

# Bridges Grade 1 TEKS Correlations

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Numbers To 100</b>			
(1.1) (A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models	Unit 1, Sessions 2, 14, 18 Unit 2, Sessions 4, 12 Unit 3, Session 7	November Monday Challenges 1–4 December Monday Challenge 3 December Wednesday Challenge 1	
(1.1) (B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers	Unit 1, Sessions 2, 14 Unit 2, Sessions 1, 20–22	October Thursday Challenge 4 November Wednesday Challenges 1–3 December Monday Challenge 3 December Wednesday Challenge 3 January Monday Challenges 1–3	
(1.1) (C) identify individual coins by name and value and describe relationships among them	Unit 2, Sessions 17–18 Unit 3, Session 6	September Monday Challenges 1–3 October Monday Challenge 2 November Monday Challenges 1–2 January Monday Challenges 1–3	
(1.1) (D) read and write numbers to 99 to describe sets of concrete objects		September Days This Month Chart October Friday Challenges 1–4 November Friday Challenges 1–4 December Friday Challenges 1–3 December Thursday Challenges 1–3	
<b>Fractions</b>			
(1.2) (A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts	Unit 1, Sessions 6–7 Unit 2, Session 12 Unit 4, pages 543–546, Penguin Picture Problems	November Thursday Challenge 4 May Tuesday Challenge 1	Activity 13 Activity 14 Activity 15
(1.2) (B) use appropriate language to describe part of a set such as three out of the eight crayons are red	Unit 1, Sessions 6–7 Unit 2, Session 12 Unit 4, pages 543–546, Penguin Picture Problems		Activity 13 Activity 14 Activity 15

## Bridges Grade 1 TEKS Correlations (cont.)

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Addition &amp; Subtraction</b>			
(1.3) (A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences	Unit 2, Sessions 2–3, 5, 8, 15–16, 25	November Friday Challenges 1–4 December Friday Challenges 1–3	
(1.3) (B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$ )	Unit 1, Sessions 6–7 Unit 2, Sessions 3, 5, 8, 15, 20, 23 Unit 3, Session 4	October Wednesday Challenges 1–3 December Friday Challenges 1–3 January Thursday Challenges 1–4 February Thursday Challenges 1, 3–4 March Wednesday Challenges 1–3 April Wednesday Challenges 1–4	

PATTERNS, RELATIONSHIPS & ALGEBRAIC THINKING			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Identify, Extend &amp; Create Patterns</b>			
(1.4) (A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems	Unit 2, Sessions 4, 6–7, 10–11, 14 Unit 6, pages 897–901, A Growing Pattern of Farm Animals Unit 6, pages 907–912, Building 4's with Unifix Cubes	October Thursday Challenges 2–3 December Friday Challenges 1–3 January Friday Challenges 1–4 May Wednesday Challenges 1–2	
<b>Numeric Patterns</b>			
(1.5) (A) use patterns to skip count by twos, fives, and tens	Unit 2, Sessions 11, 14 Unit 3, Session 21 Unit 4, pages 535–538, Penguin Pairs Unit 6, Model Farm Project	October Monday Challenge 1 November Continuing with Tally, page 136 March Tuesday Challenges 1–4	
(1.5) (B) find patterns in numbers, including odd and even	Unit 2, Session 4 Unit 4, pages 535–538, Penguin Pairs	March Tuesday Challenges 3–4 May Wednesday Challenges 3–4	

# Bridges Grade 1 TEKS Correlations (cont.)

PATTERNS, RELATIONSHIPS & ALGEBRAIC THINKING			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Numeric Patterns</b>			
(1.5) (C) compare and order whole numbers using place value	Unit 2, Session 20 Unit 4, pages 535–538, Penguin Pairs	December Wednesday Challenges 1–3 February Monday Challenge 2 February Friday Challenges 1–4 May Monday Challenges 1–2 May Thursday Challenges 1–2	
(1.5) (D) use patterns to develop strategies to solve basic addition and basic subtraction problems	Unit 2, Session 3 Unit 3, Session 5	October Wednesday Challenges 1–3 December Friday Challenges 1–3 January Thursday Challenges 1–4 March Wednesday Challenges 1–3 April Wednesday Challenges 1–4	
(1.5) (E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$ , $3 + 2 = 5$ , $5 - 2 = 3$ , and $5 - 3 = 2$		January Thursday Challenge 4 February, pages 302–303, Student Support 7C April Wednesday Challenge 4	

GEOMETRY & SPATIAL REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
<b>2- &amp; 3-Dimensional Figures</b>			
(1.6) (A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle)	Unit 1, Session 1 (Work Places 1B & 1C) Unit 1, Session 4 (Work Place 1F) Unit 5, Sessions 1–2, 4–5, 6, 8–10, 16–17		
(1.6) (B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones	Unit 5, Sessions 7–8, 20 Unit 5, Home Connection 12, page 654		Activity 16 Activity 17 Activity 18
(1.6) (C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language	Unit 5, Sessions 1–2, 6–8, 13, 16–17		Activity 16 Activity 17 Activity 18
(1.6) (D) use concrete models to combine two-dimensional geometric figures to make new geometric figures	Unit 5, Sessions 3, 5, 8–12, 14 Unit 5, pages 591–594, Pattern Blocks & Mini-Quilts Computer Work Places 1–4		

# Bridges Grade 1 TEKS Correlations (cont.)

MEASUREMENT			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Length</b>			
(1.7) (A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles	Unit 4, pages 461–462, King Penguin Sheet		Activity 7 Activity 8 Activity 9
1.7 (B) compare and order two or more concrete objects according to length (from longest to shortest)	Unit 4, pages 463–465, Comparing Heights Unit 4, pages 510–511, Measuring the Height of Emperor Penguins		Activity 1 Activity 2 Activity 3
1.7 (C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object			Activity 7 Activity 8 Activity 9
<b>Area</b>			
1.7 (D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least)	Unit 5, Sessions 12, 14 Unit 5, pages 591–594, Pattern Blocks & Mini-Quilts Computer Activity 4	March Wednesday Challenge 4 January Wednesday Challenge 4 April Thursday Challenges 3–4 April, page 390, Student Support 9C	
<b>Capacity</b>			
(1.7) (E) compare and order two or more containers according to capacity (from holds the most to holds the least)	Unit 6, page 923, Home Connection 18	December Thursday Challenge 3	Activity 4 Activity 5 Activity 6
<b>Weight/Mass</b>			
(1.7) (F) compare and order two or more objects according to weight/mass (from heaviest to lightest)			Activity 10 Activity 11 Activity 12
<b>Temperature</b>			
(1.7) (G) compare and order two or more objects according to relative temperature (from hottest to coldest)	Unit 4, pages 441–443, Exploring Water Temperatures	September–December Tuesday's Temperatures, pages 49, 97, 100, 135, 181	
<b>Time &amp; Duration</b>			
(1.8) (A) order three or more events according to duration			Activity 19 Activity 20 Activity 21
(1.8) (B) read time to the hour and half-hour using analog and digital clocks		October–December Tuesday's Time, pages 93–94, 137–142, 182 January Tuesday Challenge 4 May Tuesday Challenges 1–3	

## Bridges Grade 1 TEKS Correlations (cont.)

PROBABILITY & STATISTICS			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Graphs</b>			
(1.9) (A) collect and sort data	Unit 1, Sessions 5, 10–11, 14, 19 Unit 3, Sessions 8–9	November Continuing with Tally, page 136	Activity 22 Activity 23
(1.9) (B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs	Unit 1, Session 14, 18–19 Unit 2, Session 1 Unit 3, Session 8, 10 Unit 5, Session 17	October Tuesday's Temperature, page 97 November Tuesday's Temperature, page 135 November Tuesday's Tally, page 136	Activity 22 Activity 23
(1.10) (A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs		September Tuesday Challenge 3 October Tuesday's Temperature, page 97 October Tuesday's Tally, pages 99–100 November Tuesday's Tally, page 136	Activity 22 Activity 23
<b>Probability</b>			
(1.10) (B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons		November Thursday Challenges 1–4 January Wednesday Challenges 1–2	

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Connections</b>			
(1.11) (A) identify mathematics in everyday situations	Unit 1, Sessions 6–7 Unit 2, Sessions 23–24 Unit 3, Sessions 11–12 All of Unit 4 Unit 5, Session 7 All of Unit 6	September–May Tuesday's Temperatures	

# Bridges Grade 1 TEKS Correlations (cont.)

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Problem Solving</b>			
(1.11) (B) solve problems with guidance that incorporate the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	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		
(1.11) (C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem	Unit 1, Sessions 6–7 Unit 2, Sessions 23–24 Unit 3, Sessions 11–12 Unit 6, pages 897–901, a Growing Pattern of Farm Animals		
(1.11) (D) use tools such as real objects, manipulatives, and technology to solve problems	Unit 1, Sessions 6–7, 9 Unit 2, Sessions 6–8, 23–24 Unit 3, Sessions 11–12 Unit 6, pages 897–901, a Growing Pattern of Farm Animals		
<b>Communication</b>			
(1.12) (A) explain and record observations using objects, words, pictures, numbers, and technology	Unit 1, Sessions 6–7, 9, 13–14, 18 Unit 2, Sessions 2, 6–8, 10–11, 13–15, 23–24 Unit 3, Sessions 2, 11–12 Unit 4, pages 543–546, Penguin Picture Problems Unit 5, pages 591–594, Pattern Blocks & Mini-Quilts Computer Work Places 1–4 Unit 6, pages 897–901, a Growing Pattern of Farm Animals Unit 6, pages 912–915, More Farm Animal Story Problems		
(1.12) (B) relate informal language to mathematical language and symbols	Unit 1, Sessions 6–7, 9 Unit 2, Sessions 2–4, 23–24 Unit 3, Sessions 11–12	September Thursday Challenges 1–2	

## Bridges Grade 1 TEKS Correlations (cont.)

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	Bridges	Number Corner	Texas Supplement
<b>Representation</b>			
(1.13) (A) justify his or her thinking using objects, words, pictures, numbers, and technology	Unit 1, Sessions 6–7, 9 Unit 2, Sessions 3, 5–6, 23–24 Unit 3, Sessions 11–12 Unit 5, pages 591–594, Pattern Blocks & Mini-Quilts Computer Work Places 1–4 Unit 6, pages 902–903, Farm Animal Story Problems Unit 6, pages 912–915, More Farm Animal Story Problems	October Thursday Challenge 4 November Wednesday Challenges 1–2	

