



## Guidance for Spring 2020: Grade 1

**Please note that the recommendations in this document are tailored specifically for school closures due to COVID-19 and are not applicable during a regular school year.**

While we believe *all of the content within Bridges is necessary*, the extreme nature of current circumstances requires difficult choices. The models, strategies, and student interaction that would normally be central to a Bridges experience are not possible in an online format, and these recommendations reflect that reality.

The tables on the following pages prioritize the sessions in Units 5–7 based on the Common Core State Standards in Mathematics categories of major work, supporting work, and additional clusters. (Adjustments may be necessary if you teach in a non-CCSSM state.) Each session has been labeled as A, B, or C, according to the following scale:

A - Critical content, must be covered

B - Important content, should be covered

C - Supporting content, can be covered if time permits

We recommend teaching sessions marked A, critical content, first. Then, as time permits, add sessions that address important content (B) followed by supporting content (C).

Ultimately, each teacher must determine how to prioritize instruction based on knowledge of your students and the specifics of your circumstances. As you make these decisions, it may be helpful to reference the [Critical Area of Focus](#) as identified by Achieve, Inc. This information is provided in the Grade 1 Assessment Guide on the [Bridges Educator Site](#).

Additional notes are included to provide further guidance for how certain sessions might be used.

## Unit 5: Geometry

Module	Session	Priority	Additional Notes
Geometry standards are not generally considered a major focus for first grade. Our recommendation is to skip Unit 5 instruction in favor of Number Corner's Computational Fluency workouts December–March.			
Module 1	Session 1	C	
	Session 2	C	
	Session 3	C	
	Session 4	C	
	Session 5	C	
Module 2	Session 1	C	
	Session 2	C	
	Session 3	C	
	Session 4	C	
	Session 5	C	
Module 3	Session 1	C	
	Session 2	C	
	Session 3	C	
	Session 4	C	
	Session 5	C	
	Session 6	C	
	Session 7	C	
Module 4	Session 1	C	
	Session 2	C	
	Session 3	C	

## Unit 6: Figure the Facts with Penguins

Module	Session	Priority	Additional Notes
Module 1	Session 1	A	Do Action Steps 1–10. Assign SB 38–39. Use MLC Number Rack app.
	Session 2	A	Do Action Steps 1–13. Assign SB 40. Use MLC Number Rack app.
	Session 3	B	
	Session 4	A	Do Action Steps 1–14. Use MLC Number Rack app. Play Spin to Win Bingo, teacher against students AND/OR send it home for families.
	Session 5	B	Do Action Steps 1–18. Use MLC Number Rack app. Play Spin to Win Bingo, teacher against students AND/OR send it home for families.
Module 2	Session 1	A	Do Action Steps 1–17 with double flap cards.
	Session 2	A	Do Action Steps 1–15 with MLC Number Rack app.
	Session 3	A	Do Action Steps 1–11 with MLC Number Rack app. Assign SB 41.
	Session 4	A	Do Action Steps 1–10. Play What's Missing, teacher against students AND/OR send it home for families.
	Session 5	B	Skip the Checkpoint. Consider introducing the game.
Module 3	Session 1	A	Do Action Steps 1–11 with MLC Number Rack app. Assign SB 42–43.
	Session 2	A	Do Action Steps 1–11 with MLC Number Rack app. Assign SB 44–45.
	Session 3	A	Do Action Steps 1–13 with MLC Number Rack app.
	Session 4	A	Do Action Steps 1–10 with MLC Number Rack app.
	Session 5	C	Skip unit assessment.
Module 4	Session 1	B	
	Session 2	B	
	Session 3	B	
	Session 4	C	
	Session 5	C	

## Unit 7: One Hundred & Beyond

Module	Session	Priority	Additional Notes
Module 1	Session 1	C	
	Session 2	A	Do Action Steps 1–6. Use the MLC Number Pieces app instead of craft sticks.
	Session 3	A	Do Action Steps 1–7. Use the MLC Number Pieces app instead of craft sticks.
	Session 4	B	
	Session 5	B	
Module 2	Session 1	C	
	Session 2	C	
	Session 3	C	
	Session 4	C	
	Session 5	C	
Module 3	Session 1	C	
	Session 2	C	
	Session 3	C	
	Session 4	C	
	Session 5	C	
Module 4	Session 1	C	
	Session 2	B	
	Session 3	B	
	Session 4	B	
	Session 5	B	