bridges in mathematics

GRADE K

Bridges & Number Corner Third Edition

CORRELATIONS

New York State Next Generation Mathematics Learning Standards

number corner

K MP — Standards for Mathematical Practice

Standard	Descriptor	Citations	
Standards for Mathematical Practice			
MP1	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
MP2	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
MP3	Construct viable arguments and critique the reasoning of others.	**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** October: Calendar Collector November: Days in School February: Number Path March: Calendar Grid
MP4	Model with mathematics.	**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** September: Days in School December: Calendar Grid January: Calendar Grid February: Computational Fluency March: Computational Fluency May: Calendar Collector

Standard	Descriptor	Citations	
Standards for Mathematical Practice			
MP5	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
MP6	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
MP7	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
MP8	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 NY-K.CC — Counting and Cardinality

Standard	Descriptor	Citations	
Know number names and the count sequence.			
NY-K.CC.1	Count to 100 by ones and by 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
NY-K.CC.2	Count to 100 by ones beginning from any given number (instead of beginning 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
NY-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.			
	NY-KCC.4 Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.		
NY-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. (1:1 correspondence)	**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
NY-K.CC.4.b	Understand that the last number name said tells the number of objects counted, (cardinality). 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
NY-K.CC.4.c	Understand the concept 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
NY-K.CC.4.d	Understand the concept of ordinal numbers (first through tenth) to describe the relative position a nd magnitude of whole numbers.	**Bridges in Mathematics** Unit 3: M2 S1; M3 S4; M4 S2 Unit 4: M2 S2; M3 S2	

Standard	Descriptor	Citations	
Count to tell the number of objects.			
NY-K.CC.5.a	Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.	**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
NY-K.CC.5.b	Given a number from 1–20, count out that many objects.	**Bridges in Mathematics** 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
Compare numbers.			
NY-K.CC.6	Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group. **Note:** Include groups with up to ten objects.	**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
NY-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 NY-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.			
NY-K.OA.1	Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies. **Note:** Drawings need not show details, but should show the mathematics in the problem.	**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
NY-K.OA.2.a	Add and subtract within 10.	**Bridges in Mathematics** Unit 4: M2 S4 Unit 6: M3 S3; M4 S4 Unit 7: M3 S1; M3 S2; M3 S3 Unit 8: M1 S3; M1 S5	**Number Corner** March: Computational Fluency May: Calendar Grid
NY-K.OA.2.b	Solve addition and subtraction word problems within 10.	**Bridges in Mathematics** Unit 3: M1 S3; M2 S2; M3 S2 Unit 4: M2 S5 Unit 6: M4 S1	
NY-K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way. Record each decomposition with a drawing or equation.	**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.			
NY-K.OA.4	Find the number that makes 10 when given a number from 1 to 9. 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
NY-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 NY-K.NBT — Number and Operations in Base Ten

Standard	Descriptor	Citations	
Work with numbers 11–19 to gain foundations for place value.			
NY-K.NBT.1	Compose and decompose the numbers from 11 to 19 into 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 NY-K.MD — Measurement and Data

Standard	Descriptor	Citations	
Describe and compare measurable attributes.			
NY-K.MD.1	Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.	**Bridges in Mathematics** Unit 4: M3 S1; M3 S2; M3 S3; M3 S4 Unit 7: M1 S1; M1 S3 Unit 8: M2 S4	
NY-K.MD.2	Directly compare two objects with a common measurable attribute and describe the difference.	**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.			
NY-K.MD.3	Classify objects into given categories; count the objects in each category and sort the categories by count. **Note:** Limit category counts to be less than or equal to 10.	**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
NY-K.MD.4	Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.	**Bridges in Mathematics** Unit 4: M4 S1; M4 S2; M4 S3; M4 S4; M4 S5 Unit 8: M3 S4; M3 S5	**Number Corner** February: Calendar Collector

K NY-K.G — Geometry

Standard	Descriptor	Citations	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
NY-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
NY-K.G.2	Name shapes regardless of their orientation 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
NY-K.G.3	Understand the difference between two-dimensional (lying in a plane, "flat") and three-dimensional ("solid") shapes.	**Bridges in Mathematics** Unit 6: M1 S1; M1 S2; M2 S1; M2 S2; M2 S3; M2 S4	**Number Corner** April: Calendar Grid
Analyze, compare, sort, and compose shapes.			
NY-K.G.4	Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	**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, sort, and compose shapes.		
NY-K.G.5	Model objects in their environment by building and/or 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
NY-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