bridges in mathematics

GRADE K

Bridges & Number Corner Third Edition

CORRELATIONS

North Carolina Standard Course of Study — Mathematics

number corner

K SMP — Standards for Mathematics Practice

Standard	Descriptor	Citations	
Standards for Mathematics Practice			
SMP.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
SMP.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
SMP.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
SMP.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	
Standards for Mathematics Practice			
SMP.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
SMP.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
SMP.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
SMP.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 counting sequence.			
	Know number names and recognize patterns in the counting sequence by:		
NC.K.CC.1	• Counting to 100 by ones. • Counting to 100 by tens.	**Bridges in Mathematics** Unit 1: M1 S1; M1 S2; M1 S4 Unit 3: M3 S1 Unit 4: M1 S1; M1 S2; M1 S3; M2 S4; M3 S2 Unit 5: M2 S4; M3 S1; M4 S2 Unit 6: M1 S3; M1 S4; M4 S1; M4 S2 Unit 7: M4 S1; M4 S4; M4 S5	**Number Corner** September: Calendar Collector, Number Path, Days in School October: Number Path, Days in School November: Number Path, Days in School December: Calendar Collector, Number Path, Days in School January:Number Path, Days in School February: Days in School March: Days in School April: Number Path, Days in School May: Number Path, Days in School
NC.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 S1; 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 January: Number Path February: Calendar Collector, Number Path March: Number Path, Days in School April: Number Path May: Number Path
NC.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

Standard	Descriptor	Citations	
Count to tell the number of objects.			
	Understand the relationship between numbers and quantities.		
NC.K.CC.4	• 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 (one-to-one correspondence). • Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). • State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).	**Bridges in Mathematics** Unit 1: M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M2 S3; M2 S5; M3 S4; M3 S5 Unit 2: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S2; M1 S3; M3 S5; M3 S6 Unit 3: M1 S2; M1 S4; M1 S5; M2 S1; M2 S2; M3 S6 Unit 4: M2 S1 Unit 5: M1 S3 Unit 6: M3 S2	**Number Corner** September: Calendar Collector, Computational Fluency October: Number Path, Computational Fluency November: Calendar Collector December: Calendar Collector, Computational Fluency, Days in School January: Computational Fluency February: Calendar Grid, Days in School May: Days in School

Standard	Descriptor	Citations	
Count to tell the number of objects.			
	Count to answer "How many?" in the following situations:		
NC.K.CC.5	• Given a number from 1–20, count out that many objects. • Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. • Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. • Given 10 objects in a scattered arrangement, identify how many.	**Bridges in Mathematics** Unit 1: M1 S3; M1 S4; M1 S5; M2 S1; M3 S2; M3 S3 Unit 2: M1 S3; M1 S4; M1 S5; M2 S2; M2 S3; M3 S1; M3 S2; M3 S3; M3 S5; M3 S6 Unit 3: M2 S2; M2 S3; M2 S4; M2 S5; M3 S3 Unit 4: M1 S3; M1 S4 Unit 5: M1 S3 Unit 7: M2 S1; M2 S3; M2 S4 Unit 8: M2 S2; M3 S2	**Number Corner** September: Calendar Collector October: Computational Fluency November: Number Path, Computational Fluency February: Calendar Grid March: Calendar Grid May: Computational Fluency
Compare numbers.			
NC.K.CC.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.	**Bridges in Mathematics** Unit 1: M1 S3; M1 S4; M1 S5; M3 S5 Unit 2: M1 S4; M1 S5; M3 S3 Unit 3: M3 S3; M4 S1 Unit 4: M3 S3; M3 S4; M3 S5; M4 S1; M4 S2 Unit 5: M1 S4; M1 S5 Unit 6: M3 S5 Unit 7: M2 S3; M2 S4 Unit 8: M1 S5	**Number Corner** October: Calendar Collector January: Calendar Collector February: Calendar Grid May: Calendar Collector
NC.K.CC.7	Compare two numbers, within 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 and subtraction.			
	Represent addition and subtraction, within 10:		
NC.K.OA.1	• Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. • Demonstrate understanding of addition and subtraction by making connections among representations.	**Bridges in Mathematics** Unit 2: M1 S1; M2 S4; M2 S5; M3 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; M2 S5; M4 S3 Unit 5: M2 S2 Unit 6: M4 S4 Unit 7: M3 S1; M3 S3; M3 S4; M4 S2; M4 S3 Unit 8: M4 S2	**Number Corner** December: Calendar Grid, Computational Fluency January: Calendar Grid, Computational Fluency March: Calendar Grid, Computational Fluency April: Calendar Collector, Computational Fluency May: Calendar Grid
	Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:		
NC.K.OA.2	• Add to/Take From-Result Unknown • Put Together/Take Apart (Total Unknown and Two Addends Unknown)	**Bridges in Mathematics** Unit 3: M1 S3; M2 S2; M3 S2 Unit 4: M2 S5 Unit 6: M4 S1; M4 S2; M4 S3 Unit 7: M3 S1; M3 S2; M3 S3 Unit 8: M1 S3; M1 S5	**Number Corner** January: Calendar Grid February: Computational Fluency March: Calendar Grid, Computational Fluency April: Calendar Collector, Computational Fluency May: Calendar Grid, Calendar Collector
NC.K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.	**Bridges in Mathematics** Unit 1: M2 S1; M2 S2; M3 S4; M3 S5 Unit 2: M1 S1; M2 S3; M2 S4 Unit 3: M1 S1; M1 S2; M3 S4; M4 S4 Unit 5: M1 S4; M1 S5 Unit 6: M4 S2; M4 S3; M4 S5 Unit 7: M3 S3; M3 S4 Unit 8: M2 S5; M4 S1	**Number Corner** October: Calendar Collector, Computational Fluency December: Computational Fluency January: Calendar Grid, Computational Fluency February: Calendar Collector March: Calendar Collector April: Calendar Collector May: Calendar Collector

Standard	Descriptor	Citations	
Understand addition and subtraction.			
NC.K.OA.4	For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression.	**Bridges in Mathematics** Unit 3: M3 S5 Unit 7: M3 S4 Unit 8: M2 S5	**Number Corner** September: Computational Fluency October: Days in School November: Days in School January: Days in School February: Computational Fluency March: Calendar Grid April: Days in School
NC.K.OA.5	Demonstrate fluency with addition and subtraction 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
NC.K.OA.6	Recognize and combine groups with totals up to 5 (conceptual subitizing).	**Bridges in Mathematics** Unit 1: M2 S2; M3 S4 Unit 2: M1 S1; M1 S2; M1 S4; M1 S5; M2 S3; M2 S4	**Number Corner** September: Computational Fluency December: Computational Fluency

K NBT — Number and Operations in Base Ten

Standard	Descriptor	Citations	
Build foundation for place value.			
NC.K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: • Using objects or drawings. • Recording each composition or decomposition by a drawing or expression. • Understanding 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 S5; M2 S1; M2 S3; M4 S2	**Number Corner** January: Calendar Collector February: Number Path May: Computational Fluency

K MD — Measurement and Data

Standard	Descriptor	Citations	
Describe and compare measurable attributes.			
NC.K.MD.1	Describe measurable attributes of objects; and describe several different measurable attributes of a single object.	**Bridges in Mathematics** Unit 4: M3 S1; M3 S2; M3 S3; M3 S4 Unit 7: M1 S1; M1 S2; M1 S3; M1 S4 Unit 8: M2 S4	
NC.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.	**Bridges in Mathematics** Unit 3: M3 S3 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 7: 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.			
NC.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; M1 S5 Unit 4: M4 S1 Unit 5: M1 S2; M2 S2; M2 S3; M3 S2 Unit 6: M1 S1 Unit 8: M3 S4	**Number Corner** October: Calendar Collector January: Calendar Collector March: Calendar Collector May: Calendar Collector

K G — Geometry

Standard	Descriptor	Citations	
Identify and describe shapes.			
NC.K.G.1	Describe objects in the environment using names of shapes and describe the relative positions of objects using positional terms.	**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
NC.K.G.2	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.	**Bridges in Mathematics** Unit 2: M4 S3; M4 S4 Unit 5: M2 S1; M2 S5; M4 S3; M4 S4; M4 S5 Unit 6: M2 S1	**Number Corner** September: Calendar Grid April: Calendar Grid
NC.K.G.3	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.	**Bridges in Mathematics** Unit 5: M4 S2; M4 S3 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.			
NC.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.	**Bridges in Mathematics** Unit 5: M1 S1; M2 S1; M2 S2; M2 S3; M4 S2; M4 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.			
	Model shapes in the world by:		
NC.K.G.5	• Building and drawing triangles, rectangles, squares, hexagons, circles. • Building cubes, cones, spheres, and cylinders.	**Bridges in Mathematics** Unit 1: M1 S2; M1 S3 Unit 5: M2 S5; M3 S1; M3 S2; M3 S3; M3 S4; M4 S5 Unit 6: M1 S1; M1 S3; M1 S4; M2 S1; M2 S3; M2 S4	**Number Corner** April: Calendar Grid
NC.K.G.6	Compose larger shapes from simple shapes.	**Bridges in Mathematics** Unit 2: M4 S1; M4 S2; M4 S3; M4 S4 Unit 5: M3 S2; M3 S3; M3 S4; M4 S5	