

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics

STANDARD 1: NUMBER SENSE				
Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.1.1 Count, read, and write whole numbers up to 1,000.	Unit 2, Sessions 10, 13–14, 17–18, 22–23, 25–26 Unit 2, pages 310–311 (WP 2H) Unit 5, Sessions 6, 13–16, 18–19 Unit 6, page 737 (HC 23)	September Numbers Grid September Clocks, Coins & Bills November Computational Fluency December–April Numbers Grid January Computational Fluency January Numbers Grid Number Corner Student Book, pages 21, 27, 36–37, 39, 42, 50	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1 & 8 Bridges Practice Book, pages 3, 19, 21, 23, 35, 36, 61, 63, 65, 68, 72, 85, 86	Informal Bridges Practice Book, pages 19, 21, 23, 61
3.1.2 Identify and interpret place value in whole numbers up to 1,000. Example: Understand that the 7 in 479 represents 7 tens or 70.	Unit 2, Sessions 10, 13, 14, 26 Unit 5, Sessions 14, 15, 18 Unit 5, pp 652–654, 666–667 (WP's 5F, 5G) Unit 6, page 737 (HC 23)	November Computational Fluency December Numbers Grid January Numbers Grid January Computational Fluency February Numbers Grid March Magnetic Board	Bridges Practice Book, pp 3, 19, 21, 23, 85, 86, 88, 89	Informal Bridges Practice Book, pp 19, 21, 23, 88, 89
				Formal Number Corner, pp 266–268 (Checkup 3)
3.1.3 Use words, models, and expanded form to represent numbers up to 1,000.	Unit 2, Sessions 10, 13, 14, 17, 18, 22, 23, 26, 29 Unit 5, Sessions 3, 18	November Computational Fluency December Numbers Grid January Numbers Grid January Computational Fluency February Numbers Grid	Bridges Practice Book, pages 3, 19, 21, 23, 85, 86, 88, 89	Informal Bridges Practice Book, pages 19, 21, 23, 88, 89
				Formal Number Corner, pages 266–268 (Checkup 3)
3.1.4 Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.	Unit 2, Sessions 10, 13, 14, 26 Unit 5, Sessions 14, 15, 18 Unit 5, pages 652–654, 666–667 (WP's 5F, 5G) Unit 6, page 737 (HC 23)	January Computational Fluency March Magnetic Board	Bridges Practice Book, pages 3, 21	Formal Number Corner, pages 266–268 (Checkup 3)
3.1.5 Compare whole numbers up to 1,000 and arrange them in numerical order.	Unit 2, Sessions 13, 14, 25 Unit 5, Session 6, 13–18 Unit 5, Session 16 Unit 5, pp 666–667 (WP 5G) Unit 6, p 737 (HC 23)	December Numbers Grid January Numbers Grid January Computational Fluency February Numbers Grid March Numbers Grid April Numbers Grid	Bridges Practice Book, pp 3, 19, 23	Formal Number Corner Teacher's Guide, pp 322–323 (Checkup 4)

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 1: NUMBER SENSE				
Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.1.6 Round numbers less than 1,000 to the nearest ten and the nearest hundred.	Unit 2, Session 16 Unit 5, Sessions 4, 5, 16, 18 Unit 5, p 628 (HC 19)	January Computational Fluency May Coins, Clocks & Bills	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activity 5 and Independent Worksheet 4 Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1–3 Bridges Practice Book, pp 85, 86, 87, 89, 91, 93, 95, 99, 131	Informal Bridges Practice Book, pp 85, 86, 87, 89, 91, 93, 95, 99, 131
				Formal Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pp 200–202 and 266–268 (Checkups 2, & 3)
3.1.7 Identify odd and even numbers up to 1,000 and describe their characteristics.		September Magnetic Board October Numbers Grid December Numbers Grid Set A2	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheet 2	
3.1.8 Show equivalent fractions using equal parts.	Unit 6, Session 6, 8, 9, 13, 14	December Magnetic Board January Magnetic Board April Calendar Grid May Calendar Grid	Set A5 Number & Operations: Fractions, Activity 1	Formal Number Corner Teacher's Guide, pp 322–324 (Checkup 4)
3.1.9 Identify and use correct names for numerators and denominators.	Unit 6, Session 13			
3.1.10 Given a pair of fractions, decide which is larger or smaller by using objects or pictures.	Unit 6, Sessions 5, 6–9, 12–15	December Magnetic Board January Magnetic Board	Set A5 Number & Operations: Fractions, Activity 1 Bridges Practice Book, page 30, 103, 108, 109, 110, 111, 114, 115, 116, 117, 125, 128, 133	Informal Bridges Practice Book, pages 108, 110, 114, 115, 116, 117, 125, 128, 133
				Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessments)
3.1.11 Given a set of objects or a picture, name and write a decimal to represent tenths and hundredths.	Unit 2, Session 20 Unit 2, pp 282–284 (WP 2F) Unit 6, Session 1	September Clocks, Coins & Bills February Calendar Grid February Magnetic Board April Magnetic Board May Calendar Grid	Bridges Practice Book, pp 11, 13, 32	
3.1.12 Given a decimal for tenths, show it as a fraction using a place-value model.	Unit 2, Session 20 Unit 2, pp 282–284 (Work Place 2F)	February Calendar Grid February Magnetic Board April Magnetic Board May Calendar Grid	Bridges Practice Book, pp 11, 13	

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 1: NUMBER SENSE				
Students understand the relationships among numbers, quantities, and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.1.13 Interpret data displayed in a circle graph and answer questions about the situation.	Unit 6, Sessions 6, 17	February Data Collector		
3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible.	Unit 1, pages 227–229 (Analyzing Outcomes for Blast Off to Outer Space) Unit 4, Sessions 3, 17 Unit 6, Session 16–17	October Data Collector December Magnetic Board April Data Collector May Data Collector		Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessments) Number Corner, pages 322–324 (Checkup 4)
3.1.15 Record the possible outcomes for a simple probability experiment.	Unit 1, pages 227–229 (Analyzing Outcomes for Blast Off to Outer Space) Unit 4, Sessions 3, 17 Unit 6, Session 16–17	October Data Collector December Magnetic Board April Data Collector May Data Collector		Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessments) Number Corner, pages 322–324 (Checkup 4)

STANDARD 2: COMPUTATION				
Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.	Unit 2, Sessions 17–19, 22–27, 29 Unit 5, Sessions 2, 5, 6, 10–13, 16–19 Unit 7, Session 1	November Computational Fluency January Computational Fluency March Magnetic Board	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1–4; Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 89, 90, 92, 99, 101, 107, 123, 126, 137	Informal Unit 5, page 588 (Common Strategies for Adding with Regrouping) Bridges Practice Book, pages 89, 90, 92, 99, 101, 107, 123, 126, 137 Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment) Number Corner Teacher's Guide, pages 266–268 and 322–324 (Checkups 3 & 4)

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 2: COMPUTATION				
Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.2.2 Represent the concept of multiplication as repeated addition.	Unit 4, Sessions 2, 3, 4, 9, 12, 14, 16	November Numbers Grid	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1 & 8	
3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups	Unit 4, Sessions 2, 4, 9, 12, 23		Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1 & 8	
3.2.4 Know and use the inverse relationship between multiplication and division facts, such as $6 \times 7 = 42$, $42 \div 7 = 6$, $7 \times 6 = 42$, $42 \div 6 = 7$.	Unit 4, Sessions 4, 9, 13, 18, 19, 23, 24	November Numbers Grid March Computational Fluency	Set A1 Number & Operations: Equal Expressions, Independent Worksheets 1 & 2 Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1, 3, 4, 5, 7 & 8 Bridges Practice Book, pp 67, 69, 75, 77, 83	Formal Unit 4, Sessions 1 & 24 (Unit Pre- and Post-Assessments)
3.2.5 Show mastery of multiplication facts for 2, 5, and 10.	Unit 4, Sessions 5–10, 17, 20, 22 Unit 4, pages 495, 548, 564 (Home Connections 14, 16 & 17) Unit 5, page 603 (Home Connection 18) Unit 7, pages 833, 855–856 (Home Connections 27 & 28)	September Numbers Grid October Calendar Grid October Numbers Grid November Numbers Grid December Computational Fluency Feb–May Computational Fluency	Bridges Practice Book, pages 61, 63, 65, 67, 69, 77, 79, 83, 119, 121, 123, 135	Informal Bridges Practice Book, pages 61, 63, 65, 67, 69, 77, 79, 83, 119, 121, 123, 135
				Formal Unit 4, Sessions 11, 21 (Multiplication Fluency Checkups 1 & 2) Unit 5, Session 9 (Multiplication Fluency Checkup 3) Number Corner Teacher's Guide, pages 266–268, 322–324 (Checkups 3 & 4)
3.2.6 Add and subtract simple fractions with the same denominator.	Unit 6, Session 6–8, 11–13, 16	May Calendar Grid	Set A5 Number & Operations: Fractions, Activity 1 Bridges Practice Book, p 117	Informal Bridges Practice Book, p 117

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 2: COMPUTATION				
Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.2.7 Use estimation to decide whether answers are reasonable in addition and subtraction problems.	Unit 2, Sessions 17, 22, 24, 27 Unit 2, page 337 (HC 9) Unit 5, Sessions 2, 5, 6, 10, 12, 13, 17, 19 Unit 6, Session 1	November Magnetic Board January Coins, Clocks & Bills March Magnetic Board May Coins, Clocks & Bills	Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 39, 87, 89, 90, 92, 93, 96, 99, 100, 126	Informal Bridges Practice Book, pages 39, 87, 89, 90, 92, 93, 96, 99, 100, 126 Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment) Number Corner Teacher's Guide, pages 200–202 and 266–268 (Checkups 2 & 3)
3.2.8 Use mental arithmetic to add or subtract with numbers less than 100.	Unit 2, Sessions 17–19, 22–27, 29 Unit 2, pp 224–225 (HC 5) Unit 3, p 405 (HC 11)	October Numbers Grid November Numbers Grid November Computational Fluency	Set A3 Number & Operations, Activities 2 & 4 and Independent Worksheet 1 Bridges Practice Book, pp 31, 39, 91	Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Number Corner, pp 200–202 (Checkup 2)

STANDARD 3: ALGEBRA AND FUNCTIONS				
Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.	Unit 4, Sessions 3, 4, 7, 9, 12, 13, 14, 23		Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2, and Independent Worksheets 1, 6 & 8 Bridges Practice Book, pp 62, 66, 76	Formal Unit 4, Sessions 1 & 24 (Unit Pre- and Post-Assessments)
3.3.2 Solve problems involving numeric equations.	Unit 4, Sessions 3, 4, 7, 9, 12, 13, 14, 23	March Computational Fluency	Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 7, 111, 113, 137	Informal Bridges Practice Book, pages 7, 111, 113, 137

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 3: ALGEBRA AND FUNCTIONS				
Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true.			Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 7, 111, 113, 137	Informal Bridges Practice Book, pages 7, 111, 113, 137
3.3.4 Understand and use the commutative and associative properties of multiplication.	Unit 1, Sessions 5, 6, 8, 10, 13, 14 Unit 1, pp 115–116 (HC 2) Unit 4, Sessions 4–6, 18, 19 Unit 7, Sessions 12–17	October Magnetic Board May Computational Fluency May Magnetic Board	Set A1 Number & Operations: Equal Expressions, Activity 1 and Independent Worksheets 1 & 2 Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2 and Ind. Worksheets 3–7 Bridges Practice Book, pp 67, 69, 75, 77	
3.3.5 Create, describe, and extend number patterns using multiplication.	Unit 1, Sessions 4, 7, 9 Unit 1, pages 86–87 (WP 1B) Unit 2, Sessions 1–3, 5–6, 9–10 Unit 2, page 284 (HC 7) Unit 4, Sessions 2, 6, 10, 15, 18–20	October Calendar Grid November Numbers Grid January Numbers Grid	Bridges Practice Book, pages 6, 35, 61, 68	Informal Bridges Practice Book, pages 24, 35, 61, 68
3.3.6 Solve simple problems involving a functional relationship between two quantities.	Unit 1, Sessions 4, 7, 9 Unit 1, pp 86–87 (WP 1B) Unit 2, Sessions 1–3, 5–6, 9–10 Unit 2, page 284 (HC 7) Unit 4, Sessions 2, 4, 6, 9, 10, 15, 18, 19 Unit 5, Sessions 7, 8	October Calendar Grid November Numbers Grid January Numbers Grid	Bridges Practice Book, pp 6, 35, 61, 68	Informal Bridges Practice Book, pp 35, 61, 68
3.3.7 Plot and label whole numbers on a number line up to 10.	Unit 2, Sessions 25, 27 Unit 5, Sessions 13, 16, 19			

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 4: GEOMETRY				
Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.4.1 Identify quadrilaterals as four-sided shapes.	Unit 3, Sessions 2–4, 8–9, 12-13 Unit 7, Sessions 3–7 Student Work Place Book, pages 57-58	November Calendar Grid March Calendar Grid April Calendar Grid	Bridges Practice Book, page 45	Formal Unit 3, Session 15 (Unit Post-Assessment, Ten Objects in a Bag)
3.4.2 Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.	Unit 3, Sessions 3, 9 Unit 3, pages 401-402 (WP 3C) Unit 3, page 423 (HC 12) Student Work Place Book, pp 57, 58	November Calendar Grid	Set C2 Geometry: Triangles & More, Activities 1 & 2 and Independent Worksheets 1, 2, 3, 4 Bridges Practice Book, pages 41, 43, 45, 55, 56, 58, 140	Informal Unit 3, Session 9 (Instructional Considerations for Geoboard Polygons) Bridges Practice Book, pp 41, 43
				Formal Unit 3, pages 421-426 (Constructed Response Assessment)
3.4.3 Identify, describe, and classify: cube, sphere, prism, pyramid, cone, and cylinder.	Unit 3, Sessions 2, 13, 14 Unit 7, Sessions 3–8, 10, 11	March Calendar Grid		Formal Unit 3, pages 421-426 (Constructed Response Assessment) Unit 7, Sessions 2 & 20 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, pp 266–268 (Checkup 3)
3.4.4 Identify common solid objects that are the parts needed to make a more complex solid object.	Unit 7, Sessions 4, 7, 8, 10 Unit 7, pp 818–821 (Work Place 7A) Unit 8, Sessions 2–10	March Calendar Grid		
3.4.5 Draw a shape that is congruent to another shape.	Unit 3, Sessions 3, 4, 7, 11			
3.4.6 Use the terms point, line, and line segment in describing two-dimensional shapes.	Unit 3, Session 11		Set C2 Geometry: Triangles & More, Activities 1, 3 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 41, 42, 52, 57, 139	
3.4.7 Draw line segments and lines.			Set C2 Geometry: Triangles & More, Activities 1, 3 and Independent Worksheets 1 & 2 Bridges Practice Book, p 57	

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 4: GEOMETRY				
Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.4.8 Identify and draw lines of symmetry in geometric shapes (by hand or using technology).	Unit 3, Sessions 3, 5–7 Unit 3, pages 401–402 (WP 3C) Unit 6, Sessions 6, 11	November Calendar Grid	Bridges Practice Book, p 49	
3.4.9 Sketch the mirror image reflections of shapes.	Unit 3, Sessions 3, 5–7 Unit 3, pp 401–402 (WP 3C) Unit 6, Sessions 6, 11, 12	November Calendar Grid		
3.4.10 Recognize geometric shapes and their properties in the environment and specify their locations.	Unit 8, Sessions 2–10	March Calendar Grid		

STANDARD 5: MEASUREMENT				
Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.5.1 Measure line segments to the nearest half-inch.	Unit 1, pp 114–115 (Instructional Considerations for Estimate, Measure & Compare Inches, see Challenge on p 115)		Set C2 Geometry: Triangles & More, Activities 1 & 3 and Independent Worksheets 1 & 2	
3.5.2 Add units of length that may require regrouping of inches to feet or centimeters to meters.			Bridges Practice Book, pp 37, 50, 54, 60, 106, 130	
3.5.3 Find the perimeter of a polygon.	Unit 3, Sessions 2–4, 9, 11, 12 Unit 5, Sessions 7–8	March Data Collector	Bridges Practice Book, pages 44, 46, 48, 50, 54, 60, 106, 119, 130, 134	Informal Bridges Practice Book, pp 46, 54, 60, 119
				Formal Number Corner, pages 266–268 (Checkup 3)
3.5.4 Estimate or find the area of shapes by covering them with squares.	Unit 7, Session 8	October Calendar Grid	Supplement Set D2 Measurement: Area, Activities 1 & 2 and Ind. Worksheet 1	Informal Supplement Set D2 Measurement: Area, Independent Worksheet 1

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 5: MEASUREMENT				
Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.5.5 Estimate or find the volumes of objects by counting the number of cubes that would fill them.	Unit 7, Sessions 10, 11			
3.5.6 Estimate and measure capacity using quarts, gallons, and liters.	Unit 6, Sessions 9, 10 Unit 7, Session 9			
3.5.7 Estimate and measure weight using pounds and kilograms.	Unit 4, 497–500 (Introduction to Weight Measurement) Unit 4, p 521 (HC 15)		Set D1 Measurement: Weight, Activities 1 & 2	
3.5.8 Compare temperatures in Celsius and Fahrenheit.		November Magnetic Board November Data Collector December Calendar Grid January Data Collector Number Corner Student Book, pp 18–20, 24, 26, 31–33, 38		
3.5.9 Tell time to the nearest minute and find how much time has elapsed.	Unit 2, page 312 (HC 8)	October Coins, Clocks & Bills November Coins, Clocks & Bills December Coins, Clocks & Bills January Calendar Grid March Coins, Clocks & Bills	Bridges Practice Book, pages 12, 17, 20, 34, 70, 120	Informal Bridges Practice Book, pp 20, 34
				Formal Number Corner, pages 92–94, 266–267 (Checkups 1, 3)
3.5.10 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol.	Unit 6, Sessions 1, 3, 4	February Calendar Grid April Clocks, Coins & Bills April Magnetic Board		Formal Number Corner Teacher's Guide, pp 200–202 (Checkup 2)
3.5.11 Use play or real money to decide whether there is enough money to make a purchase.	Unit 6, Sessions 1, 3, 4	January Coins, Clocks & Bills February Coins, Clocks & Bills April Coins, Clocks & Bills May Coins, Clocks & Bills		Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessment)
3.5.12 Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).	Unit 6, Session 9		Bridges Practice Book, pp 22, 37, 82	

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 6: PROBLEM SOLVING				
Students make decisions about how to approach problems and communicate their ideas.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.6.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	Unit 1, Sessions 4, 7 Unit 2, Sessions 18, 22, 25 Unit 3, Session 2, 13, 14 Unit 7, Sessions 3, 5	September–May Calendar Grid	Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9 Bridges Practice Book, pages 18, 20, 26, 28	
3.6.2 Decide when and how to break a problem into simpler parts.			Set F1 Problem Solving: Strategies, Activities 1, 2 & 3	
3.6.3 Apply strategies and results from simpler problems to solve more complex problems.	Unit 2, Sessions 18–19, 22–23, 26–27 Unit 4, Session 9, 13–14, 23 Unit 5, Session 10, 13, 17 Unit 6, Sessions 5–8 Unit 8, Sessions 10–15		Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9 Bridges Practice Book, pp 104, 106	
3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.	Unit 1, Sessions 4, 19 Unit 2, Sessions 22, 23, 25–27 Unit 3, Sessions 2, 4 Unit 4, Sessions 9, 13, 14, 19, 23 Unit 5, Sessions 2, 5, 7–8, 10, 13, 14, 17 Unit 6, Sessions 7, 8 Unit 7, Sessions 12, 13	March Magnetic Board	Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9	Informal Unit 4, pages 514–516 (Instructional Considerations for Solving Game Store Problems)
				Formal Unit 1, Session 19 (Addition & Subtraction Story Problems) Unit Pre- and Post-Assessments Unit 2, Sessions 12 & 30 Unit 4, Sessions 1 & 24 Unit 5, Sessions 1 & 20 Unit 6, Sessions 2 & 18 Unit 7, Sessions 2 & 20

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 6: PROBLEM SOLVING				
Students make decisions about how to approach problems and communicate their ideas.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.6.5 Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	Unit 2, Sessions 15–17, 22, 24–27 Unit 2, page 337 (HC 9) Unit 3, Sessions 2, 11, 12 Unit 4, Sessions 12–14, 23 Unit 5, Sessions 2, 4–6, 8, 10, 11, 12, 13, 16–19 Unit 5, page 628 (HC 19) Unit 6, Session 1 Unit 7, Sessions 12, 13	November Magnetic Board January Computational Fluency January Coins, Clocks & Bills January–February Numbers Grid March Magnetic Board April Clocks, Coins & Bills May Coins, Clocks & Bills Number Corner Student Book, pages 35, 40, 62	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activity 5 Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 22, 39, 78, 80, 85, 86, 87, 89, 90, 91, 92, 93, 95, 96, 97, 99, 100, 126, 129, 131	
3.6.6 Know and use strategies for estimating results of whole-number addition and subtraction.	Unit 2, Sessions 26, 27, 29 Unit 2, pages 334–335 (WP 2K) Unit 5, Sessions 2, 3, 5, 6, 10–13, 16, 17, 19 Unit 5, page 675 (HC 21) Unit 7, Session 1	November Computational Fluency November Magnetic Board December Numbers Grid January Numbers Grid January Computational Fluency February Numbers Grid March Magnetic Board April Numbers Grid	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1–5 Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1–3 Bridges Practice Book, pages 9, 27, 29, 39, 53, 81, 87, 88, 89, 90, 92, 93, 94, 96, 98, 99, 100, 101, 107, 123, 126, 137	Informal Bridges Practice Book, pages 89, 90, 92, 99, 101, 107, 123, 126, 137
				Formal Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment) Number Corner Teacher’s Guide, pages 200–202, 266–268, 322–324 (Checkups 2, 3 & 4)
3.6.7 Make precise calculations and check the validity of the results in the context of the problem.	Unit 1, Sessions 4, 7 Unit 2, Session 15, 17, 22, 25–27 Unit 3, Sessions 2, 11–12 Unit 4, Sessions 12–14, 23 Unit 5, Sessions 8, 11, 17 Unit 7, Sessions 12–13			
3.6.8 Decide whether a solution is reasonable in the context of the original situation.	Unit 1, Sessions 4, 7 Unit 2, Session 15, 17, 22, 25–27 Unit 3, Sessions 2, 11–12 Unit 4, Sessions 12–14, 23 Unit 5, Sessions 8, 11, 17 Unit 7, Sessions 12–13		Set A6 Number & Operations: Estimating to Add & Subtract, Independent Worksheets 1, 2 & 3 Set F1 Problem Solving: Strategies, Activities 1, 2 & 3 Bridges Practice Book, pages 78, 80	Formal Unit 2, Sessions 12 & 30 (Unit Pre- and Post-Assessment) Unit 5, Sessions 1 & 20 (Unit Pre- and Post-Assessment)

Bridges Grade 3 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 6: PROBLEM SOLVING				
Students make decisions about how to approach problems and communicate their ideas.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
3.6.9 Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.	Unit 2, Sessions 18–19, 22–23, 26–27 Unit 4, Session 9, 13–14, 23 Unit 5, Session 10, 13, 17 Unit 6, Sessions 5–8 Unit 8, Sessions 10–15		Set F1 Problem Solving: Strategies, Activities 1, 2 & 3, and Independent Worksheets 1–9 Bridges Practice Book, pp 104, 106	