bridges in mathematics

GRADE K

Bridges & Number Corner Third Edition

CORRELATIONS

California Common Core State Standards Mathematics

number corner

K Mathematics Process Standards

Standard	Descriptor	Citations	
PS Mathematics Process Standards			
PS.1	Make sense of problems and persevere in solving them.	**Bridges in Mathematics** Unit 1: M1–S4 Unit 2: M4–S3, M4–S4 Unit 3: M1–S3, M3–S2, M3–S5 Unit 4: M3–S1, M3–S2, M3–S3 Unit 5: M2–S5, M3–S3, M4–S2 Unit 6: M1–S1, M3–S1 Unit 7: M3–S1 Unit 8: M1–S2	**Number Corner** October: Days in School March: Calendar Grid April: Computational Fluency May: Calendar Grid
PS.2	Reason abstractly and quantitatively.	**Bridges in Mathematics** Unit 1: M1–S5, M4–S4 Unit 3: M2–S1, M3–S1, M4–S1 Unit 4: M1–S1 Unit 5: M1–S2 Unit 6: M2–S5, M3–S1, M4–S1 Unit 7: M1–S4, M2–S1, M3–S4, M4–S1 Unit 8: M1–S4, M2–S5, M3–S1, M4–S1	**Number Corner** September: Calendar Collector October: Calendar Collector November: Calendar Collector, Computational Fluency December: Calendar Collector January: Calendar Collector, Computational Fluency February: Calendar Collector March: Calendar Collector April: Calendar Collector May: Calendar Collector
PS.3	Construct viable arguments and critique the reasoning of others.	**Bridges in Mathematics** Unit 1: M1–S5 Unit 2: M1–S2, M2–S3, M3–S4 Unit 5: M4–S2, M4–S3 Unit 6: M1–S2, M1–S3	**Number Corner** October: Calendar Collector November: Days in School February: Number Path March: Calendar Grid
PS.4	Model with mathematics.	**Bridges in Mathematics** Unit 3: M1–S1, M2–S2, M3–S2 Unit 6: M3–S3 Unit 8: M1–S2, M2–S1, M3–S4, M4–S1	**Number Corner** September: Days in School December: Calendar Grid January: Calendar Grid February: Computational Fluency March: Computational Fluency May: Calendar Collector

Standard	Descriptor	Citations	
PS Mathematics Process Standards			
PS.5	Use appropriate tools strategically.	**Bridges in Mathematics** Unit 2: M2–S1, M2–S2, M2–S4 Unit 3: M2–S2 Unit 4: M2–S5 Unit 7: M1–S2, M3–S2 Unit 8: M2–S4	**Number Corner** April: Computational Fluency May: Calendar Grid
PS.6	Attend to precision.	**Bridges in Mathematics** Unit 1: M1–S2, M2–S6, M4–S3 Unit 2: M1–S5, M3–S1, M4–S1 Unit 3: M3–S3 Unit 4: M2–S3, M3–S1 Unit 5: M1–S1, M2–S1, M4–S4 Unit 6: M1–S1, M2–S1 Unit 7: M1–S1, M2–S2 Unit 8: M1–S1, M2–S1, M4–S4	**Number Corner** October: Calendar Grid February: Calendar Grid, Number Path April: Number Path
PS.7	Look for and make use of structure.	**Bridges in Mathematics** Unit 1: M2–S1, M3–S2, M4–S4 Unit 2: M1–S3, M2–S3, M3–S1, M4–S2 Unit 3: M1–S4, M2–S1, M3–S4, M4–S1 Unit 4: M1–S1, M2–S3, M4–S5 Unit 5: M1–S3, M2–S1, M4–S1 Unit 6: M1–S5, M2–S3, M3–S5, M4–S2 Unit 7: M1–S2, M2–S3, M4–S1 Unit 8: M2–S2	**Number Corner** September: Calendar Grid, Number Path, Computational Fluency October: Calendar Grid, Number Path, Days in School November: Calendar Grid, Number Path, Days in School December: Calendar Collector, Days in School January: Calendar Grid, Number Path February: Number Path, Days in School March: Number Path, Days in School April: Calendar Grid May: Computational Fluency, Number Path
PS.8	Look for and express regularity in repeated reasoning.	**Bridges in Mathematics** Unit 2: M3–S4, M4–S2 Unit 3: M2–S3, M4–S4 Unit 4: M4–S2, M4–S4 Unit 5: M2–S2 Unit 6: M1–S2, M3–S4 Unit 8: M1–S3, M2–S3, M3–S2	**Number Corner** September: Computational Fluency October: Number Path, Computational Fluency November: Calendar Grid, Computational Fluency December: Number Path, Computational Fluency January: Number Path, Computational Fluency February: Calendar Collector, Days in School March: Number Path, Days in School April: Days in School

K CC — Counting and Cardinality

Standard	Descriptor	Citations	
Know number names and the count sequence.			
K.CC.1	Count to 100 by ones and tens.	**Bridges in Mathematics** Unit 1: M1–S1, M1–S2, M1–S4 Unit 4: M1–S3 Unit 5: M2–S4 Unit 7: M4–S1, M4–S4, M4–S5	**Number Corner** December: Days in School February: Days in School March: Days in School April: Days in School May: Days in School
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**Bridges in Mathematics** Unit 3: M3–S2, M4–S2, M4–S5 Unit 4: M1–S1, M1–S2, M3–S2, M4–S3 Unit 5: M3–S1	**Number Corner** November: Number Path February: Number Path March: Number Path April: Number Path
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	**Bridges in Mathematics** Unit 1: M2–S4, M2–S5, M3–S3, M3–S6 Unit 5: M1–S3 Unit 6: M3–S1, M3–S2, M3–S4 Unit 7: M4–S1	**Number Corner** September: Number Path October: Number Path February: Number Path
Count to tell the number of objects.			
	K.CC.4 Understand the relationship between numbers and quantities, connect counting to cardinality.		
K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	**Bridges in Mathematics** Unit 1: M1–S3, M1–S4, M1–S5, M2–S1, M3–S1, M3–S4, M3–S5 Unit 2: M1–S3, M1–S4, M1–S5, M2–S2, M3–S6	**Number Corner** September: Calendar Collector October: Computational Fluency November: Calendar Collector December: Calendar Collector

Standard	Descriptor	Citations	
Count to tell the number of objects.			
	K.CC.4 Understand the relationship between numbers and quantities, connect counting to cardinality.		
K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	**Bridges in Mathematics** Unit 1: M1–S3, M1–S4, M2–S1, M2–S3, M2–S5 Unit 2: M1–S1, M1–S2, M1–S3, M3–S5 Unit 3: M1–S5, M2–S4	**Number Corner** September: Calendar Collector October: Computational Fluency November: Calendar Collector January: Computational Fluency
K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.	**Bridges in Mathematics** Unit 1: M3–S2 Unit 2: M3–S2 Unit 3: M4–S1 Unit 6: M3–S1 Unit 8: M3–S2	**Number Corner** September: Computational Fluency, Days in School October: Number Path, Days in School November: Calendar Grid December: Number Path
K.CC.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration, given a number from 1–20, count out that many objects.	**Bridges in Mathematics** Unit 1: M1–S3 Unit 2: M1–S3, M1–S4, M1–S5 Unit 3: M3–S3 Unit 5: M1–S3 Unit 7: M2–S1, M2–S3, M2–S4 Unit 8: M2–S2, M2–S3	**Number Corner** February: Calendar Grid March: Calendar Grid May: Computational Fluency

Standard	Descriptor	Citations	
Compare numbers.			
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	**Bridges in Mathematics** Unit 1: M1–S3, M1–S4, M1–S5 Unit 2: M1–S4, M1–S5, M3–S3 Unit 5: M1–S4, M1–S5 Unit 6: M3–S5	**Number Corner** October: Calendar Collector January: Calendar Collector February: Calendar Grid
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	**Bridges in Mathematics** Unit 1: M1–S3, M1–S4, M1–S5 Unit 4: M1–S4, M1–S5 Unit 6: M3–S3 Unit 7: M2–S5 Unit 8: M3–S1	**Number Corner** January: Number Path

K OA — Operations and Algebraic Thinking

Standard	Descriptor	Citations	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**Bridges in Mathematics** Unit 2: M1–S1 Unit 3: M1–S1, M1–S2, M1–S3, M2–S2, M2–S5, M3–S1, M3–S2, M3–S5, M4–S3 Unit 4: M2–S1, M2–S2, M2–S3 Unit 6: M4–S4 Unit 7: M4–S3 Unit 8: M4–S2	**Number Corner** January: Computational Fluency
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**Bridges in Mathematics** Unit 3: M1–S3, M2–S2, M3–S2 Unit 4: M2–S4, M2–S5 Unit 6: M3–S3, M4–S1, M4–S4 Unit 7: M3–S1, M3–S2, M3–S3 Unit 8: M1–S3, M1–S5	**Number Corner** March: Computational Fluency May: Calendar Grid
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	**Bridges in Mathematics** Unit 2: M1–S1, M2–S5 Unit 3: M4–S4 Unit 6: M4–S2, M4–S3, M4–S5 Unit 8: M2–S5, M4–S1	**Number Corner** October: Computational Fluency November: Computational Fluency December: Computational Fluency January: Calendar Grid

Standard	Descriptor	Citations	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**Bridges in Mathematics** Unit 3: M3–S5 Unit 7: M3–S4 Unit 8: M2–S5	**Number Corner** October: Days in School November: Days in School January: Days in School February: Computational Fluency March: Calendar Grid April: Days in School
K.OA.5	Fluently add and subtract within 5.	**Bridges in Mathematics** Unit 3: M3–S4, M3–S5 Unit 6: M2–S5, M4–S2, M4–S3 Unit 8: M4–S3	**Number Corner** September: Computational Fluency November: Computational Fluency March: Calendar Collector

K NBT — Number and Operations in Base Ten

Standard	Descriptor	Citations	
Work with numbers 11–19 to gain foundations for place value.			
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition and decomposition by a drawing or equation (e.g., 18 = 10 + 8), understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Bridges in Mathematics** Unit 6: M3–S1, M3–S2, M3–S4 Unit 7: M1–S4, M1–S5, M2–S1, M2–S2, M2–S3, M4–S2 Unit 8: M3–S3, M3–S5	**Number Corner** January: Calendar Collector February: Number Path May: Computational Fluency

K MD — Measurement and Data

Standard	Descriptor	Citations	
Describe and compare measurable attributes.			
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**Bridges in Mathematics** Unit 4: M3–S1, M3–S2, M3–S3, M3–S4 Unit 7: M1–S1, M1–S3 Unit 8: M2–S4	
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	**Bridges in Mathematics** Unit 4: M3–S1, M3–S2, M3–S3, M3–S4, M3–S5 Unit 6: M1–S1, M1–S2, M1–S3, M1–S4, M1–S5 Unit 8: M2–S1	
Classify objects and count the number of objects in each category.			
K.MD.3	Classify objects into given categories, count the numbers of objects in each category and sort the categories by count.	**Bridges in Mathematics** Unit 1: M1–S3, M1–S4 Unit 4: M4–S1 Unit 5: M1–S2, M2–S2, M2–S3, M3–S2 Unit 6: M1–S1, M1–S5 Unit 8: M3–S4	**Number Corner** January: Calendar Collector

K G — Geometry

Standard	Descriptor	Citations	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	**Bridges in Mathematics** Unit 5: M1–S1, M3–S1, M3–S2, M3–S3, M3–S4 Unit 6: M1–S5, M2–S1	**Number Corner** October: Calendar Grid November: Calendar Grid April: Calendar Grid
K.G.2	Correctly name shapes regardless of their orientations or overall size.	**Bridges in Mathematics** Unit 2: M4–S3, M4–S4 Unit 5: M2–S1, M2–S5, M4–S2, M4–S3, M4–S4, M4–S5 Unit 6: M2–S1	**Number Corner** September: Calendar Grid April: Calendar Grid
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	**Bridges in Mathematics** Unit 6: M1–S1, M1–S2, M2–S1, M2–S2, M2–S3, M2–S4	**Number Corner** April: Calendar Grid
Analyze, compare, create, and compose shapes.			
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	**Bridges in Mathematics** Unit 5: M1–S1, M2–S1, M2–S2, M2–S3 Unit 6: M1–S1, M1–S2, M1–S5, M2–S2, M2–S4	**Number Corner** September: Calendar Grid

Standard	Descriptor	Citations
Analyze, compare, create, and compose shapes.		
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**Bridges in Mathematics** Unit 5: M2–S5, M3–S1, M3–S2, M3–S3, M3–S4, M4–S5 Unit 6: M1–S4: M2–S3
K.G.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	**Bridges in Mathematics** Unit 2: M4–S1, M4–S2, M4–S3, M4–S4 Unit 5: M3–S2, M3–S3, M3–S4, M4–S5