit 5, Sessions 15, 18 Unit 6, pp 799–803, 830–832, 866–868, 891–892 (Mapping the Farm activities) Unit 6, pp 836, 880 (HC's 16, 17)		Set C2 Geometry: Ladybug & Butterfly Calendar Pattern Bridges Practice Book, pp 65, 66, 67	

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 4: GEOMETRY

Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.

Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.4.7 Identify geometric shapes and structures in the environment and specify their location.			Set C3 Geometry: 2-D Shapes Around Us Calendar Pattern Set C5 Geometry: 3-D Shapes Around Us Calendar Pattern Set C7 Geometry: Describing 3-D Shapes Calendar Pattern	

STANDARD 5: MEASUREMENT

Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.

Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.5.1 Measure the length of objects by repeating a nonstandard unit or a standard unit.			Set A5 Number & Operations: Place Value, Activity 3 Set D2 Measurement: Length in Non-Standard Units, Activities 1–3 Bridges Practice Book, pp 52, 67	
1.5.2 Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used.			Set D2 Measurement: Length in Non-Standard Units, Activities 2, 3	
1.5.3 Recognize the need for a fixed unit of length.			Set D2 Measurement: Length in Non-Standard Units, Activities 2, 3	
1.5.4 Measure and estimate the length of an object to the nearest inch and centimeter.	Unit 4, pp 426-428, 450-453, 461-462, 463-464, 484-486, 500-501, 510-512, 519–521, 529-531, 547-548, 549-551 (Penguin Measuring Activities)		Bridges Practice Book, pages 52, 67	Informal Unit 4, pp 549-551 (Measuring Up) Bridges Practice Book, pages 52, 67
1.5.5 Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a nonstandard unit.	Unit 4, pp 441–443 (Exploring Water Temperatures) Unit 4, pp 450–453, 484–486, 493–494, 500–501, 508–510 (Penguin Height & Weight Activities) Unit 5, Sessions 4, 14	Sep–Jan Tuesday’s Time, Tally & Temperature	Set D4 Measurement: Weight in Non-Standard Units, Activities 1–3 Set D5 Measurement: Capacity, Activities 1, 2 and 3	

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 5: MEASUREMENT				
Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.5.6 Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer).		Sep–Jan Tuesday’s Time, Tally & Temperature	Set D7 Measurement: Telling Time, Activities 1–3 Bridges Practice Book, pp 28, 61, 63	Formal Number Corner Assessments 3, 6
1.5.7 Identify and give the values of collections of pennies, nickels, and dimes.	Unit 1, Sessions 19, 20 Unit 2, Sessions 17, 18 Unit 3, Sessions 3, 6, 7, 14 Unit 2, page 225-226, Work Place 2H Unit 3, pages 308-309, 325-326, 329-330, 360-361 (Work Places 3A, 3D, 3E, 3G) Unit 3, page 331 (Home Connection 8)	September-May/June Fridays Figuring Challenges 1-4 September Monday Chal. 4 October Monday Chal. 1-4 November Monday Chal. 1-4 December Monday Chal. 1-3 January Monday Chal. 1-4 February Monday Chal. 1-4 March Monday Chal. 1-4 April Monday Chal. 1-4 May/June Monday Chal. 1-4	Bridges Practice Book, pages 16, 23, 27, 33, 57, 68	Informal Number Corner Student Book pp 37, 40, 41, 50) Bridges Practice Book, pages 16, 27, 33
				Formal Number Corner, pages 163, 205, 347, 427 (Assessments 4, 5, 8, 10)

Bridges Grade 1 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 6: PROBLEM SOLVING				
Students make decisions about how to set up a problem.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
1.6.1 Choose the approach, materials, and strategies to use in solving problems.	Unit 1, Sessions 6, 7, 9 Unit 2, Sessions 15, 23, 24 Unit 3, Sessions 11, 12, 15, 16 Unit 4, pages 543–546, 559–561 (Penguin Picture Problems) Unit 6, pages 897–901, 902–903, 912–915 (A Growing Pattern of Farm Animals, Farm Animal Story Problems)	April Monday Challenge 1–4	Bridges Practice Book, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62, 63, 64, 69, 70, 71, 72	Informal Bridges Practice Book, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62, 63, 64, 69, 70, 71, 72
				Formal Picture Problems*
1.6.2 Use tools such as objects or drawings to model problems.	Unit 1, Sessions 3, 6, 7, 14, 18 Unit 2, Sessions 2–5, 8, 11, 14, 15, 19, 23, 24 Unit 3, Sessions 1, 2, 8, 9, 11, 12, 20 Unit 4, pages 463–465, 525–528 (Comparing Heights, A Growing Pattern of Penguin Pairs) Unit 6, Days 10–12, 15, 16	September–May Friday’s Figuring October Wed. Challenges 1–4 November Wed. Challenges 1–4 January Thurs. Challenges 1–4 March Wed. Challenges 1–3 March Thurs. Challenges 1–3	Set A1 Number & Operations: Numbers to 120, Activities 2, 3 Set A4 Number & Operations: Equivalent Names, Activities 1, 2 Set A5 Number & Operations: Place Value, Activities 1, 2, 3 Set A6 Number & Operations: Fractions, Activities 1, 2, 3 Set B1 Algebra: Properties & Relationships, Activities 1, 2, 3	Formal Picture Problems*
1.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.	Unit 1, Session 6–8, 9, 11, 20 Unit 2, Sessions 4, 23, 24 Unit 3, Sessions 1, 2, 11, 12, 15, 16 Unit 4, pages 543–546, 559–561 (Penguin Picture Problems)	October Thursday Challenge 1 Dec Thursday Challenges 1–3	Bridges Practice Book pages 4, 5, 8, 9, 25, 26, 44, 45, 47, 48, 49, 51, 55, 57, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72	Formal Picture Problems*
1.6.4 Make precise calculations and check the validity of the results in the context of the problem.	Unit 1, Sessions 6, 7 Unit 2, Sessions 23–25 Unit 3, Sessions 1, 2, 11, 12 Unit 4, pages 543–546 (Penguin Picture Problems) Unit 6, pages 897–901 (A Growing Pattern of Farm Animals)	April Monday Challenge 1–4		Formal Picture Problems*
1.6.5 Understand and use connections between two problems.	Unit 1, Sessions 19, 20 Unit 2, Sessions 20–22	November Thursday Challenges 1–4 December Thursday Challenges 1–3 January Wednesday Challenges 1–3		

