

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards

MATHEMATICS CONTENT STANDARD 1: ALGEBRAIC REASONING – PATTERNS AND RELATIONSHIPS

The student will use a variety of problem-solving approaches to model, describe and extend patterns

Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Describe, extend and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).	Unit 2, Sessions 6, 7 Unit 2, Session 13 Unit 6, pages 863–866 (Putting the Farm Quilt Together)	September–May Calendar Grid (See Number Corner, Vol. 1, pages 12–14) Sept. Monday Challenges 2 & 3 Sept. Thursday Challenges 1, 2, 4 October Thurs. Challenge 3	Sets C2, C3, C5, C6, C7, C8 Geometry: Calendar Patterns Bridges Practice Book, page 49	Formal Unit 2, pages 270–271 (Pattern Assessment)
2. Describe, extend and create patterns with numbers in a variety of situations (e.g., addition charts, skip counting, calendars).	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 Number Corner, pages 163–165, 427–428 (Assessments 4, 10)
3. Demonstrate number patterns by counting as many as 100 objects by 1’s, 2’s, 5’s, and 10’s.	Unit 1, Sessions 2, 13 Unit 2, Sessions 10, 11, 13, 14, 17, 18, 23, 24 Unit 3, Sessions 1–3, 6, 11, 12, 14–18, 21 Unit 4, page 444 (Ten Little Penguins) Unit 4, pages 525–528 (Penguin Pairs) Unit 4, pages 535–538 (Counting by 2’s with Penguin Pairs)	September, pages 26–28 (Days This Month Chart) September, pages 29–31 (Days in School Chart) October Monday Challenge 1 October Tuesday Challenge 3 October, pages 121–122 (St. Support 3B) November Wednesday & Thursday Challenges 1–4 February Tuesday Challenges 1–2 February, pages 298–300 (St. Support 7A) March Tuesday Challenges 1–4 March, pages 349–351 (St. Support 8B & 8C) April Tuesday Challenges 1, 2, 4 May Wednesday Challenges 3–4 May, pages 430–431 (St. Support 10C & 10D)	Set A1 Numbers & Operations: Numbers to 120, Activities 1 and 4 Bridges Practice Book, pages 1, 2, 3, 9, 11, 16, 19, 20, 23, 27, 30, 33, 36, 42, 43, 46, 48, 70	Informal Unit 3, pages 299–302 (Solving Student Crab & Sea Star Picture Problems on Paper) Bridges Practice Book, pages 1, 2, 3, 9, 11, 16, 19, 20, 23, 27, 30, 33, 36, 42, 43, 46, 48, 70 Formal Unit 1, pages 110–112 (Sorting & Counting the Bugs) Unit 2, pages 270–271 (Interview 3) Unit 3, pages 396–398 (Interview 2) Number Corner, Vol. 1, pages 119–120, 163–165 (Assessments 3, 4) Number Corner, Vol. 2, pages 347–348, 427–428 (Assessments 8, 10)

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS CONTENT STANDARD 1: ALGEBRAIC REASONING – PATTERNS AND RELATIONSHIPS				
The student will use a variety of problem-solving approaches to model, describe and extend patterns				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
4. Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$)	Unit 3, Sessions 5, 14 Unit 3, pages 319-32 (WP 3C) Unit 3, pages 360-369 (WP 3G)	September Wed. Challenges 3 & 4 September–May Friday Challenges February, pages 302–303 (St. Support 7C) March Monday Challenges 1–3	Set A3 Number & Operations: Addition and Subtraction on the Number Line, Activities 2 and 3 Set A4 Number & Operations: Equivalent Names, Activities 1 & 2 Set B1 Algebra: Properties & Relationships, Activities 1, 2, 3 and Independent Worksheets 1, 2, 3 Bridges Practice Book, pages 9, 51	Informal Bridges Practice Book, pages 9, 51
				Formal February Number Corner, pages 294–295 (Friday’s Figuring Assessment) April Number Corner, page 386 (Friday’s Figuring Assessment) May Number Corner, pages 424–426 (Friday’s Figuring Assessment)

MATHEMATICS CONTENT STANDARD 2: NUMBER SENSE & OPERATION				
The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1a. Use concrete models of tens and ones to develop the concept of place value.	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 November Wed. Challenges 1–3 December Monday Challenge 3 December Wed. Challenge 3 December Thurs. 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, pages 19, 25, 26, 30	Informal Bridges Practice Book, pages 19, 25, 26, 30
				Formal Unit 3, pages 396-398 (Interview 2)
1b. Compare objects by size and quantity (e.g., more than, less than, equal to).	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 3 Set A5 Number & Operations: Place Value, Activities 1, 2 and 3	

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS CONTENT STANDARD 2: NUMBER SENSE & OPERATION				
The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1c. Read and write numerals to 100.	Unit 1, Session 2 Unit 2, Sessions 11, 14 Unit 3, Session 21 Unit 4, pages 535–538 (Penguin Pairs, Counting by 2's) Unit 6, pages 907–912 (Building 4's with Unifix Cubes)	March Thursday Challenge 4 April Thursday Challenge 1	Set A1 Number & Operations: Numbers to 120, Activities 1, 2, 3, & 4 Set A5 Number & Operations: Place Value, Activities 1, 2, and 3 Bridges Practice Book, pages 1, 2, 3, 11, 13, 15, 19, 20, 23, 24, 30, 36, 43, 46, 49, 50, 72	Informal Bridges Practice Book, pages 1, 2, 3, 11, 13, 15, 19, 20, 23, 24, 30, 36, 43, 46, 49, 50, 72
1d. Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths)	Unit 1, Sessions 6, 7 Unit 2, Session 12	November Thursday Challenge 4 May Tuesday Challenge 1	Set A6 Number & Operations: Fractions, Activities 1, 2 and 3	
2a.i. Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes)	Unit 2, Sessions 3, 19–21 Unit 2, pages 240–241 (Work Place 2I) Unit 3, Session 4–5 Unit 4, pages 481–483 (Spin to Win Bingo) Unit 4, pages 491–492 (Another Look at Spin to Win Bingo) Unit 4, pages 499–500 (Old Orca Subtraction)	September Wed. Challenges 1–4 October Wed. Challenges 1–3 December Friday Challenges 1–3 January Thursday Challenges 1–4 January, pages 253–254 (St. Support 6D) February Thursday Challenges 1–4 February, pages 302–303 (St. Support 7C) March Wed. Challenges 1–3 April Wed. Challenges 1–4	Bridges Practice Book, pages 7, 12, 14, 17, 18, 21, 22, 24, 31, 32, 34, 35, 37, 38, 41, 53, 54, 56, 63	Informal Bridges Practice Book, pages 7, 12, 14, 17, 18, 21, 22, 24, 31, 32, 34, 35, 37, 38, 41, 53, 54, 56, 63
				Formal Unit 2, pages 265–269 (Interviews 1 & 2) October Number Corner, pages 119–120 (Assessment 3) February Number Corner, pages 297–298 (Assessment 7)
2a.ii. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.	Unit 1, Sessions 6, 7, 9 Unit 2, Sessions 2, 3, 5, 8, 15, 16, 19, 20, 25 Unit 3, Sessions 1, 2, 7, 11, 12, 15, 16 Unit 4, pages 433–444 (A Travel Game) Unit 6, pages 814–816, 822–824, 832–834, 848–850, 856–859 (Farm Purchasing Problems)	September–May Friday Figuring Challenges 1–4 December Wed. Challenges 1–3 February Wed. Challenges 1–4 February, pages 300–301 (Student Support 7B) March Thursday Challenges 1–3 April Thursday Challenge 1	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1, 2, and 3 Set A4 Number & Operations: Equivalent Equations, Activities 1 & 2 Set B1 Algebra: Properties & Relationships, Activities 1, 2 & 3 and Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 2, 4, 7, 8, 9, 10, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 30, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 44, 48, 50, 53, 54, 56, 57, 63, 69, 70, 71, 72	Informal Bridges Practice Book, pages 7, 10, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 48, 53, 54, 56, 57, 63, 69, 70, 71, 72 Formal Number Corner, page 205 (Assessment 5)

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS CONTENT STANDARD 2: NUMBER SENSE & OPERATION				
The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
2a.iii. Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., $7 + 3 = 10$ and $10 - 3 = 7$).	Unit 2, Sessions 2, 5, 8, 15 Unit 3, Session 7 Unit 4, pages 454, 481, and 499 (Travel Games)	October Wed. Challenges 2–3 October, page 122 (St. Support 3C) January Thursday Challenges 2–3 February Thursday Challenges 1–4 March Wed. Challenges 1–3 April Wed. Challenges 1–4	Bridges Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56	Informal Bridges Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56
				Formal Unit 2, pages 265–269 (Interviews 1 & 2) Unit 3, pages 395–396 (Interview 1)
2b. Write addition and subtraction number sentences for problem-solving situations.	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, pages 543–546, 573–575 (Penguin Picture Problems) Unit 5, Sessions 10, 12, 14 Unit 6, pages 902–903, 912–915 (Farm Story Problems)	September Wed. Challenges 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 B1 Algebra: Properties & Relationships, Activities 1, 2 & 3 and Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 4, 5, 8, 9, 12, 15, 17, 18, 20, 25, 31, 32, 35, 40, 42, 44, 45, 47, 50, 51, 56, 63, 64, 69, 70	Informal Bridges Practice Book, pages 25, 44, 45 Unit 2, Sessions 2, 16 (Work Samples)
				Formal Number Corner, pages 294–295, 346, 385–386, 424–426 (Friday Figuring Assessments)
2c. Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).	Unit 4, pages 433–444 (A Travel Game) Unit 6, pages 814–816 and 822–824 (Paying for Today’s Purchases) Unit 6, pages 832–834 (Buying a Cow or Two) Unit 6, pages 848–850 (Buying a Pig or Two) Unit 6, pages 856–859 (Buying Chickens)	September–May/June Fridays Figuring Challenges 1–4 December Wed. Challenges 1–3 February Wed. Challenges 1–4 February, pages 300–301 (Student Support 7B) March Thursday Challenges 1–3 April Thursday Challenge 1	Bridges Practice Book pages 7, 10, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 48, 53, 54, 56, 57, 63, 69, 70, 71, 72	Informal Bridges Practice Book pages 7, 10, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23, 31, 32, 34, 36, 37, 38, 39, 40, 41, 42, 48, 53, 54, 56, 57, 63, 69, 70, 71, 72
				Formal Number Corner, page 205 (Assessment 5)

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS CONTENT STANDARD 3: GEOMETRY				
The student will use geometric properties and relationships to recognize and describe shapes.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Sort and identify congruent shapes.	Unit 5, Sessions 1, 2, 5, 13		Set C8 Geometry: Congruent Shapes Calendar Pattern	
2. Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).	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 Shape 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)
3. Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).	Unit 5, Sessions 7–9, 20 Unit 5, page 654 (HC 12) Unit 5, pages 703–705 (WP 4I)		Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3 Set C5 Geometry: 3-D Shapes Around Us Calendar Pattern Set C7 Geometry: 3-D Shape Calendar Pattern Bridges Practice Book pages 55, 58	Informal Bridges Practice Book pages 55, 58
				Formal Unit 5, pages 734–736 (Interview 2)
4. Use language to describe relationships of objects in space (e.g., above, below, behind, between)	Unit 1, Sessions 3, 4 Unit 5, Sessions 15, 18 Unit 6, pages 799–803, 830–832, 866–868, 891–892 (Mapping the Farm activities) Unit 6, pages 836, 880 (HC's 16, 17)		Set C2 Geometry: Ladybug & Butterfly Calendar Pattern Bridges Practice Book, pages 65, 66, 67	

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS CONTENT STANDARD 4: MEASUREMENT				
The student will develop and use measurement skills in a variety of situations.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Measure objects with one-inch tiles and with a standard ruler to the nearest inch.	Unit 4, pages 426-428, 450-453, 461-462, 463-464, 484-486, 500-501, 510-512, pages 529-531, 547-548, 549-551 (Penguin Measuring Activities)		Set D8 Measurement: Length in Standard Units, Activities 1, 2, 3 & 4 Bridges Practice Book, pages 52, 67	Informal Unit 4, pages 549-551 (Measuring Up - A Worksheet) Bridges Practice Book, pages 52, 67
2a. Tell time on digital and analog clocks on the hour and half-hour.		November Tuesday Challenges 2-4 December Tuesday Challenges 1-3 January Tuesday Challenge 4 March Tuesday Challenge 1 April Tuesday Challenge 1 May Tuesday Challenges 1-2	Set D7 Measurement: Telling Time, Activities 1, 2, & 3 Bridges Practice Book, pages 28, 61, 62	Informal Bridges Practice Book, pages 28, 61, 62
2b. Develop the concepts of days, weeks, and months using a calendar.		September, pages 21–25 (The Calendar Grid, continued every month through May) September–May Friday Challenges October Wed. Challenge 4 April Tuesday Challenge 3 May Tuesday Challenge 4	Bridges Practice Book, page 49	Informal Bridges Practice Book, page 49
3. Identify and name the value of pennies, dimes, nickels, and quarters.	Unit 1, Sessions 19, 20 Unit 2, Sessions 17, 18 Unit 3, Sessions 3, 6, 7, 14 Unit 2, page 225-226 (WP 2H) Unit 3, pages 308-309, 325-326, 329-330, 360-361 (Work Places 3A, 3D, 3E, 3G) Unit 3, page 331 (HC 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 pages 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 Oklahoma Mathematics Standards (cont.)

MATHEMATICS CONTENT STANDARD 5: DATA ANALYSIS				
The student will demonstrate an understanding of data collection and display.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1a. Organize, describe, and display data using concrete objects, pictures, or numbers.	Unit 1, Sessions 5, 10, 11, 12, 14, 18, 19, 20 Unit 2, Session 1 Unit 2, pages 240–241 (WP 21) Unit 3, Sessions 8–10 Unit 5, Session 17 Unit 6, pages 920–921 (Would You Like to be a Farmer?)	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)	Set E1 Data Analysis: Bar Graphs, Activities 1 & 2 Bridges Practice Book, pages 6, 10	Informal Unit 3, page 343 (Instructional Considerations for Sea Creatures Sorting & Graphing) Bridges Practice Book, pages 6, 10
1b. Formulate and solve problems that involve collecting and analyzing data common to children’s lives (e.g., color of shoes, numbers of pets, favorite foods).	Unit 1, Sessions 5, 10, 11, 12, 14, 18, 19, 20 Unit 2, Session 1 Unit 3, Session 8, 10 Unit 5, Session 17 Unit 6, pages 920–921 (Would You Like to be a Farmer?)	September Tuesday Challenge 3 October, page 97 (Tuesday’s Temperature) October pages 99–100, (Tuesday’s Tally) November, page 136 (Tuesday’s Tally)	Set E1 Data Analysis: Bar Graphs, Activities 1 & 2 Bridges Practice Book, pages 27, 29	Informal Unit 3, page 343 (Instructional Considerations for Sea Creatures Sorting & Graphing) Bridges Practice Book, pages 27, 29

MATHEMATICS PROCESS STANDARD 1: PROBLEM SOLVING				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Use problem-solving approaches.	Unit 1, Sessions 6, 7 Unit 2, Sessions 23–25 Unit 3, Sessions 1, 2, 11–13 Unit 4, pages 543–546 (Penguin Picture Problems) Unit 6, pages 897–901, 902–903, 912–915 (A Growing Pattern of Farm Animals, Farm Animal Story Problems)	September–May Calendar Grid September Mon. Challenges 1, 2, 4 September Thurs. Challenges 1–4 October Mon. Challenge 4 October Thurs. Challenges 1 & 2 February Mon. Challenge 3 March Thurs. Challenges 1–4 April Monday Challenges 1–4 May Wed. Challenges 1–4	Bridges Practice Book, pages 4, 5, 8, 9, 20, 25, 26, 29, 39, 42, 44, 45, 46, 47, 48, 49, 55, 57, 59, 60, 62, 63, 64, 65, 66, 69, 70, 71, 72	Informal Unit 1, Session 10 (Bug Problem Solving Work Sample) Unit 3, Session 2 (Crab & Sea Star Problem Solving Work Sample) Unit 6, pages 902–903, 912–915 (Farm Animal Story Problems Work Sample) Bridges Practice Book, pages 4, 5, 8, 9, 20, 25, 26, 29, 39, 42, 44, 45, 46, 47, 48, 49, 55, 57, 59, 60, 62, 63, 64, 65, 66, 69, 70, 71, 72

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS PROCESS STANDARD 1: PROBLEM SOLVING				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
2. Formulate problems from everyday and mathematical situations.	Unit 1, Session 8 Unit 2, Session 25 Unit 3, Session 13 Unit 4, pages 568–570 (Creating Penguin Picture Problems)		Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1, 2 Set B1 Algebra: Properties & Relationships, Activities 2, 3, Independent Worksheet 1	
3. Develop, test, and apply strategies to solve a variety of routine and non-routine 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 Unit 1, pages 69–72 (Solving Student Bug Picture Problems on Paper) Unit 2, pages 299–302 (Solving Student Crab & Sea Star Problems on Paper) Unit 3, pages 364–369 (Solving Student Lobster Picture Problems on Paper) Unit 6, pages 912–915 (More Farm Animal Picture Problems) Bridges Practice Book, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62, 63, 64, 69, 70, 71, 72
4. Verify and interpret results with respect to the original 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		
5. Distinguish between necessary and irrelevant information in solving problems.	Unit 1, Sessions 6–8, 10, 11, 16, 17, 19 Unit 2, Sessions 4, 23–25 Unit 3, Sessions 1, 2, 11–13, 15, 16 Unit 4, pages 543–546, 568–570 (Penguin Picture Problems) Unit 5, Sessions 1, 2, 6, 13, 16, 19	December Thursday Challenges 1–3	Set A1 Number & Operations: Numbers to 120, Activity 2 Bridges Practice Book, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62, 63, 64, 69, 70, 71, 72	Informal Unit 1, pages 69–72 (Solving Student Bug Picture Problems on Paper) Unit 2, pages 259–263 (Creating Crab & Sea Star Picture Problems) Bridges Practice Book, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62, 63, 64, 69, 70, 71, 72

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS PROCESS STANDARD 2: COMMUNICATION				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Express mathematical ideas coherently and clearly to peers, teachers, and others.	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 December 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	Informal October Number Corner, page 113 (Number Corner Student Book page 13) 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
2. Extend mathematical knowledge by considering the thinking and strategies of others.	Unit 1, Sessions 1, 2, 5, 11, 13, 19, 20 Unit 2, Sessions 10, 13, 17, 18, 20 Unit 3, Sessions 5, 8–9, 14, 18 Unit 4, pages 441–443 (Exploring Water Temperatures) Unit 5, Sessions 4, 9, 13, 14, 16, 19 Unit 6, pages 897–901, 907–912 (A Growing Pattern of Farm Animals, Building 4's with Unifix Cubes)	October Thursday Challenge 1 March Thursday Challenges 1–4		
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	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	
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology.	Unit 1, Sessions 6, 7, 9 Unit 2, Sessions 2–4, 23–24 Unit 3, Sessions 11, 12	September Thursday Challenges 1–2	Sets C2, C3, C5, C6, C7, C8 Geometry Calendar Patterns	

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS PROCESS STANDARD 3: REASONING				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Explain mathematical situations using patterns and relationships.	Unit 1, Sessions 14, 18 Unit 2, Sessions 2, 5, 6, 7, 10, 11, 14, 19 Unit 4, pages 463–465, 525–528 (Comparing Heights, A Growing Pattern of Penguin Pairs) Unit 5, Sessions 1, 6, 12, 14, 16, 17 Unit 6, Days 5, 15, 16	September–May Calendar Grid September–May Friday’s Figuring September Mon. Challenges 1–4 September Thurs. Challenges 1–4 October Thurs. Challenges 1–4 January Wed. Challenges 1–3 January Thurs. Challenges 1–4 May Wed. Challenges 1–4	Set A1 Number & Operations: Numbers to 120, Activities 2, 3 Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1, 2, 3 Set B1 Algebra: Properties & Relationships, Activities 1, 2, 3 Sets C2, C3, C5, C6, C7, C8 Geometry: Calendar Patterns	
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes.	Unit 1, Sessions 6, 7, 9, 16, 17 Unit 2, Sessions 4, 6, 7, 10, 11, 14, 23, 24 Unit 3, Sessions 1, 2, 4, 5, 11, 12 Unit 4, pages 463–465, 525–528, 543–546, 573–575 (Comparing Heights, A Growing Pattern of Penguin Pairs, Penguin Picture Problems, Solving Student Penguin Problems) Unit 5, Sessions 1, 3, 4, 6, 10, 12, 13, 16, 17 Unit 6, Days 2, 3, 5, 11, 15, 16	September Mon. Challenges 1–4 September–May Friday’s Figuring	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1, 2, 3 Set C1 Geometry: 3-D Shapes, Activities 1, 2, 3 Sets C2, C3, C5, C6, C7, C8 Geometry: Calendar Patterns	Informal Unit 1, Session 10 (Work Sample) Unit 3, Sessions 15, 16 (Work Sample)
				Formal Interviews Unit 2, pages 265–271 Unit 3, pages 395–398 Unit 5, pages 731–736 Number Corner, Vol. 2, pages 294–295, 385–386, 424–426 (Assessment)
3. Make predictions and draw conclusions about mathematical ideas and concepts.	Unit 1, Sessions 2, 5, 11, 12, 15, 19, 20 Unit 2, Sessions 4, 6, 7 Unit 3, Session 20 Unit 5, Sessions 1, 3, 6, 13, 16 Unit 6, Day 15, 16	September–May Calendar Grid November Thurs. Challenges 1–4 December Thurs. Challenges 1–3 January Wed. Challenges 1–3 May Wed. Challenges 1–4	Set A1 Number & Operations: Numbers to 120, Activities 2, 3 Sets C2, C3, C5, C6, C7, C8 Geometry: Calendar Patterns Set E1 Data Analysis: Bar Graphs, Activities 1, 2	

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS PROCESS STANDARD 4: CONNECTIONS				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Relate various concrete and pictorial models of concepts and procedures to one another.	Unit 1, Sessions 6, 7, 9, 18 Unit 2, Sessions 3, 5, 8, 11, 14, 15, 19, 23, 24 Unit 3, Sessions 1, 2, 4, 11, 12, 21 Unit 4, pages 535–538, 543–546, 573–575 (Penguin Pairs, Penguin Picture Problems, Solving Student Penguin Problems) Unit 5, Sessions 10, 14, 17 Unit 6, Days 10, 11, 12, 15, 16	September–May Friday’s Figuring September Wed. Challenges 1–4 October Monday Challenges 1–4 October Wed. Challenges 1–4 November Wed. Challenges 1–4 December Wed. Challenges 1–3 January Thurs. Challenges 1–4 February Wed. Challenges 1–4 March Wed. Challenges 1–3 March Thurs. Challenges 1–3 April Wed. Challenges 1–4	Set A1 Number & Operations: Numbers to 120, Activities 2, 3 Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1, 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	Informal Unit 3, Sessions 15, 16 (Work Sample) Formal Number Corner, Vol. 2, pages 294–295, 385–386, 424–426 (Assessment)
2. Link concepts to procedures and eventually to symbolic notation.	Unit 2, Sessions 2, 3, 5, 8, 11, 14–16, 19, 23, 24 Unit 3, Sessions 1, 2, 4, 11, 12, 21 Unit 4, pages 535–538, 573–575 (Penguin Pairs, Solving Student Penguin Problems) Unit 5, Sessions 10, 14, 17 Unit 6, Days 10, 11, 12, 15, 16	September–May Friday’s Figuring September Wed. Challenges 1–4 October Monday Challenges 1–4 October Wed. Challenges 1–4 November Wed. Challenges 1–4 December Wed. Challenges 1–3 January Thurs. Challenges 1–4 February Wed. Challenges 1–4 March Wed. Challenges 1–3 March Thurs. Challenges 1–3 April Wed. Challenges 1–4	Set A1 Number & Operations: Numbers to 120, Activities 2, 3 Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1, 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 Number Corner, Vol. 2, pages 294–295, 385–386, 424–426 (Assessment)
3. Recognize relationships among different topics within mathematics.	Unit 1, pages 113–118 (Bugs Across the Curriculum) Unit 2, pages 273–278 (Sea Creatures Across the Curriculum) Unit 4, pages 399–580 (Penguins) Unit 6, pages 737–938 (My Little Farm)	September–May, Tuesdays Temperature Challenges 1–4	Set E1 Data Analysis: Bar Graphs, Activities 1 & 2 Bridges Practice Book, pages 4, 5, 6, 8, 9, 25, 26, 29, 39, 44, 45, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72	Informal Bridges Practice Book, pages 4, 5, 6, 8, 9, 25, 26, 29, 39, 44, 45, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72

Bridges Grade 1 Correlations to Oklahoma Mathematics Standards (cont.)

MATHEMATICS PROCESS STANDARD 4: CONNECTIONS				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world.	Unit 1, pages 113–118 (Bugs Across the Curriculum) Unit 2, pages 273–278 (Sea Creatures Across the Curriculum) Unit 4, pages 399–580 (Penguins) Unit 6, pages 737–938 (My Little Farm)	September–May/June, Tuesdays Temperature Challenges 1-4	Bridges Practice Book, pages 4, 5, 6, 8, 9, 25, 26, 29, 39, 44, 45, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72	Informal Bridges Practice Book, pages 4, 5, 6, 8, 9, 25, 26, 29, 39, 44, 45, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72

MATHEMATICS PROCESS STANDARD 5: REPRESENTATION				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas	Unit 1, Sessions 6, 7, 9, 10 Unit 2, Sessions 23, 24 Unit 3, Sessions 1, 2 Unit 4, pages 543-546, 559-561, 573-575 (Solving Penguin Problems) Unit 5, pages 902-903, 912-915 (Farm Animal Story Problems)		Bridges Practice Book, pages 4, 5, 25, 26, 44, 45, 47, 57, 59, 60, 69	Informal Bridges Practice Book, pages 4, 5, 25, 26, 44, 45, 47, 57, 59, 60, 69
				Formal Unit 1, Session 10 (Bug Problem Solving Work Sample) Unit 3, Session 2 (Crab & Sea Star Problem Solving Work Sample) Unit 6, pages 902-903, 912-915 (Farm Animal Story Problems Work Sample)
2. Use representations to model and interpret physical, social, and mathematical situations	Unit 1, Sessions 6, 7, 9 Unit 2, Sessions 23, 24 Unit 3, Sessions 1, 2, 11–13 Unit 4, pages 543-546, 559-561, 573-575 (Solving Penguin Problems) Unit 5, pages 902-903, 912-915 (Farm Animal Story Problems)	September–May Friday Figuring Challenges 1–4	Bridges Practice Book, pages 4, 5, 25, 26, 44, 45, 47, 57, 59, 60, 69	Informal Bridges Practice Book, pages 4, 5, 25, 26, 44, 45, 47, 57, 59, 60, 69
				Formal Unit 1, Session 10 (Bug Problem Solving Work Sample) Unit 3, Session 2 (Crab & Sea Star Problem Solving Work Sample) Unit 6, pages 902-903, 912-915 (Farm Animal Story Problems Work Sample) Number Corner Vol. 1, pages 117–118, 161, 202–203 (Friday Figuring Assessments) Number Corner Vol. 2, pages 247, 294–295, 346, 385–386, 424–426 (Friday Figuring Assessments)