



GRADE 1

Unit 8 | Unit 5 Introduction & Planner

Revised for 2020–2021

Note: These guidance documents were developed, originally, with the hope that teachers and students would be back in classrooms this fall. Some of the recommended Problems & Investigations are not easy to facilitate in remote settings. Likewise, some Work Places are not available as [Digital Work Places](#) for direct student use.

If you are conducting all or some of your instruction online, we suggest you look into Bridges Tech-Enhanced Activities (TEAs), Math at Home, and resources for using Number Corner in remote settings. All of these resources were informed by the revised Scope & Sequence for 2020–21 and are available at the [Resources & Support for 2020–21](#) section of the Bridges Educator Site. For support with selecting resources and planning for remote instruction, we encourage you to attend our [monthly grade-level webinars](#).

About Unit 8, Modules 3 & 4 Changes, Changes

Unit 8 integrates math and science to allow students to consider the concept of change from several different angles.

- In Unit 8 Module 3, students fold and fly paper gliders, measuring, recording, and sharing data about their flight distances. They then revise their gliders to improve their flight distances and compare data to calculate differences.
- In Unit 8 Module 4, students investigate some of the ways they've changed and grown since birth. Much of the work revolves around comparing, measuring length in nonstandard units, and using various strategies to find differences between pairs of lengths.

About Unit 5, Modules 1 & 3 Geometry

In Unit 5, students use a variety of tools and models to learn about two-dimensional shapes and fractions (halves, thirds, and fourths).

- In Unit 5 Module 1, students' work with shapes involves comparing, distinguishing defining attributes from nondefining, and developing problem-solving strategies.
- In Unit 5 Module 3, students create nine-patch mini-quilts by composing square quilt blocks into larger squares. Then the focus shifts to fractions. Students fold and cut paper to decompose shapes and play a game to explore halves, fourths, and thirds.

Identifying Topics for Reengagement

Depending on their experience with earlier Bridges units and Number Corner workouts during school closures or other disruptions to instruction this year, students may need opportunities to reengage with the skills and concepts listed below.

- Counting a collection of objects by 10s and 1s, and writing a numeral to represent the quantity.
- Comparing objects with a measurable attribute in common.
- Identifying basic shapes by name.
- Using informal language to describe and compare shapes by their attributes.

To assess students' current levels of proficiency with these skills, use the Screeners and Implementation Guides for Units 8 and 5. These short diagnostic tools will help to inform your instruction, interventions, and possible modifications to particular sessions. The Unit 8 screener, given in Unit 8 Module 3 Session 1, is a written assessment. The Unit 5 screener is an interview you may wish to conduct with some, but not all students. We suggest that you conduct the interviews during the first two modules to ensure they are completed before you begin teaching the geometry sessions from Unit 5. In addition to these screeners, use observations and interactions with students during daily instruction to guide your instructional decisions. Above all,

continue to **trust in the resilience and mathematical capabilities of your students and keep moving forward.**

Recommended Modifications to Unit 8 Modules 3 & 4 and Unit 5 Modules 1 & 3

1. Unit 8 Module 1, Time & Duration, is a hands-on exploration of time that helps students develop a sense of time and duration. However, because it is based on low-priority standards, we recommend skipping this module this year.
2. Unit 8 Module 2, Patterns, Structure & Change, is an interesting exploration of patterns and functions, two of the “big ideas” of algebra. While valuable, this is an extension of work already done in previous units and is not critical to the work of the grade, so we recommend skipping this module this year.
3. Unit 8 Module 4, Measuring Our Growth, involves a visit from a baby to establish measurements for comparison over the remainder of the module. If it is not possible to arrange a live visit from a baby this year, consider using a life-sized baby doll or conducting a virtual visit with a baby instead.
4. Unit 5 addresses geometry standards that are considered low priority in first grade. For this reason, we have moved the instruction in this unit to the very end of the year, with the recommendation that you skip Module 2 (three-dimensional shapes) and Module 4 (sorting and graphing shapes).
5. Regarding the Unit 8 Assessment (Unit 8 Module 3 Session 6) and the Unit 5 Assessment (Unit 5, Module 3, Session 6), we recommend that you shorten them to reflect the changes made to these units. On the Unit 8 assessment, have students skip questions 1–4 and complete only questions 5 and 6. On the Unit 5 Assessment, have students skip items 4a–d and complete the remainder of the assessment. This will also reduce the amount of time you have to spend collecting and recording data.

Work Places

Consider making adjustments to the Work Places in this unit similar to those suggested in the Unit 1 Planner.

Number Corner Notes

- If time for Number Corner is limited, prioritize the workouts listed below. These recommendations are based on the major work of the grade level. You may make additional or alternate selections based on the needs of your students.
- If you will be working with only half your students on any given day, you may need to teach key activities from priority workouts twice. Examples include Calendar Grid Activities 2 and 3, Days in School Activity 1, and all the Computational Fluency activities.

May

- **Calendar Grid** Hopping on the Number Grid [Explores a 1–120 number grid to help students understand some of the counting patterns in our base ten number system.]
- **Days in School** Closing in on Two Hundred and Number Line Numbers Off the Decade by Tens [These complementary workouts support students’ place value understanding and its application to adding and subtracting tens.]
- **Computational Fluency** Adding & Subtracting to 120 on the Number Grid [Provides practice using strategies and visualizing number relationships while adding and subtracting 9, 10, and 11 to and from other numbers within 120.]

Additional Notes

- Calendar Collector this month (Fractions with Quarters) uses money to reinforce fraction concepts. Because money isn’t major work of the grade level, this workout can be skipped this month.
- Days in School and Number Line are complementary workouts that build cumulatively across the year. These routines provide important continuity for children, but because they repeat frequently, it is less important that every student experience every activity each month. Even if students are present only for some of the days that these are areas of focus, it is not necessary to repeat these activities (unless specifically mentioned above), as all students will gain sufficient exposure over the course of the month and the year.

Unit 8 Modules 3 & 4 Changes, Changes Planner

Module	Session	Session Title	Session Notes	Activities for Reengagement	
Unit 8 Module 3 Measure- ment & Data with Paper Glanders	1	Folding & Flying Paper Glanders	Administer the Screener (written assessment) for Unit 8 Modules 3 & 4. Teach the entire session, skipping Work Places, if needed to allow time to complete the screener. Begin the U5 M1&3 Screener interviews and complete over the course of the next two weeks as students work through U8 M3&4.	Focus Count groups of ten and more ones (CCSS 1.NBT.2) On-Grade Work Place Observations - G1 WP4B Super Frogs can be used to review adding and subtracting by 10s. - In the above Work Place from Unit 4, and Work Places 7A Two Turns to Build and 7B Race to Zero, watch for students who are not yet able to identify and work with the tens and ones. - Use concrete models such as number lines, craft sticks, and Unifix cubes to help students begin to see and unitize the groups of ten. - See additional support suggestions in Work Place Guides. Bridges Intervention Volume 3 Module 1 Understanding Place Value to One Hundred Module 2 Sessions 6–9 Warm-Ups 1 & 2	
	2	Constructing Runways	Teach each of these sessions in its entirety. If you're short on time for Work Places and/or Reengagement Activities, split the instruction in one or more of the sessions over 2 days.		
	3	Glanders in Flight			
	4	Analyzing the Flight Data			
	5	More Glider Flights			
	6	Analyzing the Second Round of Flight Data Unit 8 Assessment	Teach the entire session. On the Unit 8 Assessment, have students skip questions 1–4 and complete only questions 5 and 6.		
U8 Module 4 Measuring Our Growth	1	Baby Lengths	Teach the entire session.	Focus Compare objects with a measurable attribute in common. (CCSS K.MD.2) Number Corner Workouts from Previous Grade Level GK Number Corner: April Calendar Grid Explore and discuss the Calendar Grid Markers , noting measurable attributes and naming and comparing these attributes in the pictures. Activity 2 Identifying Measurable Attributes Work Places from Previous Grade Level GK WP3D Grab Bag More or Less GK WP7A Spin & Compare Weights GK WP7D Frog Jump Measuring	
	2	How We Have Grown	Teach the entire session.		
	3	How Big Is This Baby	Teach the entire session.		
	4	The Baby & Me	Teach the entire session.		
	5	Time & Change	Teach the entire session. Eliminate or make optional the second page of the Glider Flights & Clocks Home Connection.		

Unit 5 Modules 1 & 3 Geometry Planner

Module	Session	Session Title	Session Notes	Activities for Reengagement
U5 Module 1 Introducing Two-Dimensional Shapes	1	What's in the Box?	Teach the entire session.	Focus Correctly name shapes regardless of their orientations or overall size. Analyze and compare two-dimensional shapes using informal language to describe their similarities, differences, parts. (CCSS K.G.2 and K.G.4) On-Grade Work Place Modifications - In WP5A, Last Shape In Wins, see the suggested differentiation activity “What’s My Shape” in the assessment and differentiation chart. - See additional support suggestions in Work Place Guides. Work Places from Previous Grade Level GK WP5B Geoboard Shapes GK WP5C Shapes & Spinners Graphing GK WP5D Pattern Block Designs GK WP5E Spin & Count Shapes Number Corner Workouts from Previous Grade Level GK Number Corner: September Calendar Grid - Explore and discuss the Calendar Grid markers, noting the identifying attributes of each shape, regardless of orientation or size. - Activity 4 Shape Hunters
	2	Shape Sorting with Attribute Cards	Teach the entire session.	
	3	Last Shape In Wins Work Place 5A Last Shape In Wins	Teach the entire session.	
	4	Pattern Block Puzzles: How Many Ways? Work Place 5B Pattern Block Puzzles	Teach the entire session.	
	5	There’s a Shape in My Pocket	Teach the entire session.	
U5 Module 3 Putting Shapes Together & Taking Them Apart	1	Nine-Patch Inventions	Skip step 1 and teach steps 2–7.	
	2	Nine-Patch Mini-Quilts	Teach the entire session.	
	3	Sandwich Fractions	Skip step 1 and teach steps 2–18.	
	4	Paper Pizzas	Skip step 1 and teach steps 2–15.	
	5	Fraction Bingo	Teach the entire session.	
	6	Unit 5 Assessment, Part 1	Teach the entire session. On the Unit 5 Assessment, have students skip items 4a–d.	
	7	Unit 5 Assessment, Part 2	Teach the entire session.	