



Bridges Second Edition

CORRELATIONS

to Georgia K–12 Mathematical Standards

1 FIRST GRADE

1 Numerical Reasoning — counting, numbers, equality, place value, addition, subtraction

Standard	Descriptor	Citations
1.NR.1.1	<p>Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>1.NR.1 Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.</p> <p>Bridges in Mathematics Student Books: Unit 1: M1–S5, p. 1 Unit 2: M4–S3, p. 9; M4–S4, p. 10; M4–S5, p. 11 Unit 3: M3–S2, p. 17; M3–S3, p. 18; M3–S4, pp. 18–19 Unit 4: M2–S3, p. 23; M3–S4, p. 26; M4–S1, pp. 27–30; M4–S2, p. 31; M4–S3, p. 32; M4–S4, p. 33; M4–S5, pp. 34–35 Unit 6: M4–S1, p. 46; M4–S2, p. 47; M4–S3, pp. 48–49; M4–S5, p. 50 Unit 7: M1–S3, p. 51; M2–S2, pp. 54–55; M2–S3, pp. 56–57; M2–S4, p. 58; M2–S5, p. 59; M4–S2, pp. 62–63; M4–S5, p. 66; Unit 8: M1–S5, pp. 71–72; M3–S3, p. 73; M3–S4, p. 74; M3–S5, p. 75; M3–S6, p. 76; M4–S1, p. 77; M4–S2, p. 78</p> <p>Teachers Guide: Unit 1: M1–S1, p. 5; M1–S2, p. 12; M1–S3, pp.16–19; M1–S4, pp. 22–26; M1–S5, pp. 28–31; M2–S4, pp. 16–18; M3–S2, pp.10–13; M3–S3, pp.16–18; M3–S4, pp. 20–22; M3–S5, pp. 24–26; M4–S3, pp. 14–16; M4–S4, pp. 18–20; M4–S5, pp. 22–24 Unit 2: M1–S2, pp. 8–10; M4–S2, pp. 8–11; M4–S3, pp. 14–16; M4–S4, pp. 18–20; M4–S5, pp. 22–24 Unit 3: M3–S1, pp. 4–7; M3–S2, pp. 10–14; M3–S3, pp. 16–18; M3–S4, pp. 20–22 Unit 4: M1–S1, pp. 4–6; M2–S1, pp. 4–6; M2–S2, pp. 8–12; M2–S3, pp. 14–17; M2–S4, pp. 20–22; M3–S1, pp. 4–8; M3–S2, pp.10–13; M3–S3, pp.16–20; M3–S4, pp. 22–24; M4–S1, pp. 4–6; M4–S2 pp. 8–12; M4–S3, pp. 14–17; M4–S4, pp. 20–23; M4–S5, pp. 26–29 Unit 6: M1–S3, pp. 14–17; M4–S1, pp. 4–7; M4–S2, pp. 10–13; M4–S3, pp. 16–17; M4–S4, pp. 20–22; M4–S5, pp. 24–26; Unit 7: M1–S1, pp. 4–7; M1–S2, pp. 10–12; M1–S3, pp. 14–17; M1–S4, pp. 20; M2–S1, pp. 4–7; M2–S2, pp.10–12; M2–S3, pp. 14–16; M2–S4, pp. 18–20; M2–S5, pp. 22–24; M3–S3, pp. 12–16; M3–S4, pp. 18–20; M3–S5, pp. 22–25; M4–S1, pp. 4–6; M4–S2, pp. 8–11; M4–S4, pp. 18–20; M4–S5, pp. 22–24 Unit 8: M1–S1, pp. 4–7; M1–S2, pp. 10–12; M1–S4, pp. 16–19; M1–S5, pp. 22; M3–S2, pp. 10–13; M3–S3, pp. 16–18; M3–S4, pp. 20–23; M3–S5, pp. 26–27; M3–S6, pp. 30–31; M4–S1, pp. 4–5; M4–S2, pp. 8–11; M4–S4, pp. 18–20</p> <p>Number Corner Teachers Guide: September: pp. 4, 5; October: p. 8, 9; November: pp. 11, 16, 18; December: p. 20, 22, 23; January: pp. 25, 29, 30; February: pp. 31, 32, 36, 37; March: pp. 44, 47, 48, 51, 52; April: pp. 54, 55, 56, 57, 60, 61</p> <p>Student Books: September: pp. 8–9, 27, 40–41, 41–42, 42–44, 44–45, 46; October: pp. 8, 22–25, 28–29, 38–39, 45–48; November: pp. 5–6, 40–42, 45–46; December: pp. 6, 20, 22, 32–33, 33–34; January: pp. 7–8, 17–18, 22–23, 34–37, 39–40; February: pp. 8, 20–22, 27, 41–42, 43–45, 47–48; March: pp. 8, 21–22, 24–25, 40–41, 42–45; April: pp. 9, 20–22, 26, 30–31, 32, 32–34, 39–40; May: pp. 9</p>

Standard	Descriptor	Citations
1.NR.1	Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.	
1.NR.1.2	Explain that the two digits of a 2-digit number represent the amounts of tens and ones.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M3-S1, p. 17; M3-S2, p. 17; M3-S3, p. 18; M3-S4, pp. 18–19 Unit 4: M2-S5, pp. 24–25; M4-S2, p. 31; M4-S3, p. 32; M4-S4, p. 33 Unit 6: M1-S1, pp. 38–39; M1-S2, p. 40 Unit 7: M1-S3, p. 51; M4-S2, pp. 62–63; M4-S5, p. 66</p> <p>Teachers Guide: Unit 3: M3-S1, pp. 4–7; M3-S2, pp. 10–14; M3-S3, pp. 16–18; M3-S4, pp. 20–22; M3-S5, pp. 24–26 Unit 4: M2-S4, pp. 20–23; M2-S5, pp. 24–28; M3-S1, pp. 4–8; M3-S2, pp. 10–13; M4-S2, pp. 8–12; M4-S3, pp. 14–17; M4-S4, pp. 20–23 Unit 6: M1-S1, pp. 4–6; M1-S2, pp. 8–11; M2-S4, pp. 24–28 Unit 7: M1-S1, pp. 4–7; M1-S2, pp. 10–12; M1-S3, pp. 14–17; M1-S4, pp. 20; M2-S1, pp. 4–7; M4-S1, pp. 4–6; M4-S2, pp. 8–11; M4-S4, pp. 18–20; M4-S5, pp. 22–23 Unit 8: M3-S2, pp. 10–13; M4-S3, pp. 14–16</p> <p>Bridges in Mathematics</p> <p>Student Books: September: pp. 1, 3, 4, 5</p> <p>Teachers Guide: September, pp. 13, 14–15, 15–16, 23, 29–30, 32–33, 42–44, 46; October: pp. 28–29; November: pp. 26–27; January: pp. 17–18, 21–22; April: pp. 20, 26–27, 44; May: p. 10</p>

Standard	Descriptor	Citations
1.NR.1	Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.	
1.NR.1.3	Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M1–S3, p. 4; M4–S4, p. 10; M4–S5, p. 11 Unit 3: M3–S1, p. 17; M3–S2, p. 17; M3–S3, p. 18; M3–S4, pp. 18–19 Unit 4: M4–S1, pp. 27–30; M4–S2, p. 31; M4–S3, p. 32; M4–S4, p. 33; M4–S5, pp. 34–35 Unit 6: M4–S1, p. 46; M4–S2, p. 47; M4–S3, pp. 48–49 Unit 7: M1–S3, p. 51; M4–S2, pp. 62–63; M4–S3, pp. 64–65; M4–S5, p. 66 Unit 8: M1–S4, pp. 71–72; M1–S5, pp. 71–72; M3–S3, p. 73; M3–S4, p. 74; M3–S5, p. 75; M3–S6, p. 76; M4–S1, p. 77; M4–S2, p. 78</p> <p>Teachers Guide: Unit 2: M1–S3, pp.12–14; M2–S3, pp. 18–20; M2–S5, pp. 28–32; M4–S4, pp. 18–20; M4–S5, pp.22–24 Unit 3: M2–S5, pp. 26–31; M3–S1, pp. 4–7; M3–S2, pp. 10–14; M3–S3, pp. 16–18; M3–S4, pp. 20–22; M4–S3, pp. 14–17; Unit 4: M1–S1, pp. 4–6; M3–S1, pp. 4–8; M3–S2, pp.10–13; M4–S1, pp. 4–6; M4–S2, pp. 8–12; M4–S3, pp. 14–17; M4–S4, pp. 20–23; M4–S5, pp. 26–29 Unit 6: M4–S1, pp. 4–7; M4–S2, pp. 10–13; M4–S3, pp. 16–17 Unit 7: M1–S1, pp. 4–7; M1–S2, pp. 10–12; M1–S3, pp. 14–17; M1–S4, pp. 20; M4–S2, pp. 8–11; M4–S3, pp. 14–16; M4–S4, pp. 18–20; M4–S5, pp. 22–23 Unit 8: M1–S4, pp. 16–19; M1–S5, pp. 22; M3–S3, pp. 16–18; M3–S4, pp. 20–23; M3–S5, pp. 26–27; M3–S6, pp. 30–31; M4–S1, pp. 4–5; M4–S2, pp. 8–11; M4–S3, pp. 14–16</p> <p>Number Corner</p> <p>Student Books: November: p. 16; December: p. 22; January: p. 29; February: pp. 32, 36; March: p. 52; May: p. 71, 72</p> <p>Teachers Guide: October: pp. 40–44; November: pp. 42–45; December: pp. 30–31; January: pp. 37–39; February: pp. 45–46; April: pp. 38–39; May: pp. 32–33, 34, 39–40</p>

Standard	Descriptor	Citations
1.NR.2	Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.	<p>Use a variety of strategies to solve addition and subtraction problems within 20.</p> <p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M4-S4, p. 3 Unit 2: M2-S4, p. 5; M3-S1, p. 6; M3-S3, p. 7; M3-S4, p. 8; M4-S4, p. 10; M4-S5, p. 11 Unit 3: M2-S3, pp. 13–14; M2-S4, pp. 15–16; M3-S1, p. 17; M3-S2, p. 17; M3-S3, p. 18; M3-S4, pp. 18–19 Unit 4: M1-S3, p. 20; M1-S5, pp. 21–22; M4-S4, p. 33; M4-S5, pp. 34–35 Unit 6: M1-S1, pp. 38–39; M1-S2, p. 40; M2-S3, p. 41; M3-S1, pp. 42–43; M3-S2, pp. 44–45 Unit 7: M3-S1, p. 60; M3-S2, p. 61</p> <p>Teachers Guide: Unit 1: M2-S2, pp. 8–10; M2-S3, pp. 12–14; M2-S5, pp. 20–24; M3-S1, pp. 4–7; M3-S4, pp. 20–22; M4-S1, pp. 4–7; M4-S4 pp. 18–20; M4-S5, pp. 22–24 Unit 2: M1-S1, pp.4–6; M1-S2, pp. 8–10; M1-S3, pp.12–14; M1-S4, pp. 16–19; M1-S5, pp. 22–25; M2-S1, pp. 4–10; M2-S2, pp. 12–16; M2-S3, pp. 18–20; M2-S4, pp. 22–25; M2-S5, pp. 28–32; M3-S1, pp. 4–6; M3-S2, pp.8–10; M3-S3, pp. 12–14; M3-S4, pp. 16–18; M3-S5, pp. 20–22; M4-S4, pp. 18–20; M4-S5 pp.22–24; Unit 3: M1-S2, pp. 10–12; M1-S3, pp. 14–18; M1-S4, pp. 20–21; M1-S5, pp. 24–28; M2-S2, pp. 10–13; M2-S3, pp. 16–18; M2-S4, pp. 20–24; M2-S5, pp. 26–31; M3-S1, pp. 4–7; M3-S2, pp. 10–14; M3-S3, pp. 16–18; M3-S4, pp. 20–22; M3-S5, pp. 24–26; M4-S3, pp. 14–17; M4-S4, pp. 20–22; M4-S5, pp. 24–26 Unit 4: M1-S2, pp. 8–12; M1-S3, pp. 14–16; M1-S4, pp. 18–20; M1-S5, pp. 22–24; M3-S3, pp.16–20; M4-S4, pp. 20–23; M4-S5, pp. 26–29; Unit 6: M1-S1, pp. 4–6; M1-S2, pp. 8–11; M1-S3, pp. 14–17; M1-S4 pp. 20–24; M1-S5 pp. 26–30; M2-S1, pp. 4–10; M2-S2, pp. 12–16; M2-S3, pp. 18–21; M2-S4, pp.24–28; M2-S5, pp.30–32; M3-S1, pp. 4–7; M3-S2, pp.10–14; M3-S3, pp. 16–19; M3-S4, pp. 22–24; M3-S5, pp. 26–29 Unit 7: M3-S1, pp. 4–5; M3-S2, pp. 8–10 Unit 8: M2-S1, pp. 4–10; M2-S2, pp. 12–16; M2-S3, pp. 18–20</p> <p>Number Corner</p> <p>Student Books: December: p. 21; March: pp. 49, 50</p> <p>Teachers Guide: September: pp. 32–33, 34–35, 35–36; December: pp. 24–25, 25–26, 27, 28; February: pp. 31, 32–33, 34–35, 38; March: pp. 34–35, 36–37, 38</p>
1.NR.2.1		

Standard	Descriptor	Citations
1.NR.2	Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.	
1.NR.2.2	Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M4-S4, p. 3 Unit 3: M3-S1, p. 17</p> <p>Teachers Guide: Unit 1: M2-S1, pp.3-6; M2-S2, pp. 8-10; M2-S3, pp. 12-14; M2-S5, pp. 20-24; M3-S1, pp. 4-7; M3-S4, pp. 20-22; M4-S1, pp. 4-7; M4-S4, pp. 18-20 Unit 2: M3-S4, pp. 16-18 Unit 3: M3-S1, pp. 4-7 Unit 4: M1-S1, pp. 4-6; M1-S2, pp. 8-12</p> <p>Number Corner</p> <p>Student Books: October: p. 7; December: p. 21; March: pp. 49, 50</p> <p>Teachers Guide: September: pp. 29-30, 32-33, 34-35, 35-36; October: pp. 8-11, 11-13, 29-30, 35-36; December: pp. 24-25, 25-26, 27, 28; March: pp. 34-35, 36-37, 38</p>
1.NR.2.3	Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M2-S4, p. 5 Unit 4: M1-S3, p. 20; M1-S5 pp. 21-22 Unit 6: M3-S2, pp. 44-45</p> <p>Teachers Guide: Unit 1: M4-S1, pp. 4-7 Unit 2: M2-S1, pp. 4-10; M2-S2, pp. 12-16; M2-S4, pp. 22-25; M3-S5, pp. 20-22 Unit 3: M1-S5, pp. 24-28 Unit 4: M1-S3, pp. 14-16; M1-S4, pp. 18-20; M1-S5, pp. 22-24 Unit 6: M1-S5, pp. 26-30; M2-S1, pp. 4-10; M2-S2, pp. 12-16; M3-S2, pp.10-14; M3-S4, pp. 22-24; Unit 8: M2-S2, pp. 12-16; M2-S3, pp. 18-20</p>

Standard	Descriptor	Citations
1.NR.2	Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.	
1.NR.2.4	Fluently add and subtract within 10 using a variety of strategies.	<p>Bridges in Mathematics Student Books: Unit 1: M3-S2, p. 2 Unit 2: M3-S1, p. 6 Unit 3: M1-S1, p. 12; M2-S3, pp. 13–14 Unit 5: M3-S1, p. 37</p> <p>Teachers Guide: Unit 1: M3-S2, pp.10–13 Unit 2: M2-S2, pp. 12–16; M2-S5, pp. 28–32; M3-S1, pp. 4–6; M3-S5, pp. 20–22 Unit 3: M1-S1, pp. 4–7; M1-S2, pp. 10–12; M2-S1, pp. 4–8; M2-S3, pp. 16–18; M2-S4, pp. 20–22; M2-S5, pp. 26–31; M3-S5, pp. 24–26; M4-S1, pp. 4–6; M4-S2, pp. 8–10 Unit 5: M3-S1, pp. 4–5 Unit 6: M3-S3, pp. 16–19; M3-S5, pp. 26–29</p> <p>Number Corner Student Books: December: p. 21; January: p. 27; February: p. 33; March: pp. 49, 50</p> <p>Teachers Guide: September: pp. 12, 28; October: pp. 8–11, 11–13, 32–33, 33–34, 35–36; November: pp. 32–33, 33–35, 36–37, 37–38; January: pp. 26–28, 28, 29; March: pp. 31–33</p>
1.NR.2.5	Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.	<p>Bridges in Mathematics Student Books: Unit 6: M1-S2, p. 40</p> <p>Teachers Guide: Unit 3: M1-S5, pp. 24–28 Unit 6: M1-S2, pp. 8–11; M3-S3, pp. 16–19; M3-S5, pp. 26–29</p> <p>Number Corner Teachers Guide: March: p. 35</p>

Standard	Descriptor	Citations
1.NR.2	Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.	
1.NR.2.6	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 1: M3–S2, p. 2 Unit 2: M2–S4, p. 5; M4–S5, p. 11 Unit 3: M1–S1, p. 12; M2–S3, pp. 13–14; M2–S4, pp. 15–16 Unit 4: M4–S2, p. 31; M4–S3, p. 32; M4–S4, p. 33; M4–S5, pp. 34–35 Unit 6: M1–S2, p. 40; M3–S1, pp. 42–43; M3–S2, pp. 44–45 Unit 8: M1–S4, pp. 71–72; M1–S5, pp. 71–72</p> <p>Teachers Guide: Unit 1: M2–S2, pp. 8–10; M3–S1, pp. 4–7; M3–S2, pp.10–13; M4–S1, pp. 4–7 Unit 2: M2–S1, pp. 4–10; M2–S2, pp. 12–16; M2–S4, pp. 22–25; M3–S5, pp. 20–22; M4–S1, pp. 4–6; M4–S2, pp. 8–11; M4–S3, pp. 14–16; M4–S4, pp. 18–20; M4–S5, pp.22–24; Unit 3: M1–S1, pp. 4–7; M1–S5, pp. 24–28; M2–S1, pp. 4–8; M2–S3, pp. 16–18; M2–S4, pp. 20–24; M3–S5, pp. 24–26; M4–S3, pp. 14–17; M4–S4, pp. 20–22; M4–S5, pp. 24–26 Unit 4: M1–S2, pp. 8–12; M4–S2, pp. 8–12; M4–S3, pp. 14–17; M4–S4, pp. 20–23; M4–S5, pp. 26–29 Unit 6: M1–S2, pp. 8–11; M2–S1, pp. 4–10; M2–S2, pp. 12–16; M3–S1, pp. 4–7; M3–S2, pp.10–14; M3–S3, pp. 16–19; M3–S4, pp. 22–24; M3–S5, pp. 26–29 Unit 8: M1–S4, pp. 16–19; M1–S5, pp. 22</p> <p>Number Corner</p> <p>Student Books: March: p. 49 Teachers Guide: January: pp. 7–10, 10–11; February: p. 25</p>
1.NR.2.7	Apply properties of operations as strategies to solve addition and subtraction problem situations within 20.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 2: M2–S4, p. 5 Unit 3: M1–S1, p. 12; M2–S3, pp. 13–14 Unit 7: M3–S1, p. 60; M3–S2, p. 61 Unit 8: M4–S2, p. 78</p> <p>Teachers Guide: Unit 1: M2–S2, pp. 8–10 Unit 2: M1–S4, pp. 16–19; M1–S5, pp. 22–25; M2–S1, pp. 4–10; M2–S2, pp. 12–16; M2–S4, pp. 22–25; M3–S5, pp. 20–22 Unit 3: M1–S1, pp. 4–7; M1–S2, pp. 10–12; M1–S3, pp. 14–18; M2–S3, pp. 16–18; M4–S1, pp. 4–6; M4–S2, pp. 8–10 Unit 6: M2–S1, pp. 4–10; M2–S2, pp. 12–16 Unit 7: M3–S1, pp. 4–5; M3–S2, pp. 8–10 Unit 8: M4–S2, pp. 8–11; M4–S4, pp. 18–20</p> <p>Number Corner</p> <p>Student Books: March: pp. 33</p>

2 Patterning & Algebraic Reasoning — counting, numbers, equality, place value, addition, subtraction

Standard	Descriptor	Citations
1.PAR.3 Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.		
1.PAR.3.1	Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string.	<p>Bridges in Mathematics Student Books: Unit 1: M1–S5, p. 1 Unit 2: M4–S3, p. 9 Teachers Guide: Unit 1: M1–S1, pp. 5–7; M1–S5, pp. 28–31 Unit 2: M4–S2, pp. 8–11; M4–S3, pp. 14–16 Unit 3: M1–S3, pp. 14–18</p> <p>Number Corner Teachers Guide: September: pp. 8–9, 9–12; November: pp. 6–7; February: p. 13</p>
1.PAR.3.2	Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s.	<p>Bridges in Mathematics Student Books: Unit 1: M1–S5, p. 1 Unit 2: M4–S3, p. 9 Unit 4: M3–S4, p. 26 Unit 6: M4–S5, p. 50 Teachers Guide: Unit 1: M1–S1, pp. 5–7; M1–S5, pp. 28–31 Unit 2: M4–S2, pp. 8–11; M4–S3, pp. 14–16 Unit 3: M1–S3, pp. 14–18 Unit 4: M1–S1, pp. 4–6; M1–S2, pp. 8–12; M2–S1, pp. 4–6; M2–S2, pp. 8–12; M3–S1, pp. 4–8; M3–S2, pp.10–13; M3–S3, pp.16–20; M3–S4, pp. 22–24 Unit 5: M3–S2, pp. 8–12 Unit 6: M1–S3, pp. 14–17; M4–S4, pp. 20–22; M4–S5, pp. 24–26 Unit 8: M2–S1, pp. 4–10; M2–S2, pp. 12–16; M2–S3, pp. 18–20; M2–S4, pp. 22–24</p> <p>Number Corner Teachers Guide: September: pp. 9–12; October: pp. 8, 9–11, 13–14</p>

3 Geometric & Spatial Reasoning — shapes, attributes, partitions of circles and rectangles

Standard	Descriptor	Citations
1.GSR.4 Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.		
1.GSR.4.1	Identify common two-dimensional shapes and three-dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes.	<p>Bridges in Mathematics Student Books: Unit 5: M2–S3, p. 36; M3–S1, p. 37 Teachers Guide: Unit 5: M1–S1, pp. 4–10; M1–S2, pp. 12–16; M1–S3, pp. 18–22; M1–S4, pp. 24–29; M1–S5, pp. 32–38; M2–S1, pp. 4–6; M2–S2, pp. 8–10; M2–S3, pp. 12–13; M2–S4, pp. 16–19; M2–S5, pp. 22–26; M3–S1, pp. 4–5; M3–S3, pp. 14–16; M3–S4, pp. 18–20; M3–S6, pp. 28–29; M3–S7, pp. 32–34; M4–S1, pp. 4–6; M4–S2, pp. 8–11; M4–S3, pp. 14–15</p> <p>Number Corner Teachers Guide: October: pp. 17–19; December: pp. 7–8, 8–9, 9–10; February: pp. 9–11, 11–12, 13–14; April: pp. 12, 13</p>
1.GSR.4.2	Compose two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape.	<p>Bridges in Mathematics Student Books: Unit 5: M3–S1, p. 37 Teachers Guide: Unit 2: M4–S1, pp. 4–6; M4–S2, pp. 8–11 Unit 5: M1–S3, pp. 18–22; M1–S4, pp. 24–29; M1–S5, pp. 32–38; M2–S4, pp. 16–19; M2–S5, pp. 22–26; M3–S1, pp. 4–5; M3–S2, pp. 8–12; M3–S7, pp. 32–34</p> <p>Number Corner Student Books: October: p. 6 Teachers Guide: October: p. 26; December: p. 10</p>

Standard	Descriptor	Citations
1.GSR.4 Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.		
1.GSR.4.3	Partition circles and rectangles into two and four equal shares.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 8: M1-S4, pp. 71–72; M1-S5, pp. 71–72</p> <p>Teachers Guide: Unit 2: M4-S1, pp. 4–6 Unit 5: M3-S3, pp. 14–16; M3-S4, pp.18–20; M3-S5, pp. 22–25; M3-S6, pp. 28–29 Unit 7: M3-S3, pp. 12–16 Unit 8: M1-S4, pp. 16–19; M1-S5, pp. 22; M2-S1, pp. 4–10; M3-S1, pp. 4–7; M3-S5, pp. 27–28</p> <p>Number Corner</p> <p>Teachers Guide: November: pp. 6–7, 8–10, 10–12; April: pp. 9–10</p>

4 Numerical Reasoning — base ten structure, addition and subtraction within 100

Standard	Descriptor	Citations
1.NR.5 Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.		
1.NR.5.1	Use a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 3: M2–S3, pp. 13–14; M3–S2, p. 17; M3–S3, p. 18; M3–S4, pp. 18–19 Unit 4: M2–S3, p. 23; M2–S5, pp. 24–25; M3–S4, p. 26; M4–S2, p. 31; M4–S3, p. 32; M4–S4, p. 33; M4–S5, pp. 34–35 Unit 6: M4–S1, p. 46; M4–S3, pp. 48–49 Unit 7: M1–S3, p. 51; M2–S2, pp. 54–55; M2–S3, pp. 56–57; M2–S4, p. 58; M2–S5, p. 59; M4–S2, pp. 62–63; M4–S3, pp. 64–65; M4–S5, p. 66 Unit 8: M1–S4, pp. 71–72; M1–S5, pp. 71–72; M3–S3, p. 73; M3–S4, p. 74; M3–S5, p. 75; M3–S6, p. 76; M4–S2, p. 78</p> <p>Teachers Guide: Unit 3: M2–S3, pp. 16–18; M3–S2, pp. 10–14; M3–S3, pp. 16–18; M3–S4, pp. 20–22 Unit 4: M2–S3, pp. 14–17; M2–S4, pp. 20–22; M2–S5, pp. 24–28; M3–S4, pp. 22–24; M4–S2, pp. 8–12; M4–S3, pp. 14–17; M4–S4, pp. 20–23; M4–S5, pp. 26–29 Unit 6: M4–S1, pp. 4–7; M4–S3, pp. 16–17 Unit 7: M1–S2, pp. 10–12; M1–S3, pp. 14–17; M1–S4, pp. 20; M2–S1, pp. 4–7; M2–S2, pp.10–11; M2–S3, pp. 14–16; M2–S4, pp. 18–20; M2–S5, pp. 22–24; M3–S3, pp. 12–16; M3–S4, pp. 18–20; M3–S5, pp. 22–25; M4–S1, pp. 4–6; M4–S2, pp. 8–11; M4–S3, pp. 14–16; M4–S4, pp. 18–20; M4–S5, pp. 22–23 Unit 8: M1–S4, pp. 16–19; M1–S5, p. 22; M2–S1, pp. 4–10; M2–S4, pp. 22–24; M3–S3, pp. 16–18; M3–S4, pp. 20–23; M3–S5, pp. 26–27; M3–S6, pp. 30–31; M4–S2, pp. 8–11; M4–S3, pp. 14–16</p> <p>Number Corner</p> <p>Student Books: November: pp. 16, 18; December: pp. 20, 23; January: pp. 25, 30; May: pp. 67, 71</p> <p>Teachers Guide: October: p. 25; November: pp. 28, 29; December: pp. 21, 22; January: p. 24; February: p. 25; May: pp. 28–29, 32–33</p>
1.NR.5.2	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 4: M3–S4, p. 26; M3–S5, p. 26 Unit 7: M2–S3, pp. 56–57; M4–S3, pp. 64–65 Unit 8: M4–S2, p. 78</p> <p>Teachers Guide: Unit 1: M3–S4, pp. 20–22 Unit 4: M2–S1, pp. 4–6; M2–S2, pp. 8–12; M3–S1, pp. 4–8; M3–S2, pp.10–13; M3–S3, pp.16–20; M3–S4, pp. 22–24; M3–S5, pp. 26–29 Unit 7: M2–S3, pp. 14–16; M3–S3, pp. 12–16; M3–S4, pp. 18–20; M3–S5, pp. 22–25; M4–S3, pp. 14–16 Unit 8: M2–S4, pp. 22–24; M3–S2, pp. 10–13; M4–S2, pp. 8–11; M4–S4, pp. 18–20</p> <p>Number Corner</p> <p>Student Books: April: pp. 59, 60, 61; May: pp. 63, 64, 65, 66, 67, 70, 73, 75</p> <p>Teachers Guide: April: pp. 36, 39, 40–41, 42–43, 44; May: pp. 10–13, 15, 30–31, 37–39, 40–42</p>

Standard	Descriptor	Citations
1.NR.5	Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.	
1.NR.5.3	Add and subtract multiples of 10 within 100.	<p>Bridges in Mathematics</p> <p>Student Books: Unit 4: M2-S3, p. 23; M2-S5, pp. 24–25; M3-S4, p. 26; M3-S5, p. 26; M4-S3, p. 32; M4-S4, p. 33; M4-S5, pp. 34–35 Unit 7: M1-S5, pp. 52–53; M2-S5, p. 59; M4-S3, pp. 64–65 Unit 8: M4-S2, p. 78</p> <p>Teachers Guide: Unit 4: M2-S1, pp. 4–6; M2-S2, pp. 8–12; M2-S3, pp. 14–17; M2-S4, pp. 20–22; M2-S5, pp. 24–28; M3-S3, pp.16–20; M3-S4, pp. 22–24; M3-S5, pp. 26–29; M4-S2, pp. 8–12; M4-S3, pp. 14–17; M4-S4, pp. 20–23; M4-S5, pp. 26–29 Unit 7: M1-S5, pp. 20–25; M2-S5, pp. 22–24; M4-S3, pp. 14–16 Unit 8: M2-S4, pp. 22–24; M3-S6, pp. 31; M4-S2, pp. 8–11</p> <p>Number Corner</p> <p>Student Books: April: p. 60</p> <p>Teachers Guide: November: pp. 28, 29; March: p. 26; April: pp. 36, 39, 43</p>

5 Measurement & Data Reasoning — length, time, money

Standard	Descriptor	Citations
<p>1.MDR.6 Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.</p>		
<p>1.MDR.6.1</p>	<p>Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.</p>	<p>Bridges in Mathematics Student Books: Unit 4: M4-S1, p. 27–30; M4-S2, p. 31; M4-S3, p. 32; M4-S4, p. 33; M4-S5, pp. 34–35 Unit 6: M4-S1, p. 46; M4-S2, p. 47; M4-S3, pp. 48–49 Unit 7: M3-S1, p. 60; M3-S2, p. 61 Unit 8: M3-S3, p. 73; M3-S5, p. 75; M4-S1, p. 77 Teachers Guide: Unit 1: M3-S5, pp. 24–26; M4-S2, pp. 10–12; M4-S3, pp.14–16 Unit 4: M4-S1, pp. 4–6; M4-S2, pp. 8–12; M4-S3, pp. 14–17; M4-S4, pp. 20–23; M4-S5, pp. 26–29 Unit 6: M4-S1, pp. 4–7; M4-S2, pp. 10–13; M4-S3, pp. 16–17 Unit 7: M3-S1, pp. 4–5; M3-S2, pp. 8–10 Unit 8: M3-S2, pp. 10–13; M3-S3, pp. 16–18; M3-S5, pp. 26–27; M4-S1, pp. 4–5; M4-S3, pp. 14–16; M4-S4, pp. 18–20 Number Corner Student Books: April: p. 53 Teachers Guide: April: pp. 19–20, 22–24</p>
<p>1.MDR.6.2</p>	<p>Tell and write time in hours and half-hours using analog and digital clocks, and measure elapsed time to the hour on the hour using a predetermined number line.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 8: M1-S2, pp. 10–11; M2-S4, pp.24; M3-S6, pp. 31 Number Corner Student Books: November: pp. 13, 15; December: p. 19; March: pp. 41–42, 43 Teachers Guide: November: pp. 17–19, 19–21, 22, 23, 24; December: pp. 13–14, 15–16, 16–17, 18; March: pp. 9–10, 11, 12–13, 13, 14</p>

Standard	Descriptor	Citations
<p>1.MDR.6 Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.</p>		
<p>1.MDR.6.3</p>	<p>Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.</p>	<p>Bridges in Mathematics Student Books: Unit 2: M4-S4, p. 10; M4-S5, p. 11 Unit 7: M4-S2 pp. 62–63; M4-S3 pp. 64–65; M4-S5 p. 66 Teachers Guide: Unit 2: M4-S4, pp. 18–20; M4-S5, pp.22–24 Unit 7: M4-S1, pp. 4–6; M4-S2, pp. 8–11; M4-S3, pp. 14–16; M4-S4, pp. 18–20; M4-S5, pp. 22–24 Unit 8: M1-S2, p. 12 Number Corner Teachers Guide: May: pp. 19–20, 20–22</p>
<p>1.MDR.6.4</p>	<p>Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.</p>	<p>Bridges in Mathematics Student Books: Unit 3: M1-S1, p. 12 Unit 4: M4-S1, p. 27–30 Unit 8: M1-S3, pp. 67–70; M3-S4, p. 74; M3-S6, p. 76 Teachers Guide: Unit 1: M1-S2, pp. 12–14; M3-S3, pp.16–18; M3-S5, p.27 Unit 2: M3-S3, pp. 12–14; M3-S4, pp. 16–18 Unit 3: M1-S1, pp. 4–7; M2-S5, pp. 26–31 Unit 4: M4-S1, pp. 4–6 Unit 5: M1-S1, pp. 4–10; M1-S2, pp. 12–16; M2-S2, pp. 8–10; M4-S2, pp. 8–11 Unit 8: M1-S3, p. 14; M3-S4, pp. 20–23; M3-S6, pp. 30; M4-S3, pp. 14–16 Number Corner Student Books: March: p. 46 Teachers Guide: September: pp. 20–21, 21–22; October: pp. 19–20, 20–22; January: pp. 16, 16–17; February: pp. 18, 19; March: pp. 19–20</p>