



Bridges Second Edition

CORRELATIONS

Mathematics Standards of Learning
for Virginia Public Schools

GRADE 1

1 Number & Number Sense

Standard	Descriptor	Citations
1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. The student will:		
1.NS.1.a	Count forward orally by ones from 0 to 120 starting at any number between 0 and 120.	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S3, pp. 15–19 Unit 3: M2–S1, pp. 3–8 Unit 7: M2–S2, pp. 9–12</p> <p>Number Corner Teachers Guide: November: pp. 40–42 December: pp. 33–34 January: pp. 34–37 February: pp. 41–42 March: pp. 40–41</p>
1.NS.1.b	Count backward orally by ones when given any number between 1 and 30.	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S3, pp. 15–17 Unit 2: M3–S4, pp. 15–18 Unit 4: M1–S5, pp. 22–23</p> <p>Number Corner Teachers Guide: September: pp. 41–42 October: pp. 38–39</p>
1.NS.1.c	Represent forward counting patterns when counting by groups of 5 and groups of 10 up to 120 using a variety of tools (e.g., objects, coins, 120 chart).	<p>Bridges in Mathematics Teachers Guide: Unit 2: M4–S3, pp. 13–16; M4–S4, pp. 17–20 Unit 4: M2–S3, pp. 13–17; M2–S4, pp. 19–22; M3–S1, pp. 3–7; M3–S3, pp. 15–20 Unit 7: M2–S3, pp. 13–16</p> <p>Number Corner Teachers Guide: March: pp. 15–22</p>

Standard	Descriptor	Citations
1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. The student will:		
1.NS.1.d	Represent forward counting patterns when counting by groups of 2 up to at least 30 using a variety of tools (e.g., beaded number strings, number paths [a prelude to number lines], 120 chart).	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S1, pp. 3–7; M1–S3, pp. 15–19; M1–S5, pp. 27–31 Unit 3: M1–S3, pp. 13–18 Unit 6: M1–S3, pp. 13–17; M2–S3, pp. 17–21; M4–S4, pp. 23–28; M4–S5, pp. 23–26</p>
1.NS.1.e	Group a collection of up to 120 objects into tens and ones, and count to determine the total (e.g., 5 groups of ten and 6 ones is equal to 56 total objects).	<p>Bridges in Mathematics Teachers Guide: Unit 3: M3–S1, pp. 3–7; M3–S2, pp. 9–14; M3–S3, pp. 15–18; M3–S4, pp. 19–22 Unit 7: M1–S1, pp. 3–7; M1–S2, pp. 9–12; M1–S3, pp. 13–17</p> <p>Number Corner Teachers Guide: September: pp. 35–36</p>
1.NS.1.f	Identify a penny, nickel, and dime by their attributes and describe the number of pennies equivalent to a nickel and a dime.	<p>Bridges in Mathematics Teachers Guide: Unit 1: M3–S3, pp. 15–18 Unit 2: M4–S4, pp. 17–20; M4–S5, pp. 21–24 Unit 7: M4–S1, pp. 3–6</p> <p>Number Corner Teachers Guide: September: pp. 17–24 January: pp. 13–15 March: pp. 15–18</p>

Standard	Descriptor	Citations
1.NS.1 The student will utilize flexible counting strategies to determine and describe quantities up to 120. The student will:		
1.NS.1.g	Count by ones, fives, or tens to determine the value of a collection of like coins (pennies, nickels, or dimes), whose total value is 100 cents or less.	<p>Bridges in Mathematics Teachers Guide: Unit 2: M4-S3, pp. 13–16; M4-S4, pp. 17–20 Unit 4: M2-S3, pp. 13–17; M2-S4, pp. 19–22; M3-S1, pp. 3–7; M3-S3, pp. 15–20 Unit 7: M2-S3, pp. 13–16</p> <p>Number Corner Teachers Guide: March: pp. 15–22</p>

Standard	Descriptor	Citations
1.NS.2 The student will represent, compare, and order quantities up to 120. The student will:		
1.NS.2.a	Read and write numerals 0-120 in sequence and out of sequence.	<p>Bridges in Mathematics Teachers Guide: Unit 1: M2–S4, pp. 15–18; M3–S4, pp. 19–22 Unit 4: M3–S1, pp. 3–8 Unit 6: M1–S3, pp. 13–17 Unit 7: M1–S3, pp. 13–17</p> <p>Number Corner Teachers Guide: February: pp. 39–45 March: pp. 23–27, 39–46</p>
1.NS.2.b	Estimate the number of objects (up to 120) in a given collection and justify the reasonableness of an answer.	<p>Bridges in Mathematics Teachers Guide: Unit 2: M1–S2, pp. 7–8 Unit 3: M3–S4, pp. 13–14 Unit 7: M1–S1, pp. 3–7; M4–S1, pp. 3–6</p> <p>Number Corner Teachers Guide: September: pp. 22–24 October: pp. 22–24 February: pp. 20–21 April: pp. 20–22</p>
1.NS.2.c	Create a concrete or pictorial representation of a number using tens and ones and write the corresponding numeral up to 120 (e.g., 47 can be represented as 47 ones or it can be grouped into 4 tens with 7 ones left over).	<p>Bridges in Mathematics Teachers Guide: Unit 4: M3–S4, pp. 21–24 Unit 6: M2–S3, pp. 17–20 Unit 7: M1–S1, pp. 3–7; M1–S2, pp. 9–12</p> <p>Number Corner Teachers Guide: September: pp. 25–30 October: pp. 27–30 February: pp. 23–27 March: pp. 23–27</p>

Standard	Descriptor	Citations
1.NS.2 The student will represent, compare, and order quantities up to 120. The student will:		
1.NS.2.d	Describe the number of groups of tens and ones when given a two-digit number and justify reasoning.	<p>Bridges in Mathematics Teachers Guide: Unit 3: M3-S1, pp. 6–7; M3-S2, pp. 11–13 Unit 4: M3-S3, pp. 15–20, M3-S4, pp. 21–24</p> <p>Number Corner Teachers Guide: September: pp. 31–36 November: pp. 25–29 December: pp. 19–22 January: pp. 19–23</p>
1.NS.2.e	Compare two numbers between 0 and 120 represented pictorially or with concrete objects using the terms greater than, less than, or equal to.	<p>Bridges in Mathematics Teachers Guide: Unit 1: M3-S3, pp. 15–18 Unit 2: M1-S2, pp. 7–10; M1-S4, pp. 11–14 Unit 3: M2-S5, pp. 29–30 Unit 4: M1-S4, pp. 17–20; M2-S4, pp. 19–22; M4-S4, pp.19–23</p> <p>Number Corner Teachers Guide: November: pp. 42–45</p>
1.NS.2.f	Order three sets, each set containing up to 120 objects, from least to greatest, and greatest to least.	<p>Bridges in Mathematics Teachers Guide: Unit 6: M4-S2, pp. 9–13</p> <p>Number Corner Teachers Guide: October: pp. 20–22 December: p. 17 January: pp. 16–17 February: pp. 19 April: pp. 22–24</p>

Standard	Descriptor	Citations
<p>1.NS.3 The student will use mathematical reasoning and justification to solve contextual problems that involve partitioning models into two and four equal-sized parts. The student will:</p>		
1.NS.3.a	<p>Represent equal shares of a whole with two or four sharers, when given a contextual problem.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 2: M4–S1, pp. 3–6</p> <p>Number Corner Teachers Guide: November: pp. 5–14, 19–20 May: pp. 18–20</p>
1.NS.3.b	<p>Represent and name halves and fourths of a whole, using a region/area model (e.g., pie pieces, pattern blocks, paper folding, drawings) and a set model (e.g., eggs, marbles, counters) limited to two or four items.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 5: M3–S3, pp. 13–16, M3–S4, pp. 17–20; M3–S5, pp. 21–24 Unit 8: M2–S1, pp. 3–10; M3–S1, pp. 3–7</p> <p>Number Corner Teachers Guide: November: pp. 5–14, 19–20 April: pp. 5–14</p>
1.NS.3.c	<p>Describe and justify how shares are equal pieces or equal parts of the whole (limited to halves, fourths) when given a contextual problem.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 2: M4–S1, pp. 3–6 Unit 5: M3–S3, pp. 13–16; M3–S4, pp. 17–20; M3–S5, pp. 21–24</p> <p>Number Corner Teachers Guide: November: pp. 5–14, 19–20 April: pp. 5–14</p>

1 Computation & Estimation

Standard	Descriptor	Citations
<p>1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20. The student will:</p>		
1.CE.1.a	Demonstrate fluency with addition and subtraction within 10 by applying reasoning strategies (e.g., count on/count back, one more/one less, doubles, make ten).	<p>Bridges in Mathematics Teachers Guide: Unit 1: M2–S2, pp. 7–11; M3–S1, pp. 3–7; M3–S2, pp. 11–12 Unit 3: M2–S1, pp. 3–8 Unit 6: M1–S2, pp. 7–11</p> <p>Number Corner Teachers Guide: October: pp. 5–14 January: pp. 8–11 February: pp. 15–18</p>
1.CE.1.b	Demonstrate fluency with addition and subtraction within 10 by applying reasoning strategies (e.g., count on/count back, one more/one less, doubles, make ten).	<p>Bridges in Mathematics Teachers Guide: Unit 3: M4–S1, pp. 3–6; M4–S2, pp. 7–11; M4–S4, pp. 19–22 Unit 4: M1–S3, pp. 13–16; M1–S4, pp. 17–20; M1–S5, pp. 21–24 Unit 5: M3–S1, pp. 3–5</p> <p>Number Corner Teachers Guide: October: pp. 31–36</p>
1.CE.1.c	Recall with automaticity addition and subtraction facts within 10.	<p>Bridges in Mathematics Teachers Guide: Unit 2: M3–S1, pp. 3–6 Unit 7: M3–S1, pp. 3–5</p> <p>Number Corner Teachers Guide: January: pp. 25–29 March: pp. 29–38</p>

Standard	Descriptor	Citations
<p>1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20. The student will:</p>		
1.CE.1.d	<p>Investigate, recognize, and describe part-part-whole relationships for numbers up to 20 in a variety of configurations (e.g., beaded racks, double ten frames).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 2: M1-S5, pp. 21–24; M2-S3, pp. 17–19 Unit 3: M1-S2, pp. 9–12, M1-S4, pp. 19–21, M3-S1, pp. 3–7</p> <p>Number Corner Teachers Guide: September: pp. 8–16 November: pp. 32–38 December: pp. 23–27</p>
1.CE.1.e	<p>Solve addition and subtraction problems within 20 using various strategies (e.g., inverse relationships: if $9 + 3 = 12$ then $12 - 3 = 9$; decomposition using known sums/differences: $9 + 7$ can be thought of as 9 decomposed into 2 and 7, then use doubles, $7 + 7 = 14$; $14 + 2 = 16$ or decompose the 7 into 1 and 6; make a ten: $1 + 9 = 10$; $10 + 6 = 16$).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 6: M1-S1, pp. 3–6; M1-S3, pp. 13–17; M1-S4, pp. 19–24; M2-S1, pp. 3–10; M2-S2, pp. 12–16; M2-S5, pp. 29–31; M3-S4, pp. 21–24</p> <p>Number Corner Teachers Guide: February: pp. 29–38</p>

Standard	Descriptor	Citations
<p>1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20. The student will:</p>		
1.CE.1.f	<p>Represent, solve, and justify solutions to single-step addition and subtraction problems (join, separate, and part-part-whole) within 20, including those in context, using words, objects, drawings, or numbers.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 1: M4–S1, pp. 3–7 Unit 2: M2–S2, pp. 11–1 Unit 3: M1–S5, pp. 23–28 Unit 6: M3–S1, pp. 3–7; M3–S2, pp. 9–13; M3–S3, pp. 15–18</p> <p>Number Corner Teachers Guide: September: pp. 31–36 January: pp. 5–12</p>
1.CE.1.g	<p>Determine the unknown whole number that will result in a sum or difference of 10 or 20. (e.g., $14 - \underline{\quad} = 10$ or $15 + \underline{\quad} = 20$).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 1: M3–S2, pp. 11–12; M2–S2, pp. 9–10 Unit 6: M1–S2, pp. 7–10; M2–S2, pp. 14; M2–S5, pp. 29–32</p>
1.CE.1.h	<p>Identify and use (+) as a symbol for addition and (-) as a symbol for subtraction.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 2: M1–S5, pp. 21–24; M2–S1, pp. 3–10; M2–S2, pp. 11–16; M2–S4, pp. 21–25 Unit 6: M3–S4: pp. 21–24</p> <p>Number Corner Teachers Guide: April: pp. 32–33 May: pp. 5–16, 27–29</p>

Standard	Descriptor	Citations
<p>1.CE.1 The student will recall with automaticity addition and subtraction facts within 10 and represent, solve, and justify solutions to single-step problems, including those in context, using addition and subtraction with whole numbers within 20. The student will:</p>		
1.CE.1.i	<p>Describe the equal symbol (=) as a balance representing an equivalent relationship between expressions on either side of the equal symbol (e.g., 6 and 1 is the same as 4 and 3; $6 + 1$ is balanced with $4 + 3$; $6 + 1 = 4 + 3$).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 3: M4–S1, pp. 6; M4–S2, pp. 10 Unit 6: M3–S3, pp. 18–19</p>
1.CE.1.j	<p>Use concrete materials to model, identify, and justify when two expressions are not equal (e.g., $10 - 3$ is not equal to $3 + 5$).</p>	<p>This standard is beyond the scope of the program.</p>
1.CE.1.k	<p>Use concrete materials to model an equation that represents the relationship of two expressions of equal value.</p>	<p>This standard is beyond the scope of the program.</p>
1.CE.1.l	<p>Write an equation that could be used to represent the solution to an oral, written, or picture problem.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 3: M1–S5, pp. 23–26; M2–S5, pp. 25–28 Unit 4: M2–S3, pp. 13–15 Unit 6: M1–S2, pp. 7–11; M1–S1, pp. 21–16; M3–S1, pp. 3–7; M3–S2, pp. 9–14</p> <p>Number Corner Teachers Guide: October: pp. 5–14</p>

1 Measurement & Geometry

Standard	Descriptor	Citations
1.MG.1 The student will reason mathematically using nonstandard units to measure and compare objects by length, weight, and volume. The student will:		
1.MG.1.a Use nonstandard units to measure the:		
1.MG.1.a.i	lengths of two objects (units laid end to end with no gaps or overlaps) and compare the measurements using the terms longer/shorter, taller/shorter, or the same as;	Bridges in Mathematics Teachers Guide: Unit 1: M3–S5, pp. 23–26; M4–S3, pp. 13–16 Unit 8: M3–S2, pp. 9–13; S3, pp. 15–18; M4–S1, pp. 3–5; M4–S3, pp. 13–16; M4–S4, pp. 17–20 Number Corner Teachers Guide: April: pp. 18–20, 22–24
1.MG.1.a.ii	weights of two objects (using a balance scale or a pan scale) and compare the measurements using the terms lighter, heavier, or the same as; and	This standard is beyond the scope of the program.
1.MG.1.a.iii	volumes of two containers and compare the measurements using the terms more, less, or the same as.	This standard is beyond the scope of the program.

Standard	Descriptor	Citations
1.MG.1		The student will reason mathematically using nonstandard units to measure and compare objects by length, weight, and volume. The student will:
		1.MG.1.b

Standard	Descriptor	Citations
1.MG.2 The student will reason mathematically using nonstandard units to measure and compare objects by length, weight, and volume. The student will:		
1.MG.2.a	Describe triangles, squares, and rectangles using the terms sides, vertices, and angles. Describe a circle using terms such as round and curved.	<p>Note: Some session activities include non-rectangular quadrilaterals as well as hexagons.</p> <p>Bridges in Mathematics Teachers Guide: Unit 5: M1–S1, pp. 3–10; M1–S3, pp. 17–22; M1–S4, pp. 23–29; M1–S5, pp. 31–37; M4–S1, pp. 3–5; M4–S3, pp. 13–1</p> <p>Number Corner Teachers Guide: February: pp. 5–14 April: pp. 9–14</p>
1.MG.2.b	Sort plane figures based on their characteristics (e.g., number of sides, vertices, angles, curved).	<p>Bridges in Mathematics Teachers Guide: Unit 5: M1–S2, pp. 11–16; M1–S5, pp. 31–37; M2–S1, pp. 3–6; M4–S2, pp. 7–11</p>
1.MG.2.c	Draw and name the plane figure (circle, square, rectangle, triangle) when given information about the number of sides, vertices, and angles.	This standard is beyond the scope of the program.
1.MG.2.d	Identify, name, and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning.	<p>Note: Some session activities include non-rectangular quadrilaterals as well as hexagons.</p> <p>Bridges in Mathematics Teachers Guide: Unit 5: M1–S1, pp. 3–10; M2–S2, pp. 11–16; M2–S3, 17–22; M2–S4, pp. 23–29; M2–S5, pp. 31–38; M4–S1, pp. 3–6; M4–S2, pp. 7–11</p> <p>Number Corner Teachers Guide: February: pp. 5–14 April: pp. 5–13</p>

Standard	Descriptor	Citations
1.MG.2 The student will reason mathematically using nonstandard units to measure and compare objects by length, weight, and volume. The student will:		
1.MG.2.e	Recognize and name the angles found in rectangles and squares as right angles.	Bridges in Mathematics Teachers Guide: Unit 5: M1–S1, pp. 5–9
1.MG.2.f	Compose larger plane figures by combining two or three simple plane figures (triangles, squares, and/or rectangles).	Bridges in Mathematics Teachers Guide: Unit 5: M1–S3, pp. 20; M1–S4, pp. 27–29 Number Corner Teachers Guide: October: pp. 25–26

Standard	Descriptor	Citations
1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar. The student will:		
1.MG.3.a	Identify different tools to measure time including clocks (analog and digital) and calendar.	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S1, pp. 9 Unit 8: M1–S1, pp. 3–8; M1–S4, pp. 15–18; M1–S5, pp. 21–22</p> <p>Number Corner Teachers Guide: September: pp. 5–15 November: pp. 15–24 December: pp. 11–18 March: pp. 5–14</p>
1.MG.3.b	Describe the units of time represented on a clock as minutes and hours.	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S1, pp. 9 Unit 8: M1–S1, pp. 3–6 ; M1–S2, pp. 9–11; M1–S4, pp. 15–18; M1–S5, pp. 21–22</p> <p>Number Corner Teachers Guide: November: pp. 15–24 December: pp. 11–18 March: pp. 5–14</p>
1.MG.3.c	Tell time to the hour and half-hour, using analog and digital clocks.	<p>Bridges in Mathematics Teachers Guide: Unit 8: M1–S4, pp. 15–18; M1–S5, pp. 21–22</p> <p>Number Corner Teachers Guide: November: pp. 15–24 December: pp. 11–18 February: pp. 5–14</p>
1.MG.3.d	Describe the location of the hour hand relative to time to the hour and half-hour on an analog clock.	<p>Number Corner Teachers Guide: November: pp. 15–22 March: pp. 5–11</p>

Standard	Descriptor	Citations
1.MG.3 The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar. The student will:		
1.MG.3.e	Describe the location of the minute hand relative to time to the hour and half-hour on an analog clock.	Bridges in Mathematics Teachers Guide: Unit 1: M1–S1, pp. 9 Number Corner Teachers Guide: November: pp. 15–22 March: pp. 5–11
1.MG.3.f	Match the time shown on a digital clock to an analog clock to the hour and half-hour.	Number Corner Teachers Guide: March: pp. 11–13
1.MG.3.g	Identify specific days/dates on a calendar (e.g., What date is Saturday? How many Fridays are in October?).	Number Corner Teachers Guide: September: pp. 8–9 October: pp. 8 November: pp. 5–6 December: pp. 6 January: pp. 7–8 February: pp. 8 March: pp. 8 April: pp. 9
1.MG.3.h	Use ordinal numbers first through tenth to describe the relative position of specific days/dates (e.g., What is the first Monday in October? What day of the week is May 6th?).	Number Corner Teachers Guide: September: pp. 8–9 October: pp. 8 November: pp. 5–6 December: pp. 6 January: pp. 7–8 February: pp. 8 March: pp. 8 April: pp. 9

Standard	Descriptor	Citations
1.MG.3	The student will demonstrate an understanding of the concept of passage of time (to the nearest hour and half-hour) and the calendar. The student will:	
1.MG.3.i	Determine the day/date before and after a given day/date (e.g., Today is the 8th, so yesterday was the ?), and a date that is a specific number of days/weeks in the past or future (e.g., Tim’s birthday is in 10 days, what will be the date of his birthday?).	<p>Number Corner</p> <p>Teachers Guide:</p> <p>September: pp. 8–9</p> <p>October: pp. 8</p> <p>November: pp. 5–6</p> <p>December: pp. 6</p> <p>January: pp. 7–8</p> <p>February: pp. 8</p> <p>March: pp. 8</p> <p>April: pp. 9</p>

1 Probability & Statistics

Standard	Descriptor	Citations
<p>1.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables. The student will:</p>		
<p>1.PS.1.a</p>	<p>Sort and classify concrete objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, and/or thickness (e.g., sort a set of objects that are both red and thick).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 5: M1–S2, pp. 11–16; M1–S3, pp. 17–22; M1–S4, pp. 23–29; M1–S5, pp. 31–38</p> <p>Number Corner Teachers Guide: October: pp. 18–19 January: pp. 15 March: pp. 18 April: pp. 13–14</p>
<p>1.PS.1.b</p>	<p>Describe and label attributes of a set of objects that has been sorted.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 5: M4–S2, pp. 7–11</p>
<p>1.PS.1.c</p>	<p>Pose questions, given a predetermined context, that require the collection of data (limited to 25 or fewer data points for no more than four categories).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S1, pp. 6–7; M1–S2, pp. 11–14; M3–S3, pp. 15–18; M4–S3, pp. 13–15 Unit 4: M4–S2, pp. 10–11; M4–S3, pp. 15–17</p> <p>Number Corner Teachers Guide: September: pp. 17–24 October: pp. 15–26</p>

Standard	Descriptor	Citations
<p>1.PS.1 The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables. The student will:</p>		
<p>1.PS.1.d</p>	<p>Determine the data needed to answer a posed question and collect the data using various methods (e.g., counting objects, drawing pictures, tallying).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S1, pp. 6–7; M1–S2, pp. 11–14; M3–S3, pp. 15–18; M4–S3, pp. 13–15 Unit 4: M4–S2, pp. 10–11; M4–S3, pp. 15–17</p> <p>Number Corner Teachers Guide: September: pp. 17–24 October: pp. 15–26</p>
<p>1.PS.1.e</p>	<p>Organize and represent a data set by sorting the collected data using various methods (e.g., tallying, T-charts).</p>	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S4 pp. 21–26; M3–S3, pp. 15–18 Unit 5: M1–S4 pp. 23–29; M4–S2, pp. 7–11 Unit 8: M3–S4, pp. 19–23; M3–S6, pp. 29–31</p> <p>Number Corner Teachers Guide: October: pp. 17–19 April: pp. 17–24</p>
<p>1.PS.1.f</p>	<p>Represent a data set (vertically or horizontally) using object graphs, picture graphs, and tables.</p>	<p>Bridges in Mathematics Teachers Guide: Unit 4: M2–S2, pp. 10 Unit 7: M1–S5: pp. 21–24 Unit 8: M2–S1: pp. 3–9; M2–S2: pp. 15</p> <p>Number Corner Teachers Guide: September: pp. 17–21 October: pp. 15–26 January: pp. 13–15 February: pp. 15–18</p>

Standard	Descriptor	Citations
1.PS.1		The student will apply the data cycle (pose questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on object graphs, picture graphs, and tables. The student will:
		1.PS.1.g Analyze data represented in object graphs, picture graphs, and tables and communicate results:
ask and answer questions about the data represented in object graphs, picture graphs, and tables (e.g., total number of data points represented, how many in each category, how many more or less are in one category than another); and	<p>Bridges in Mathematics Teachers Guide: Unit 1: M1–S2, pp. 11–14; M3–S3, pp. 15–18</p> <p>Number Corner Teachers Guide: September: pp. 20–22 October: pp. 19–22 January: pp. 16–18 February: pp. 18–22 March: pp. 19–22</p>	
1.PS.1.g.ii	draw conclusions about the data and make predictions based on the data.	<p>Number Corner Teachers Guide: September: pp. 5–15 October: pp. 5–14 November: pp. 3–12 December: pp. 3–7 January: pp. 5–12 February: pp. 5–14 March: pp. 5–11 April: pp. 5–12 May: pp. 5–14</p>

1 Patterns, Functions & Algebra

Standard	Descriptor	Citations
1.PFA.1 The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations. The student will:		
1.PFA.1.a	Identify and describe repeating and increasing patterns.	Bridges in Mathematics Teachers Guide: Unit 1: M1–S2 pp. 13–14; M1–S5, pp. 28–29 Unit 2: M4–S1, pp. 4–6; M4–S2, pp. 7–11 Unit 8: M2–S1, pp. 3–10; M2–S2, pp. 11–16; M2–S3, pp. 17–20; S4, pp. 21–23
1.PFA.1.b	Analyze a repeating or increasing pattern and generalize the change to extend the pattern using objects, colors, movements, pictures, or geometric figures.	Bridges in Mathematics Teachers Guide: Unit 2: M4–S2, pp. 7–11 Unit 6: M1–S3, pp. 13–17 Unit 8: M2–S1, pp. 3–10; M2–S2, pp. 11–16; M2–S3, pp. 17–20; S4, pp. 21–23 Number Corner Teachers Guide: September: pp. 5–15 November: pp. 3–12
1.PFA.1.c	Create a repeating or increasing pattern using objects, pictures, movements, colors, or geometric figures.	Bridges in Mathematics Teachers Guide: Unit 1: M1–S1, pp. 6–7 Unit 2: M4–S2, pp. 7–11; M4–S3, pp. 13–16 Unit 8: M1–S4, pp. 15–18 Number Corner Teachers Guide: September: pp. 5–15 November: pp. 3–12 December: pp. 3–7 March: pp. 5–11
1.PFA.1.d	Transfer a repeating or increasing pattern from one form to another.	This standard is beyond the scope of the program.