

Bridges Grade 1 Correlations to South Carolina Mathematics Standards

MATHEMATICAL PROCESSES				
South Carolina Standard 1-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-1.1 Apply substantive mathematical problem-solving strategies.	Unit 1, Sessions 6-7 Unit 2, Sessions 23-25 Unit 3, Sessions 1, 11-12 Unit 4, pages 543-546 (Penguin Picture Problems) Unit 6, pages 897-901 (A Growing Pattern of Farm Animals) Unit 6, pages 902-903, 912-915 (Farm Animal Story Problems)		Practice Workbook 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) Practice Workbook 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
1-1.2 Generate conjectures and exchange mathematical ideas.	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 (A Growing Pattern of Farm Animals) Unit 6, pages 907-912 (Building 4's with Unifix Cubes)	October Thursday Challenge 1 March Thursday Challenges 1-4	Practice Workbook pages 51, 52	Informal October Number Corner page 109-111 (Number Corner Student Book page 12) Practice Workbook pages 51, 52
1-1.3 Explain and justify answers to simple problems.	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 and 559-561 (Penguin Picture Problems)	October Thursday Challenge 1 December Thursday Challenges 1-3	Practice Workbook 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) Practice Workbook 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

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

MATHEMATICAL PROCESSES				
South Carolina Standard 1-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-1.4 Analyze patterns by reasoning systematically.	Unit 2, Sessions 2, 4, 5, 6, 7, 10,11 Unit 3, Session 20-21 Unit 5, Sessions 11-12	March Thursday Challenge 4 April Thursday Challenge 1 May/June Wednesday Challenges 1-4	Practice Workbook pages 11, 19, 20, 21, 22, 30, 36, 48, 49, 53, 54, 56, 70, 72	Informal Practice Workbook pages 11, 19, 20, 21, 22, 30, 36, 48, 49, 53, 54, 56, 70, 72
				Formal November Number Corner, pages 163-165 (Assessment 4) May/June Number Corner, pages 427-428 (Assessment 10)
1-1.5 Generalize mathematical concepts.	Unit 1, Sessions 16, 17, 18 Unit 2, Sessions 4, 5, 11 Unit 3, Sessions 8, 9, 20, 21 Unit 5, Sessions 1, 2, 6, 8, 19		Practice Workbook pages 43, 44, 45, 46, 47, 48, 49, 51, 53, 54, 55, 59, 60, 63, 72	Informal Practice Workbook pages 43, 44, 45, 46, 47, 48, 49, 51, 53, 54, 55, 59, 60, 63, 72
1-1.6 Use a variety of forms of mathematical communication.	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)		Practice Workbook pages 4, 5, 8, 9, 25, 26, 44, 53, 69, 71	Informal Practice Workbook pages 4, 5, 8, 9, 25, 26, 44, 53, 69, 71
1-1.7 Generalize connections among mathematics, the environment, and other subjects.	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	Practice Workbook pages 4, 5, 6, 8, 9, 25, 26, 29, 39, 44, 45, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72	Informal Practice Workbook 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 South Carolina Mathematics Standards (cont.)

MATHEMATICAL PROCESSES

South Carolina Standard 1-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-1.8 Use multiple informal representations to convey 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)		Practice Workbook pages 4, 5, 25, 26, 44, 45, 47, 57, 59, 60, 69	Informal Practice Workbook 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 AND OPERATIONS

South Carolina Standard Standard 1-2: The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-2.1 Translate between numeral and quantity through 100.	Unit 1, Sessions 2, 14, 18 Unit 2, Sessions 4, 12, 20 Unit 3, Session 7 Unit 4, pages 508–510 (Student Weights and Emperor Penguin Weights) Unit 4, pages 535–538 (Penguin Pairs) Unit 5, pages 549–551 (Measuring Up)	November Monday Challenges 1-4 December Monday Challenge 3 December Wednesday Challenges 1–3 January Monday Challenges 1–3 February Monday Challenge 2 February Wednesday Challenges 1-4 February Friday Challenges 1–4 March Thursday Challenge 4 May Monday Challenges 1–2 May Thursday Challenges 1–4	Set A5 Number & Operations: Place Value, Activities 1, 2 and 3 Workbook Practice pages 2, 3, 25, 26, 41, 51	Formal Unit 1, pages 110-112 (Interview 2) Unit 5, pages 731-734 (Interview 1) Number Corner pages 71-72, 75-76, 119-120, 163-164, 205-206, 249-250, 297-298, 347-348, 387-388, 427-428 (Assessments 1, 2, 3, 4, 5, 6, 7, 8, 9, 10) Workbook Practice pages 2, 3, 25, 26, 41, 51
1-2.2 Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.	Unit 1, Sessions 2, 13–14 Unit 2, Sessions 1, 20-22 Unit 3, Sessions 1–2, 11–12 Unit 6, pages 868–871 (Hens Hundreds Grids) Unit 6, pages 878–879 (Horses Hundreds Grids)	September Monday Challenge 4 October Thursday Challenge 4 November Wednesday Challenges 1–3 December Monday Challenge 3 December Wednesday Challenge 3 December Thursday Challenges 1–3 January Monday Challenges 1–3	Set A1 Number & Operations: Numbers to 120, Activity 3 Set A5 Number & Operations: Place Value Activities 1, 2 and 3	Informal December Number Corner, pages 197-199 (Number Corner Student Book page 21)

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard Standard 1-2: The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-2.3 Represent quantities in word form through ten.			Practice Workbook pages 1, 2, 12, 13, 19	Informal Practice Workbook pages 1, 2, 12, 13, 19
1-2.4 Recognize whole-number words that correspond to numerals through twenty.			Practice Workbook pages 24, 50	Informal Practice Workbook pages 24, 50
1-2.5 Compare whole-number quantities through 100 by using the terms is greater than, is less than, and is 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 Wednesday 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	
1-2.6 Recall basic addition facts through $9 + 9$ and corresponding subtraction facts.	Unit 2, Sessions 2, 3, 5, 8, 15, 19–21 Unit 2, pages 240–241 (Work Place 2I) Unit 3, Session 4, 5, 7 Unit 4, pages 481–483, 491-492 (Spin to Win Bingo) Unit 4, pages 499–500 (Old Orca Subtraction) Unit 4, pages 454, 481, and 499 (Travel Games)	September–May Friday Challenges 1–4 September Wednesday Challenges 1-3 October Wednesday Challenges 1-2 October Thursday Challenge 4 January Thursday Challenges 1-2, 4 February Thursday Challenges 1-4 March Wednesday Challenges 1-2 April Wednesday Challenges 1-2, 4 April Thursday Challenge 2	Set A4 Number & Operations: Equivalent Equations, Activities 1 and 2 Practice Workbook pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 41, 51, 53, 54, 56, 70	Informal Unit 3, page 321 (Instructional Considerations for Ten or Bust!) Number Corner Student Book, pages 3, 7-8, 27, 33, 39, 48 Practice Workbook pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 41, 51, 53, 54, 56, 70 Formal October Number Corner page 119 (Assessment 3) February Number Corner pages 297-298 (Assessment 7)

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard Standard 1-2: The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-2.7 Summarize the inverse relationship between addition and subtraction.	Unit 4, pages 499–500 (Old Orca Subtraction)	January Thursday Challenge 4 January, pages 253–254 (Student Support 6D) February Thursday Challenges 1–4 February, pages 302–303 (Student Support 7C) March Wednesday Challenges 1–3 April Wednesday Challenge 4	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1 and 3 Practice Workbook pages 53, 54, 56	Formal February Number Corner, pages 297–298 (Assessment 7) Practice Workbook pages 53, 54, 56
1-2.8 Generate strategies to add and subtract without regrouping through two-digit numbers.	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 Wednesday Challenges 1–3 February Wednesday Challenges 1–4 February, pages 300–301 (Student Support 7B) March Thursday Challenges 1–3 April Thursday Challenge 1	Practice Workbook 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 Practice Workbook 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 December page 205 (Assessment 5)
1-2.9 Analyze the magnitude of digits through 999 on the basis of their place values.	Unit 2, Sessions 20-22 Unit 3, Session 21 Unit 4, Session 13	September-May/June Fridays Figuring Challenges 1-4 November Wednesday Challenges 1-4 December Wednesday Challenges 1-3 March Thursday Challenges 1-3 May/June Monday Challenges 1, 2 May/June Thursday Challenges 1, 2	Set A2 Number & Operations: Numerals to 1,000, Activities 1 and 2 Set A5 Number & Operations: Place Value, Activities 1, 2 and 3	Informal Number Corner, pages 117-118, 202-203, 294–295, 386, 424–426 (Friday’s Figuring Assessments)
				Formal November Number Corner page 163 (Assessment 4)

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA

South Carolina Standard Standard 1-3: The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-3.1 Analyze numeric patterns in addition and subtraction to develop strategies for acquiring basic facts.	Unit 2, Sessions 3–4, 6–7, 10–11, 14, 19–21 Unit 3, Session 4 Unit 4, pages 481–483, 491-492 (Spin to Win Bingo) Unit 5, Session 10 Unit 6, pages 897–901 (A Growing Pattern of Farm Animals) Unit 6, pages 907–912 (Building 4's with Unifix Cubes)	October Wednesday Challenges 1–3 October Thursday Challenges 2–3 December Friday Challenges 1–3 January Thursday Challenges 1–4 February Thursday Challenges 1–4 February, pages 302–303, Student Support 7C March Wednesday Challenges 1–3 April Wednesday Challenges 1–4 April Thursday Challenge 2 May Wednesday Challenges 1–2	Set A3 Number & Operations: Addition and Subtraction on the Number Line, Activities 1, 2 and 3 Set A4 Number & Operations: Equivalent Equations, Activities 1 and 2 Practice Workbook pages 7, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 31, 32, 36, 37, 38, 40, 41, 43, 46, 53, 54, 56, 70, 72	Informal Practice Workbook pages 7, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 31, 32, 36, 37, 38, 40, 41, 43, 46, 53, 54, 56, 70, 72
1-3.2 Translate patterns into rules for simple addition and subtraction.	Unit 2, Sessions 10–11, 14, 23–24 Unit 3, Sessions 3, 17–18, 21 Unit 4, pages 525–528 and 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 Challenge 1 November Continuing with Tally, page 136 February Tuesday Challenges 1–2 February, pages 298–300, Student Support 7A March Tuesday Challenges 1–4 March, pages 349–351 (Student Support 8B & 8C) April Tuesday Challenges 1–2, 4 May Wednesday Challenges 3–4 May, pages 430–431, Student Support 10C & 10D)	Practice Workbook pages 7, 14, 18, 19, 21, 22, 36, 37, 38, 41, 53, 54, 72	Informal Practice Workbook pages 7, 14, 18, 19, 21, 22, 36, 37, 38, 41, 53, 54, 72
1-3.3 Illustrate the commutative property based on basic facts.	Unit 3, Sessions 5, 14	September Wednesday Challenge 3 September–May Friday Challenges February, pages 302–303 (Student Support 7C) March Monday Challenges 1–2	Set A3 Number & Operations: Addition and Subtraction on the Number Line, Activities 2 and 3 Set A4 Number & Operations: Equivalent Equations, Activities 1 and 2 Practice Workbook page 53	Informal Number Corner, pages 117-118, 202-203, 294–295, 386, 424–426 (Friday's Figuring Assessments) Practice Workbook page 53

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA				
South Carolina Standard Standard 1-3: The student will demonstrate through the mathematical processes a sense of numeric patterns, the relationship between addition and subtraction, and change over time.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-3.4 Analyze numeric relationships to complete and extend simple patterns.	Unit 2, Sessions 3–4, 6–7, 10–11, 14, 19–21 Unit 3, Session 4 Unit 4, pages 481–483, 491-492 (Spin to Win Bingo) Unit 5, Session 10 Unit 6, pages 897–901 (A Growing Pattern of Farm Animals) Unit 6, pages 907–912 (Building 4's with Unifix Cubes)	October Wednesday Challenges 1–3 October Thursday Challenges 2–3 December Friday Challenges 1–3 January Thursday Challenges 1–4 January Friday Challenges 1–4 February Thursday Challenges 1–4 February, pages 302–303, Student Support 7C March Wednesday Challenges 1–3 April Wednesday Challenges 1–4 April Thursday Challenge 2 May Wednesday Challenges 1–2	Practice Workbook pages 53, 54, 72	Informal Practice Workbook pages 53, 54, 72
1-3.5 Classify a number as odd or even.	Unit 2, Sessions 4–5 Unit 4, pages 535–538 (Counting by 2's with Penguin Pairs)	September, pages 26–28 (Days This Month Chart) March Tuesday Challenges 3–4 April Thursday Challenge 2 May Wednesday Challenges 3–4		Informal Unit 2, page 164 (Instructional Considerations for Odd & Even)
1-3.6 Classify change over time as quantitative or qualitative.	Unit 1, Sessions 2, 3, 4 Unit 2, Session 9 Unit 3, Sessions 11-12 Unit 4, pages 441-443, How Cold is the Polar Sea? Unit 4, pages 449-450 (Rockhopper Penguin Poem) Unit 4, pages 460-461 (King Penguin Poem) Unit 4, pages 506-507 (Emperor Penguin Poem) Unit 6, pages 816-817 (Learning About Sheep poem) Unit 6, page 855 (Learning About Chickens poem)	September Tuesday Challenge 4 October Tuesday Challenges 1-4 November Tuesday Challenges 1-4 (page 135) December Tuesday Challenges 1-4 (page 181) January Tuesday Challenges 1-3 February Tuesday Challenges 3-4 March Tuesday Challenge 4 April Tuesday Challenge 4	Practice Workbook page 29	Informal Practice Workbook page 29
				Formal January, pages 249-250 (Assessment 6) April, pages 387-388 (Assessment 9)

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

GEOMETRY				
South Carolina Standard Standard 1-4: The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-4.1 Identify the three-dimensional geometric shapes prism, pyramid, and cone.	Unit 5, Sessions 7–8, 20 Unit 5, Home Connection 12, page 654		Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3 Practice Workbook pages 55, 58	Informal Practice Workbook pages 55, 58
1-4.2 Analyze the two-dimensional shapes circle, square, triangle, and rectangle.	Unit 1, Session 1 (Work Places 1B & 1C) Unit 1, Session 4 (Work Place 1F) Unit 5, Sessions 1–2, 4–5, 6, 7–10, 13, 16–17, 20 Unit 5, Home Connection 12, page 654	April Thursday Challenges 3-4	Practice Workbook pages 49, 58, 59, 60, 64, 69	Informal Practice Workbook pages 49, 58, 59, 60, 64, 69
				Formal Unit 5, pages 734–736 (Interview 2) April Number Corner page 387 (Assessment 9)
1-4.3 Classify two-dimensional shapes as polygons or nonpolygons.			Practice Workbook pages 58, 59, 60	Informal Practice Workbook pages 58, 59, 60
1-4.4 Identify a line of symmetry.	Unit 5, Sessions 10–12 Unit 5, pages 615–619 (Work Place 4A) Unit 6, pages 839–841 (Making a Farm Quilt)			Informal Unit 5, pages 618–619 (Instructional Considerations for Pattern Block Reflections)
1-4.5 Use the positional and directional terms north, south, east, and west to describe location and movement.			Practice Workbook pages 65, 66, 67	Informal Practice Workbook pages 65, 66, 67

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT				
South Carolina Standard 1-5: The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-5.1 Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar.	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 Challenge 4 October Monday Challenges 1-4 November Monday Challenges 1-4 December Monday Challenges 1-3 January Monday Challenges 1-4 February Monday Challenges 1-4 March Monday Challenges 1-4 April Monday Challenges 1-4 May/June Monday Challenges 1-4	Practice Workbook pages 16, 23, 33, 57, 68	Informal Number Corner Student Book pages 37, 40, 41, 50) Practice Workbook pages 16, 23, 33, 57, 68 Formal Number Corner, pages 163, 205, 347, 427 (Assessments 4, 5, 8, 10)
1-5.2 Represent a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.	Practice Workbook page 68	September-May/June Fridays Figuring Challenges 1-4 September Monday Challenge 4 October Monday Challenges 2-4 January Monday Challenge 4 February Monday Challenges 1-4 March Monday Challenges 1-4 April Monday Challenges 1-3 May/June Monday Challenges 1-4		Informal Number Corner Student Book, pages 4-5, 37, 40, 50) Practice Workbook page 68
1-5.3 Represent money by using the cent and dollar notations.	Unit 6, pages 769-770, 779-782, 792-794, 814-816, 822-824, 832-834, 848-850, 856-859, 868-87, 876-879 (Buying Land and Farm Animal Activities)	October Monday Challenge 1, 2, 3 December Monday Challenge 3 January Monday Challenge 1 March Monday Challenge 4 May/June Monday Challenges 3, 4	Practice Workbook pages 33, 57, 68, 69, 70	Informal March Number Corner, page 319 (Number Corner Student Book page 37) Practice Workbook pages 33, 57, 68, 69, 70
1-5.4 Use whole-inch units to measure the length of an object.	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)		Practice Workbook pages 52, 67	Informal Unit 4, pages 549-551 (Measuring Up - A Worksheet) Practice Workbook pages 52, 67

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT				
South Carolina Standard 1-5: The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-5.5 Generate common referents for whole inches.	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)		Practice Workbook pages 52, 67	Informal Practice Workbook pages 52, 67
1-5.6 Use common referents to make estimates in whole inches.	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)		Practice Workbook pages 52, 67	Informal Practice Workbook pages 52, 67
1-5.7 Use nonstandard units to measure the weight of objects.			Set D4 Measurement: Weight in Non-Standard Units, Activities 1, 2 and 3	
1-5.8 Use analog and digital clocks to tell and record time to the 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	Practice Workbook pages 28, 61, 62	Informal Practice Workbook pages 28, 61, 62
1-5.9 Illustrate past and future dates on a calendar.		September-May/June Calendar Grid, directions pages 21-24		Informal October Number Corner, pages 107-108 (Number Corner Student Book page 11) April Number Corner, page 369 (Number Corner Student Book page 45)
1-5.10 Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example).		September-May/June Fridays Figuring Challenges 1-4 September-May/June Calendar Routine directions page 24		Formal January Number Corner, page 249 (Assessment 6)

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT

South Carolina Standard 1-5: The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time, and temperature.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-5.11 Use Celsius and Fahrenheit thermometers to measure temperature.	Unit 4, pages 441-443 (How Cold is the Polar Sea - Exploring Water Temperatures)	September Tuesday Challenge 4 October Tuesday Challenges 1-4 November Tuesday Challenges 1-4 December Tuesday Challenges 1-3 January Tuesday Challenges 1-3 February Tuesday Challenges 3-4 March Tuesday Challenge 4 April Tuesday Challenge 4	Practice Workbook page 39	Informal Practice Workbook page 39 Formal April Number Corner pages 387-388 (Assessment 9)

DATA ANALYSIS AND PROBABILITY

South Carolina Standard Standard 1-6: The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-6.1 Use survey questions to collect data.			Set E1 Data Analysis: Bar Graphs, Activities 1 and 2	
1-6.2 Organize data in picture graphs, object graphs, bar graphs, and tables.	Unit 1, Sessions 5, 10, 11, 14, 18 Unit 2, Session 1 Unit 2, pages 240–241 (Work Place 2I) Unit 3, Sessions 8–10 Unit 3, pages 341-343 (Work Place 3F) Unit 5, Session 17 Unit 5, pages 711-712 (Work Place 4J)	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 and 2	Informal Completed graphs from Unit 1, Session 18 (pages 96-100) Unit 3, page 343 (Instructional Considerations for Sea Creatures Sorting & Graphing) Unit 5, pages 711-712 (Instructional Considerations for Shape Sorting and Graphing)
1-6.3 Interpret data in picture graphs, object graphs, bar graphs, and tables by using the comparative terms more, less, greater, fewer, greater than, and less than.	Unit 1, Session 14, 18–19 Unit 2, Session 1 Unit 3, Session 8, 10 Unit 5, Session 17	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 and 2 Practice Workbook pages 27, 29, 39	Informal Completed graphs from Unit 1, Session 18 (pages 96-100) Unit 3, page 343 (Instructional Considerations for Sea Creatures Sorting & Graphing) Unit 5, pages 711-712 (Instructional Considerations for Shape Sorting and Graphing)

Bridges Grade 1 Correlations to South Carolina Mathematics Standards (cont.)

DATA ANALYSIS AND PROBABILITY

South Carolina Standard Standard 1-6: The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
1-6.4 Predict on the basis of data whether events are likely or unlikely to occur.	Unit 1, Session 5 Unit 1, page 48, 88 (Work Places 1G, 1K) Unit 2, Sessions 17-18, 20-21 Unit 2 pages 225-226, 248-251 (Work Places 2H, 2J) Unit 3, sessions 3, 4, 5, 14, 17-18 Unit 3, pages 308-309, 313-314, 319-321, 360-361, 378-379 (Work Place 3A, 3B, 3C, 3G, 3H)	November Thursday Challenges 1-4 January Wednesday Challenges 1-3 February Tuesday Challenges 1-2 May/June Thursday Challenges 1-2		