

Bridges Kindergarten Correlations to NCTM Curriculum Focal Points

(IC = Instructional Considerations)

NUMBER AND OPERATIONS				
Representing, Comparing, and Ordering Whole Numbers and Joining and Separating Sets				
Children use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set, creating a set with a given number of objects, comparing and ordering sets or numerals by using both cardinal and ordinal meaning, and modeling simple joining and separating situations with objects. They choose, combine, and apply effective strategies for answering quantitative questions including quickly recognizing the number in a small set, counting and producing sets of given sizes, counting the number in combined sets, and counting backwards.				
Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Read and write whole numbers.	Volume 1, Sessions 19, 23, 26–30, 43, 46, 52, 55–56, 74–75, 105–106 Volume 1, pages 97-98 (Spider Countdown), page 196 (Home Connection 10) Volume 2, Sessions 57, 62, 68–69, 74–75, 101, 103, 105–106 Volume 2, pages 337-339 (Work Place 2G), page 345 (Home Connection 17)	September–May Calendar Grid September Our Month in School November Writing Today’s Date December, January Kid Count February Day 10 Activities	Bridges Practice Book, pp 1, 2, 3, 4, 5, 6, 7, 10, 11, 13, 14, 15, 16, 18, 19, 20, 26, 27, 28, 30, 31, 35, 36, 37, 38, 39, 45, 48, 49, 50, 51, 60, 61, 63	Informal Volume 2, pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.3–2.5), page 384 (IC for Frog Handfuls) Bridges Practice Book, pp 7, 14, 18, 31, 35, 36, 50
				Formal Getting Started, pages 73–74 (Interview 4), pages 79–80 (Assessment Worksheet 3)
Connect numbers, including written numerals, to the quantities they represent, using various physical models and representations.	Volume 1, Sessions 7, 23, 26, 30, 43, 52, 55 Volume 1, page 83 (Home Connection 3) Volume 2, Sessions 61, 62, 68, 92 Volume 2, pages 297–298 (Home Connection 14), pages 307–308 (Home Connection 15), 337–339 (Work Place 2G)	February–May A Link Each School Day February Day 100 Activities December, January Kid Count	Set A1 Number & Operations: Counting on the Number Line, Activities 1, 3 Bridges Practice Book, pp 3, 4, 5, 6, 13, 14, 16, 20, 28, 30, 31, 36, 39, 45, 48, 49, 60, 61, 63, 68	Informal Volume 1, page 137 (IC for Beat You to 10) Volume 2, page 256 (IC for Beat You to 20), pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.3–2.5) Bridges Practice Book, pp 4, 14, 16, 20, 28, 31, 36
				Formal Getting Started, pages 68–69 (Interview 1), pages 79–80 (Assessment Worksheet 3)

Bridges Kindergarten Correlations to NCTM Curriculum Focal Points (cont.)

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Count objects in a set and create sets of given sizes.	Volume 1, Sessions 4, 5, 7, 10, 14, 16–19, 20, 23, 25–30, 33, 40, 43, 48–51, 52, 55 Volume 1, page 83 (Home Connection 3), pages 98–100 (Bugs Growing & Shrinking by 1's) Volume 2, Sessions 57, 61–69, 84–85, 99, 105–106, 109–110 Volume 2, pages 337–339 (Work Place 2G), pages 342–345 (Work Place 2H)	October-January, March-April Our Month in School October-May Yearlong Paper Chain December-January Kid Count February Day 100 Activities	Set A1 Number & Operations: Counting on the Number Line, Activities 1, 3 Bridges Practice Book, pp 1, 2, 3, 7, 10, 11, 15, 16, 18, 19, 20, 21, 28, 31, 36, 39, 48, 49, 60, 61, 63, 68	<p>Informal</p> <p>Volume 1, page 137 (IC for Beat You to 10), page 207 (IC for Count & Compare Pennies) Volume 2, page 256 (IC for Beat You to 20), pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.3–2.5), pages 363–364 (IC for Sea Creature Handfuls) Bridges Practice Book, pp 15, 16, 31, 36</p> <p>Formal</p> <p>Getting Started, pages 68–70 (Interviews 1 & 2)</p>
Compare and order sets or numerals by using both cardinal and ordinal meanings.	Volume 1, Sessions 5, 7, 16–18, 28–29, 40, 49–51 Volume 2, Sessions 57, 61, 64–68, 97, 99, 106 Volume 2, pages 342–345 (Work Place 2H)	October, November, March (page 236) Calendar Grids	Bridges Practice Book, pp 16, 26, 27, 28, 30, 31, 35, 50, 51, 54, 70	<p>Informal</p> <p>Volume 1, page 137 (IC for Beat You to Ten), page 172 (IC for Count & Compare Butterflies), page 207 (IC for Count & Compare Pennies) Volume 2, page 256 (IC for Beat You to 20), page 281 (IC for Ten & More), page 415 (IC for Count & Compare Unifix Cubes), page 422 (IC for Race You to 30¢) Bridges Practice Book, pp 16, 26, 27, 30, 31, 35, 50, 51, 54, 70</p> <p>Formal</p> <p>Getting Started, pages 79 (Assessment Worksheet 3), 81 (Assessment Worksheet 4)</p>

Bridges Kindergarten Correlations to NCTM Curriculum Focal Points (cont.)

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Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Model simple joining and separating situations with objects, pictures, and/or numerals.	Volume 1, Sessions 25, 28–29, 31, 40, 49 Volume 1, pages 97–100, Continuing to Count on Bugs Volume 2, Sessions 57–58, 73–75, 80, 105–106, 109–110, 115–116	March, April Our Month in School	Bridges Practice Book, pp 22, 23, 24, 25, 40, 41, 42, 43, 44, 46, 53, 54, 56, 57, 58, 62, 65, 69, 71	Informal Bridges Practice Book, pp 41, 43, 44, 46, 57, 58, 62, 65, 69, 71
				Formal Getting Started, page 73 (Assessment Interview 4)
Choose, combine, and apply effective strategies for answering quantitative questions	Volume 1, Sessions 16–17, 31, 43, 55 Volume 1, page 83 (Home Connection 3) Volume 2, Sessions 61–62, 64, 74–75, 79–80, 82–83, 92, 105–106, 109–110		Bridges Practice Book, pp 22, 23, 24, 25, 40, 41, 42, 43, 44, 46, 53, 54, 56, 57, 58, 62, 65, 69, 71	Bridges Practice Book, pp 41, 43, 44, 46, 57, 58, 62, 65, 69, 71
				Formal Getting Started, page 73 (Assessment Interview 4)
Recognize the number of objects in a small set (such as the arrangements of dots on a number cube) without counting.	Volume 1, Sessions 23, 25–26, 30, 40, 43, 55	December, January Our Month in School	Bridges Practice Book, pp 4, 5, 6, 30	Formal Getting Started, page 70 (Interview 2), page 71 (Interview 3), page 73 (Interview 4)
Count forward by ones beginning with any number less than 30; counting backward by ones beginning with any number 10 or less.	Volume 1, Sessions 4, 10, 19, 20, 25, 31, 50, 52 Volume 1, pages 97–98 (Spider Countdown) Volume 2, Session 57, 59, 61, 64, 84, 92, 94, 97, 99	February–May A Link Each School Day February Day 100 Activities	Set A1 Number & Operations: Counting on the Number Line, Activities 1, 2 & 3 Bridges Practice Book, pp 16, 35, 37, 38, 48, 50	Informal Volume 1, page 137 (IC for Beat You to Ten) Volume 2, page 256 (IC for Beat You to 20), page 384 (IC for Frog Handfuls) Bridges Practice Book, pp 35, 50
				Formal Getting Started, pages 68–70 (Interviews 1 & 2)

Bridges Kindergarten Correlations to NCTM Curriculum Focal Points (cont.)

GEOMETRY				
Describing Shapes and Space				
Children interpret the physical world with geometric ideas (e.g., shape, orientation, spatial relations) and describe it with corresponding vocabulary. They identify, name, and describe a variety of shapes, such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g., with different sizes or orientations), as well as such three-dimensional shapes as spheres, cubes, and cylinders. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.				
Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Identify, name, and describe basic two-dimensional shapes (e.g., square, circle, triangle, rectangle, regular hexagon) presented in a variety of ways (e.g., with different sizes or orientations).	Volume 1, Sessions 1, 3, 5, 7, 9, 10–12, 24, 33, 35–36, 44–45, 53–54 Volume 1, pages 34–35 (Work Places 1B and 1C), pages 46, 69, 149, and 181 (Technology Connections 1, 2, 3, 4) Volume 2, Sessions 117–120	September, December Calendar Grid	Bridges Practice Book, pp 8, 9, 33, 34	Informal Volume 1, page 155 (IC for Hungry Caterpillars) Volume 2, page 501 (IC for Fill It First!) Bridges Practice Book, pp 8, 9, 33, 34 Formal Getting Started, pages 68–69 (Interview 1) Getting Started, pages 75–76 (Assessment Worksheet 1)
Identify, name, and describe basic three-dimensional shapes (e.g., sphere, cube, and cylinder).	Volume 2, Session 117 Volume 2, pages 424–425 (Home Connection 22)		Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3 Bridges Practice Book, pg. 72	Informal Bridges Practice Book, pg. 72
Use basic shapes and spatial reasoning to describe and model objects in their environment, and to construct more complex shapes.	Volume 1, Sessions 33, 35–36, 44–45 Volume 1, pages 33–34 (Work Places 1B and 1C) Volume 2, Sessions 117, 119–120		Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3	Informal Volume 1, page 148 (IC for Pattern Block Designs), page 155 (IC for Hungry Caterpillars), page 185 (IC for Pattern Block Puzzles) Volume 2, page 497 (IC for Poly-drons), page 510 (IC for Geoboards Squares & Triangles)

Bridges Kindergarten Correlations to NCTM Curriculum Focal Points (cont.)

MEASUREMENT				
Ordering Objects by Measurable Attributes				
Children use measurable attributes, such as length or weight, to solve problems by comparing and ordering objects. They compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third object), and they order several objects according to length.				
Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Compare the length, weight, and capacity of objects.	Volume 1, pages 32–33 (Work Place 1A) Volume 2, Sessions 94–95, 113–114		Set D1 Measurement: Length, Activities 1, 2 & 3 Set D2 Measurement: Weight, Activities 1, 2 & 3 Set D3 Measurement: Capacity, Activities 1, 2 & 3 Bridges Practice Book, pp 28, 29, 30, 67	Informal Bridges Practice Book, pp, 28, 29, 30, 67
Compare the lengths of two objects both directly (by comparing them with each other) and indirectly (by comparing both with a third object).	Volume 1, pages 32–33 (Work Place 1A) Volume 2, Sessions 94–95, 113–114		Set D1 Measurement: Length, Activities 1, 2 & 3 Bridges Practice Book, pp 28, 29 See also: Grade 1, Set D1 Measurement: Comparing Length, Activities 4 & 5	Informal Length Activity 2, check to see if child hangs string in appropriate section Bridges Practice Book, pp 28, 29
Order objects by length and weight			Set D1 Measurement: Length, Activity 1 (Extension 2) & Activity 2 Set D2 Measurement: Weight, Activity 2 Bridges Practice Book, pp 28, 29 See also: Grade 1, Set D1 Measurement: Comparing Length, Activities 1, 2 & 3 Grade 1, Set D3 Measurement: Comparing Weight, Activities 1, 2 & 3	Bridges Practice Book, pp 28, 29

Bridges Kindergarten Correlations to Focal Points Connections

DATA ANALYSIS

Children sort objects and use one or more attributes to solve problems. For example, they might sort solids that roll easily from those that do not. Or they might collect data and use counting to answer such questions as, “What is our favorite snack?” They re-sort objects by using new attributes (e.g., after sorting solids according to which ones roll, they might re-sort the solids according to which ones stack easily).

Connections	Bridges	Number Corner	Bridges Supplement	Assessments
Sort and resort objects, and use one or more attributes to solve problems.	Volume 1, Sessions 1, 5, 10, 11, 12, 14, 18, 20, 53, 54 Volume 1, pages 72-73 (Home Connection 2) Volume 2, Sessions 59, 88, 90, 91, 119, 120	September Calendar Grid	Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3 Bridges Practice Book, pp 33, 34	Informal Bridges Practice Book, pp 33, 34
				Formal Getting Started, pages 71–72 (Interview 3) Getting Started, pages 75–78 (Assessment Worksheets 1& 2)
Collect data and use counting to answer questions.	Volume 1, Sessions 5, 7, 20	October, November, March, April Our Month in School December Calendar Grid (pages 107-109)	Bridges Practice Book, p. 54	Informal Bridges Practice Book, p. 54

GEOMETRY

Children integrate their understandings of geometry, measurement, and number. For example, they understand, discuss, and create simple navigational directions (e.g., “Walk forward 10 steps, turn right, and walk forward 5 steps”).

Connections	Bridges	Number Corner	Bridges Supplement	Assessments
Integrate understandings of geometry, measurement, and number.	Volume 1, Sessions 2, 35, 36, 44, 45 Volume 2, Sessions 94–95, 113-114 Technology Connection 2: Quilt Block Puzzles Technology Connection 4: Pattern Block Frame Puzzles		Set C2 Geometry: Locations, Activities 1, 2, and 3 Bridges Practice Book, pp 28, 67	Informal Bridges Practice Book, pp 28, 67

Bridges Kindergarten Correlations to Focal Points Connections (cont.)

ALGEBRA				
Children identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes) as preparation for creating rules that describe relationships.				
Connections	Bridges	Number Corner	Bridges Supplement	Assessments
Identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes).	Volume 1, Sessions 15, 21, 22, 38–39, 49 Volume 2, Session 101-102, 103 Volume 2, pages 397–399 (Frog Quilt), pages 393–396 (Frog & Toad Eyes)	September-May Calendar Grids January, May Our Month in School	Set B1 Algebra: Patterns, Activities 1, 2 & 3 Bridges Practice Book, pp 12, 17, 32, 52	Informal Volume 2, pages 431 & 437 (Work Place 2N-Worksheets 1-2) Bridges Practice Book, pp 12, 17, 52
				Formal Getting Started, page 73 (Interview 4), page 83 (Assessment Worksheet 5)