

Bridges Grade 1 Supplement Sets

Correlations to Common Core State Standards

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BY STANDARD

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Set A1 Number & Operations: Numbers to 120

Activity	1	2	3	4
1.NBT Number and Operations in Base Ten				
1.NBT.1a Count to 120, starting at any number less than 120.	•	•	•	•
1.NBT.1b In this range, read and write numerals.	•	•	•	•
1.NBT.1c Represent a number of objects with a written numeral.	•	•	•	•
1.NBT.2a [Understand that] 10 can be thought of as a bundle of ten ones—called a “ten.”	•	•	•	•
1.NBT.2b [Understand that] the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	•	•	•	•
1.NBT.2c [Understand that] the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	•	•	•	•
1.NBT.3a Compare two two-digit numbers based on meanings of the tens and ones digits.	•	•	•	•
1.NBT.3b Record the results of comparisons with the symbols $>$, $=$, and $<$.	•	•	•	•

Set A3 Number & Operations: Addition & Subtraction on the Number Line

Activity	1	2	3
1.OA Operations & Algebraic Thinking			
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	•	•	•
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).		•	•
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	•	•	•
1.OA.6a Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	•	•	•
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	•	•	•

Set A4 Number & Operations: Equivalent Names

Activity	1	2
1.OA Operations & Algebraic Thinking		
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	•	•
1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	•	•
1.OA.6a Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	•	•
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	•	•

Set A5 Number & Operations: Place Value

Activity	1	2	3
1.NBT Number and Operations in Base Ten			
1.NBT.1a Count to 120, starting at any number less than 120.	•	•	•
1.NBT.1b In this range, read and write numerals.	•	•	•
1.NBT.1c Represent a number of objects with a written numeral.	•	•	•
1.NBT.2a [Understand that] 10 can be thought of as a bundle of ten ones—called a “ten.”	•	•	•
1.NBT.2b [Understand that] the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	•	•	•
1.NBT.2c [Understand that] the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	•	•	•
1.NBT.3a Compare two two-digit numbers based on meanings of the tens and ones digits.	•	•	•
1.MD Measurement and Data			
1.MD.1a Order three objects by length.			•
1.MD.2a Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end.			•
1.MD.2b Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.			•

Set A6 Number & Operations: Fractions

Activity	1	2	3
1.G Geometry			
1.G.3a Partition circles and rectangles into two and four equal shares.	•	•	•
1.G.3b Describe the shares using the words halves, fourths, and quarters.	•	•	•
1.G.3c Use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> .	•	•	•
1.G.3d Describe the whole as two of (or four of) the shares.	•	•	•
1.G.3e Understand for these examples that decomposing into more equal shares creates smaller shares.	•	•	•

Set B1 Algebra: Properties & Relationships

	Activities			Worksheets		
	1	2	3	1	2	3
1.OA Operations & Algebraic Thinking						
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	•	•	•	•	•	•
1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	•	•	•	•	•	•
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	•	•	•	•	•	•
1.OA.6a Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	•	•	•	•	•	•
1.OA.6b Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	•	•	•	•	•	•
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	•	•	•	•	•	•
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + x = 11$, $5 = x - 3$, $6 + 6 = x$.	•	•	•	•	•	•

Set D1 Measurement: Comparing Length

Activity	1	2	3	4	5
1.MD Measurement and Data					
1.MD.1b Compare the lengths of two objects indirectly by using a third object.	•	•	•	•	•

Set D2 Measurement: Length in Non-Standard Units

Activity	1	2	3
1.MD Measurement and Data			
1.MD.2a Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end.	•	•	•
1.MD.2b Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	•	•	•

Set D7 Measurement: Telling Time

Activity	1	2	3
1.MD Measurement and Data			
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	•	•	•

Set E1 Data Analysis: Bar Graphs

Activity	1	2
1.MD Measurement and Data		
1.MD.4a Organize, represent, and interpret data with up to three categories;	•	•
1.MD.4b ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	•	•

Calendar Patterns

Set A9 Number & Operations: Number Puzzles Calendar Pattern October

Set C3 Geometry: 2-D Shapes Around Us Calendar Pattern November

Set C4 Geometry: Symmetry Calendar Pattern December

Set C5 Geometry: 3-D Shapes Around Us Calendar Pattern January

Set C6 Geometry: 2-D Shapes Attributes Calendar Pattern February

Set C7 Geometry: Describing 3-D Shapes Calendar Pattern March

Set C8 Geometry: Congruent Shapes Calendar Pattern April

Month	Oct A9	Nov C3	Dec C4	Jan C5	Feb C6	Mar C7	Apr C8
1.OA Operations & Algebraic Thinking							
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	•						
1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	•						
1.OA.6a Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	•						
1.OA.6b Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	•						
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	•						
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + x = 11$, $5 = x - 3$, $6 + 6 = x$.	•						
1.G Geometry							
1.G.1a Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);		•	•	•	•	•	•
1.G.1b build and draw shapes to possess defining attributes.			•		•		•
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.			•				
1.G.3a Partition circles and rectangles into two and four equal shares.			•				
1.G.3b Describe the shares using the words halves, fourths, and quarters.			•				
1.G.3c Use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> .			•				
1.G.3d Describe the whole as two of, or four of the shares.			•				
1.G.3e Understand for these examples that decomposing into more equal shares creates smaller shares.			•				

Bridges Grade 1 Supplement Sets—CCSS Correlations by Standard

1.OA Operations & Algebraic Thinking	
Standard	Supplements & Practice Book Pages
Represent and solve problems involving addition and subtraction.	
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1–3 Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 4, 5, 8, 9, 44
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 2 & 3 Set A4 Number & Operations: Equivalent Names, Activities 1 & 2 Bridges Practice Book, pp 9, 51
Understand and apply properties of operations and the relationship between addition and subtraction.	
1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	Set A4 Number & Operations: Equivalent Names, Activities 1 & 2 Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 12, 37, 38
1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 18, 35, 40
Add and subtract within 20.	
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1–3 Bridges Practice Book, pp 7, 46
1.OA.6a Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1–3 Set A4 Number & Operations: Equivalent Names, Activities 1 & 2 Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 7, 12, 14, 15, 17, 18, 21, 22, 24, 31, 32, 34, 35, 37, 38, 40, 41, 50, 51, 53, 54, 56, 63, 64
1.OA.6b Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 14, 21, 22, 24, 41, 50, 53

Bridges Grade 1 Supplement Sets—CCSS Correlations by Standard

1.OA Operations & Algebraic Thinking	
Standard	Supplements & Practice Book Pages
Work with addition and subtraction equations.	
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Set A3 Number & Operations: Addition & Subtraction on the Number Line, Activities 1–3 Set A4 Number & Operations: Equivalent Names, Activities 1 & 2 Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, p 51
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + x = 11$, $5 = x - 3$, $6 + 6 = x$	Set A9 Number & Operations: Number Puzzles Calendar Pattern Set B1 Algebra: Properties & Relationships, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pp 15, 17, 18, 31, 32, 35, 40

1.NBT Number and Operations In Base Ten	
Standard	Supplements & Practice Book Pages
Extend the Counting Sequence	
1.NBT.1a Count to 120, starting at any number less than 120.	Set A1 Number & Operations: Numbers to 120, Activities 1–4 Set A5 Number & Operations: Place Value, Activities 1–3 Bridges Practice Book, pp 11, 13, 15, 16, 19, 20, 22, 23, 24, 27, 30, 33, 43, 46, 50
Extend the Counting Sequence	
1.NBT.1b In this range, read and write numerals.	Set A1 Number & Operations: Numbers to 120, Activities 1–4 Set A5 Number & Operations: Place Value, Activities 1–3 Bridges Practice Book, pp 1, 2, 3, 11, 12, 13, 15, 16, 19, 20, 22, 23, 24, 27, 30, 33, 43, 46
1.NBT.1c Represent a number of objects with a written numeral.	Set A1 Number & Operations: Numbers to 120, Activities 1–4 Set A5 Number & Operations: Place Value, Activities 1–3 Bridges Practice Book, pp 2, 3, 13, 16, 19, 20, 23, 27, 30, 33, 43, 50
Understand place value.	
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	
1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”	Set A1 Number & Operations: Numbers to 120, Activities 1–4 Set A5 Number & Operations: Place Value, Activities 1–3 Bridges Practice Book, pp 19, 30
1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Set A1 Number & Operations: Numbers to 120, Activities 1–4 Set A5 Number & Operations: Place Value, Activities 1–3 Bridges Practice Book, pp 3, 21, 22, 30
1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Set A1 Number & Operations: Numbers to 120, Activities 1–4 Set A5 Number & Operations: Place Value, Activities 1–3 Bridges Practice Book, pp 23, 30
1.NBT.3a Compare two two-digit numbers based on meanings of the tens and ones digits.	Set A1 Number & Operations: Numbers to 120, Activities 1–4 Set A5 Number & Operations: Place Value, Activities 1–3
1.NBT.3b Record the results of comparisons with the symbols $>$, $=$, and $<$.	Set A1 Number & Operations: Numbers to 120, Activities 1–4

Bridges Grade 1 Supplement Sets—CCSS Correlations by Standard

1.NBT Number and Operations In Base Ten	
Standard	Supplements & Practice Book Pages
Use place value understanding and properties of operations to add and subtract.	
1.NBT.4a Add within 100, including adding a two-digit number and a one-digit number.	Bridges Practice Book, p 15
1.NBT.4b Add a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Bridges Practice Book, pp 12, 15, 36, 38, 54, 63
1.NBT.5a Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count.	Bridges Practice Book, pp 36
1.NBT.6a Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Bridges Practice Book, pp 12, 15, 36, 38, 54, 63
1.MD Measurement and Data	
Standard	Supplements & Practice Book Pages
Measure lengths indirectly and by iterating length units.	
1.MD.1a Order three objects by length.	Set A5 Number & Operations: Place Value, Activity 3
1.MD.1b Compare the lengths of two objects indirectly by using a third object.	Set D1 Measurement: Comparing Length, Activities 1–5
1.MD.2a Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end.	Set A5 Number & Operations: Place Value, Activity 3 Set D2 Measurement: Length in Non-Standard Units, Activities 1–3 Bridges Practice Book, pp 52, 67
1.MD.2b Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Set A5 Number & Operations: Place Value, Activity 3 Set D2 Measurement: Length in Non-Standard Units, Activities 1–3 Bridges Practice Book, pp 52, 67
Tell and write time.	
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	Set D7 Measurement: Telling Time, Activities 1–3 Bridges Practice Book, pp 28, 61, 63
Represent and interpret data.	
1.MD.4a Organize, represent, and interpret data with up to three categories.	Set E1 Data Analysis: Bar Graphs, Activities 1 & 2 Bridges Practice Book, pp 6, 9
1.MD.4b Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Set E1 Data Analysis: Bar Graphs, Activities 1 & 2 Bridges Practice Book, pp 27, 29

Bridges Grade 1 Supplement Sets—CCSS Correlations by Standard

1.G Geometry	
Standard	Supplements & Practice Book Pages
Reason with shapes and their attributes.	
1.G.1a Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).	Set C3 Geometry: 2-D Shapes Around Us Calendar Pattern Set C4 Geometry: Symmetry Calendar Pattern Set C5 Geometry: 3-D Shapes Around Us Calendar Pattern Set C6 Geometry: 2-D Shapes Attributes Calendar Pattern Set C7 Geometry: Describing 3-D Shapes Calendar Pattern Set C8 Geometry: Congruent Shapes Calendar Pattern Bridges Practice Book, pp 55, 58, 59, 60
1.G.1b Build and draw shapes to possess defining attributes.	Set C4 Geometry: Symmetry Calendar Pattern Set C6 Geometry: 2-D Shapes Attributes Calendar Pattern Set C8 Geometry: Congruent Shapes Calendar Pattern Bridges Practice Book, pp 49
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Set C4 Geometry: Symmetry Calendar Pattern
1.G.3a Partition circles and rectangles into two and four equal shares.	Set A6 Number & Operations: Fractions, Activities 1–3 Set C4 Geometry: Symmetry Calendar Pattern
1.G.3b Describe the shares using the words halves, fourths, and quarters.	Set A6 Number & Operations: Fractions, Activities 1–3 Set C4 Geometry: Symmetry Calendar Pattern
1.G.3c Use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> .	Set A6 Number & Operations: Fractions, Activities 1–3 Set C4 Geometry: Symmetry Calendar Pattern
1.G.3d Describe the whole as two of, or four of the shares.	Set A6 Number & Operations: Fractions, Activities 1–3 Set C4 Geometry: Symmetry Calendar Pattern
1.G.3e Understand for these examples that decomposing into more equal shares creates smaller shares.	Set A6 Number & Operations: Fractions, Activities 1–3 Set C4 Geometry: Symmetry Calendar Pattern