

Bridges Grade 4 Correlations to Oklahoma Mathematics Standards

MATHEMATICS CONTENT STANDARD 1: ALGEBRAIC REASONING – PATTERNS AND RELATIONSHIPS

The student will use a variety of problem-solving approaches to create, extend, and analyze patterns.

Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Discover, describe, extend, and create a wide variety of patterns using tables, graphs, rules, and verbal models (e.g., determine the rule from a table or “function machine”; extend visual and number patterns).	Unit 2, Session 4, 9 Unit 7, Sessions 1–3, 5–9, 13 Unit 7, pages 793, 800, 822, 853 (HC’s 50, 51, 52, 54)	September Calendar Grid September Calendar Collector October Calendar Grid December Calendar Grid February Calendar Grid	Bridges Practice Book, pages 15, 122, 125, 126, 129	Formal Unit 7, Sessions 4 & 14 (Unit Pre- and Post-Assessments)
2. Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.	Unit 7, Sessions 2, 3, 6, 13 Unit 7, page 800 (HC 51)	February Calendar Grid	Bridges Practice Book, pages 1, 3, 11, 15, 17, 21, 37, 39, 53, 61, 65, 123, 124, 128, 136, 139	
3. Recognize and apply the associative property of multiplication.	Unit 1, Sessions 8, 9, 11, 13–16 Unit 2, Session 15	December Computational Fluency		

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MATHEMATICS CONTENT STANDARD 2: NUMBER SENSE & OPERATION				
The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1a.i. Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).	Unit 2, Sessions 1–4	September Calendar Grid September Calendar Collector September Problem Solving September–February Number Line	Set A3 Number & Operations: Place Value to Millions, Activities 1–3 and Ind. Worksheets 1–3 Bridges Practice Book, pages 21, 25, 29	<p>Informal Set A3 Number & Operations: Place Value to Millions, Independent Worksheets 1–3 Bridges Practice Book, pages 25, 29</p> <p>Formal Number Corner Teacher’s Guide, Vol. 1 & 2, pages 59–63, 97–101, 366–365 (Baseline Assessment, Checkups 2 & 4)</p>
1a.ii. Model, read, write and rename decimal numbers to the hundredths (e.g., money, numerals to words).	Unit 6, Sessions 9–14 Unit 6, page 715 (HC 46)	March–April Number Line	Bridges Practice Book, pages 111, 113, 115, 117, 118, 120, 137	<p>Informal Unit 6, Sessions 9–10, 13 (Work Samples)</p> <p>Formal Unit 6, Sessions 1 & 22 (Unit Pre- and Post-Assessments & Student Reflection Sheet)</p>
1b.i. Compare and order whole numbers and decimals to the hundredths place.	Unit 6, Sessions 9–20 Unit 6, page 724 (HC 47)	December Calendar Collector March–May Number Line	Bridges Practice Book, pages 111, 113, 115, 117, 119, 137	<p>Informal Unit 6, Session 10 (Work Sample)</p> <p>Formal Unit 6, Sessions 1 & 22 (Unit Pre- and Post-Assessments & Student Reflection Sheet) Number Corner Teacher’s Guide, Vol.2, pages 365–369 (Checkup 4)</p>
1b.ii. Use 0, $\frac{1}{2}$, and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., $\frac{1}{3}$, $\frac{3}{4}$, 0.7, 0.4, 62%, 12%).	Unit 3, Session 3 Unit 6, Session 18, 19 (Note: See Grade 5 Bridges Vol. 3, Unit 6, Sessions 13, 15–18 for work with percents.)	March Number Line (Weeks 3 & 4) April Number Line May Number Line	Bridges Practice Book, pages 42, 43, 46, 47, 57, 67, 102, 103, 109, 117	<p>Formal Number Corner Teacher’s Guide, Vol. 2, pages 365–369 (Checkup 4)</p>

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MATHEMATICS CONTENT STANDARD 2: NUMBER SENSE & OPERATION				
The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1b.iii. Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).	Unit 3, Sessions 3, 5–9, 11 Unit 3, pages 332–334 (WP 3A) Unit 6, Session 2, 3, 10, 11, 14–18 Unit 6, pages 720–724, 749–751 (Work Places 6A, 6B, 6C) Unit 6, pages 673, 715, 724, 730, 740 (HC's 43, 46, 47, 48, 49)	October Calendar Collector December Calendar Collector March Calendar Grid March Problem Solving April Calendar Collector March–May Number Line	Set A6 Number & Operations: Fractions & Mixed Numbers, Activities 1 & 2 Set A9 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 41, 42, 43, 44, 45, 46, 47, 48, 57, 59, 67, 101, 102, 103, 105, 107, 109, 111, 112, 113, 114, 115, 117, 118, 119, 120, 137	Informal Bridges Practice Workbook, pages 42, 43, 44, 46, 57, 67, 102, 103, 109, 111, 113, 115, 117, 119, 137
				Formal Unit 3, Sessions 2 & 20 (Unit Pre- and Post-Assessments)
1b.iv. Explore and connect negative numbers using real world situations (e.g. owing money, temperature, measuring elevations above and below sea level).			Set A11 Number & Operations: Negative Numbers, Activities 1, 2 & 3 and Independent Worksheets 1 & 2	
2a. Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.	Unit 2, Sessions 7, 9, 11, 14, 15, 16	December Problem Solving April Problem Solving Number Corner Student Book, pages 36, 39, 42	Set A4 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2–13 and Ind. Worksheets 1–9 Bridges Practice Book, pages 23, 24, 33, 34, 35, 36, 53, 61, 63, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 87, 88, 94, 95, 96, 104, 116, 136, 140	Informal Unit 2, Session 14 (Work Sample) Bridges Practice Book, pages 68, 75, 77, 79, 87, 94, 95, 96, 136, 140
				Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post Assessments & Student Reflection Sheet) Set A5 Number & Operations, Multi-Digit Multiplication, Activities 1 & 14

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MATHEMATICS CONTENT STANDARD 2: NUMBER SENSE & OPERATION				
The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers and fractions.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
2b.i. Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts	Unit 1, Sessions 11-17 Unit 1, pages 64, 72, 92, 105, 116 (HC's 4, 5, 6, 8, 9) Unit 3, Sessions 13–16	September–November Number Line October–May Computational Fluency December Calendar Grid December Problem Solving January–February Number Line February Calendar Collector Number Corner Student Book, pages 6–7, 9–10, 15–16, 22–23, 25–26, 28–29, 34–35, 62, 65, 67, 85–86, 88, 92, 100	Bridges Practice Book, pages 5, 11, 13, 14, 15, 16, 17, 18, 23, 25, 39, 42, 44, 51, 53, 57, 59, 63, 65, 81, 87, 93, 123, 129, 136, 139	Informal Unit 1, page 113 (Instructional Considerations for Rolling around Multiplication) Unit 1, Sessions 8 & 10 (Work Samples) January–March Computational Fluency (Quick Facts) Bridges Practice Book, pages 11, 23, 53, 65, 81, 136
				Formal Unit 1, Sessions 7 & 21 (Unit Pre-and Post-Assessments & Student Reflection Sheet) Number Corner Teacher's Guide Vol. 1 & 2, pages 60–63, 97–101, 211–214, 289–292, 365–368 (Baseline Assessment, Checkups 1–4)
2b.ii. Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.	Unit 3, Sessions 18, 19		Set A4 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Bridges Practice Book, pages 96	
2b.iii. Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.	Unit 3, Session 12–19 Unit 8, Sessions 14, 17, 18	November Problem Solving January Problem Solving February Problem Solving March Problem Solving April Problem Solving Number Corner Student Book, pages 24, 27, 30, 46, 54, 66, 87, 89, 99, 105–106	Bridges Practice Book, pages 23, 24, 49, 58, 60, 65, 81, 82, 87, 89	Informal Unit 3, sessions 13 & 17 (Work Samples)
				Formal Unit 1, pages 54–57 (Individual Interview) Unit 3, Session 2 & 20 (Unit Pre- and Post Assessments)

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MATHEMATICS CONTENT STANDARD 3: GEOMETRY				
The student will use geometric properties and relationships to analyze shapes.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Identify, draw, and construct models of intersecting, parallel, and perpendicular lines.	Unit 1, Sessions 2, 3 Unit 4, Sessions 4, 14 Unit 4, pages 463–465 (WP 4A) Unit 4, pages 446, 458 (HC 30, 31)		Set C1 Geometry: Parallel, Perpendicular & Intersecting, Activity 1 and Independent Worksheets 1 & 2 Set C2 Geometry: 2- & 3-D Shapes, Ind. Worksheets 1–3	Formal Unit 4, Sessions 3 & 21 (Unit Pre- and Post-Assessments)
2. Identify and compare angles equal to, less than, or greater than 90 degrees.	Unit 4, Sessions 1, 2, 4 Unit 4, pages 463–465 (WP 4A) Unit 4, pages 432, 446, 458 (Home Connections 29, 30, 31)	November Calendar Grid April Calendar Grid Number Corner Student Book, p. 91	Set C2 Geometry: 2- & 3-Dimensional Shapes, Independent Worksheets 1 & 4	Formal Unit 4, Sessions 3 & 21 (Unit Pre- and Post-Assessments)
3. Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.	Unit 1, Sessions 2, 3 Unit 4, Sessions 2, 5–12 Unit 4, pages 446, 458, 481, 507 (HC's 30, 31, 32, 34)	April Calendar Grid	Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheets 1 & 2	Formal Unit Pre- and Post-Assessments Unit 1, Sessions 1 & 21 Unit 4, Sessions 3 & 21
4. Describe the effects on two-dimensional objects when they slide (translate), flip (reflect), and turn (rotate) (e.g., tessellations).	Unit 3, Session 1 Unit 4, Sessions 5–8, 12 Unit 5, Session 14	November Calendar Grid	Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheet 2	Formal Unit Pre- and Post-Assessments Unit 4, Sessions 3 & 21

MATHEMATICS CONTENT STANDARD 4: MEASUREMENT				
The student will solve problems using appropriate units of measure in a variety of situations.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1a. Estimate the measures of a variety of objects using customary units.	Unit 1, Session 20 Unit 1, page 124 (HC 10) Unit 3, Session 3 Unit 3, pages 334–335 (WP 3B) Unit 8, Sessions 2, 13, 14, 16, 18	October Calendar Collector November Calendar Collector	Set D1 Measurement: Weight & Mass, Activities 4, 5 & 6	

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MATHEMATICS CONTENT STANDARD 4: MEASUREMENT				
The student will solve problems using appropriate units of measure in a variety of situations.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1b. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., mass: the mass of a raisin is about 1 gram, length: the width of a finger is about 1 centimeter).	Unit 2, Sessions 3, 5 Unit 2, page 174 (HC 12) Unit 8, pages 924–925 (Relating Metric Units to US Customary Units)	September Calendar Collector March Calendar Collector	Set D1 Measurement: Weight & Mass, Activities 1, 2 & 3	
1c. Select appropriate customary and metric units of measure and measurement instruments to solve application problems involving length, weight, mass, area, and volume.	Unit 1, Sessions 6, 20 Unit 1, pages 123–124 (HC 10) Unit 2, Session 3, 5, 6 Unit 3, pages 285, 345–346 (HC's 19, 24) Unit 4, Sessions 15, 16, 18 Unit 4, pages 515–516 (Challenge) Unit 8, Sessions 2, 3, 4, 8, 9, 13, 16, 18	October Calendar Collector November Calendar Collector January Problem Solving March Calendar Collector April Calendar Grid April Problem Solving Number Corner Student Book, pages 56, 60, 84, 87, 91	Set C2 Geometry: 2- and 3-D Shapes, Ind. Worksheets 1, 2 & 3 Set D1 Measurement: Weight & Mass, Activities 1–6 Set D4 Measurement: Area in U.S. Customary Units, Activities 1 & 2, and Independent Worksheet 1 Set D5 Measurement: Area in Metric Units, Activities 1 & 2, and Independent Worksheet 1 Bridges Practice Workbook, pages 10, 20, 22, 28, 64, 80, 88, 98, 106, 108, 110, 127, 130, 138, 139, 140	Informal Bridges Practice Workbook, pages 20, 64, 80, 88, 130, 138, 140
1d. Develop and use the concept of area of different shapes using grids to solve problems.	Unit 4, pages 461–462 and 465–467 (WP 4B) Unit 6, Session 4 Unit 6, page 693 (HC 45)		Set D5 Measurement: Area in Metric Units, Activity 2 (Extension) Bridges Practice Book, pages 19, 121	Informal Bridges Practice Book, pages 19, 121
2a. Solve elapsed time problems.	Unit 3, Session 9 Unit 3, page 329 (HC 23)	January Calendar Grid January Problem Solving Number Corner Student Book, pages 47, 48, 56–58, 60	Bridges Practice Book, pages 7, 27, 28, 50, 62, 91, 93, 100	Formal Number Corner Teacher's Guide, Vol. 1 & 2, pages 60–63, 211–214 (Baseline Assessment, Checkup 2)
2b. Read thermometers using different intervals (intervals of 1, 2, or 5) and solve for temperature change.	Unit 8, page 844 (HC 53)		Set A11 Numbers & Operations: Negative Numbers, Activity 1 and Independent Worksheet 1 Set D8 Measurement: Temperature, Activities 1, 2 & 3	
3. Determine the correct amount of change when a purchase is made with a twenty-dollar bill.		Number Corner Blacklines (Support Activity 9, Finish with 10 Dollars)	Bridges Practice Book, pages 5, 6, 32, 40, 99, 116	Formal Number Corner Teacher's Guide, pages 59–63 (Checkup 1)

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MATHEMATICS CONTENT STANDARD 5: DATA ANALYSIS				
The student will demonstrate an understanding of collection, display, and interpretation of data and probability.				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1a. Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions.	Unit 5, Sessions 5, 13 Unit 7, Sessions 11, 12 Unit 7, page 844 (HC 53) Unit 8, Sessions 3, 5, 6, 10, 11, 17, 18	January Calendar Collector February Calendar Collector	Bridges Practice Book, pages 82, 85, 89, 92, 131, 132, 134	Formal Unit Pre- and Post-Assessments Unit 5, Sessions 1 & 18 Unit 7, Sessions 4 & 14 Unit 8, Sessions 1 & 19 Number Corner Teacher's Guide, Vol.2, pages 282–294, 365–369 (Checkups 3, 4)
1b. Collect, organize and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).	Unit 5, Sessions 3, 5, 12, 13 Unit 8, Sessions 2, 4, 7, 9, 11, 16–18	January Calendar Collector February Calendar Collector March Calendar Collector	Bridges Practice Book, pages 89, 132	Formal Unit 5, Session 18 (Unit Post-Assessment) Unit 8, Session 19 (Unit Post-Assessment)
2. Predict the probability of outcomes of simple experiments using words such as certain, equally likely, impossible (e.g., coins, number cubes, spinners).	Unit 5, Sessions 2–5, 12–14 Unit 5, pages 556–557, 572, 583, 600 (HC's 36, 37, 38, 39)	January Calendar Collector February Calendar Collector Number Corner Student Book, pages 59, 63	Bridges Practice Book, pages 84, 86, 90	Informal Unit 5, Session 4 (Work Sample)
				Formal Unit 5, Sessions 1 & 18 (Unit Pre- and Post-Assessments) Number Corner Teacher's Guide, Vol. 2, pages 289–292 (Checkup 3)
3. Determine the median (middle), and the mode (most often) of a set of data.	Unit 5, Session 11 Unit 5, page 627 (HC 41) Unit 8, Sessions 3, 5, 7, 17		Bridges Practice Book, pages 132, 134	Informal Unit 8, Sessions 6, 7, 17, 18 (Work Samples)
				Formal Unit 8, Sessions 1 & 19 (Unit Pre- and Post-Assessments)

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MATHEMATICS PROCESS STANDARD 1: PROBLEM SOLVING				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Use problem-solving approaches.	Unit 1, Session 19 Unit 2, Sessions 19, 20 Unit 2, pages 234–236 (WP 2C) Unit 3, Sessions 9, 13, 18 Unit 4, Sessions 7 Unit 5, Sessions 12–14 Unit 6, Sessions 17, 18 Unit 7, Sessions 1–3, 13 Unit 8, Sessions 9–13	February–May Problem Solving (Note: See February, pages 243–244, Introducing the Problem Solving Solution Page)	Bridges Practice Book, pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 24, 26, 30, 32, 34, 36, 38, 40, 48, 54, 56, 58, 60, 62, 64, 70, 74, 76, 78, 80, 94, 96, 98, 99, 100, 116, 130, 138, 140	Formal Unit Pre- and Post-Assessments Unit 1, Sessions 7 & 21 Unit 2, Sessions 5 & 21 Unit 3, Sessions 2 & 20 Unit 4, Sessions 3 & 21 Unit 5, Sessions 1 & 18 Unit 7 Sessions 4 & 14
2. Formulate problems from everyday and mathematical situations.	Unit 1, Session 8 Unit 2, Sessions 8, 14, 17, 19 Unit 3, Session 12 Unit 5, Sessions 2, 4, 16, 17 Unit 8, Sessions 13, 17		Set A5 Number & Operations: Multi-Digit Multiplication, Activity 9	
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems.	Unit 2, Sessions 14, 19, 20 Unit 3, Sessions 13, 17, 18 Unit 5, Session 14 Unit 6, Sessions 3, 4, 10, 15–17 Unit 7, Session 1–3, 6–8, 13 Unit 8, Session 13, 17, 18	February–May Problem Solving Note: See February, pages 243–244, Introducing the Problem Solving Solution Page. Number Corner Student Book, pages 8, 11, 14–15, 17, 24, 27, 30, 39, 46, 56–58, 60–61, 64, 66, 70, 73, 78, 82, 89, 90–100, 103–104, 106	Set A5 Number and Operations: Multi-Digit Multiplication, Activities 6, 12, 13 and Independent Worksheet 5 Bridges Practice Book, pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 24, 26, 30, 32, 34, 36, 38, 40, 48, 54, 56, 58, 60, 62, 64, 70, 74, 76, 78, 80, 94, 96, 98, 99, 100, 116, 130, 138, 140	Informal Unit 2, pages 253–254 (Revising Work from Session 19)
				Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments) Unit 7, Sessions 4 & 14 (Unit Pre- and Post-Assessments)
4. Verify and interpret results with respect to the original problem.	Unit 1, Session 17 Unit 2, Sessions 12, 19, 20 Unit 3, Sessions 13, 15, 18 Unit 4, Session 18 Unit 6, Sessions 15–17 Unit 8, Sessions 5, 6, 10, 11	October–May Problem Solving	Set A4 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1, 2 & 3 Bridges Practice Workbook, pages 94, 96, 100, 135, 140	Informal Unit 2, pages 253–254 (Revising Work from Session 19) Bridges Practice Workbook, pages 94, 96, 100, 135, 140
5. Distinguish between necessary and irrelevant information in solving problems.	Unit 2, Session 14 Unit 3, Sessions 13, 17, 18 Unit 4, Sessions 1, 13 Unit 5, Sessions 15, 16 Unit 7, Sessions 1, 9, 11–13 Unit 8, Sessions 13, 15, 17, 18	September–May Calendar Grid February–May Problem Solving Note: See February, pages 243–244, Introducing the Problem Solving Solution Page.	Bridges Practice Workbook, pages 40, 62, 69, 70, 72, 76, 78, 97, 140	Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments)

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MATHEMATICS PROCESS STANDARD 2: COMMUNICATION				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Express mathematical ideas coherently and clearly to peers, teachers, and others.	Unit 1, Sessions 3, 6, 11, 12, 19, 20 Unit 2, Sessions 4, 5, 20 Unit 3, Sessions 1, 4, 7, 12, 19 Unit 4, Sessions 1, 2, 4–9, 13, 16–19 Unit 5, Session 2, 4, 10, 11 Unit 8, Sessions 7, 10, 17	September–May Calendar Grid September–May Problem Solving	Practice Workbook pages 30, 38, 40, 62, 76, 78, 94, 96, 98–100, 140	Formal Unit Pre- and Post-Assessments Unit 1, Sessions 1 & 21 Unit 2, Sessions 2, 21 Unit 3, Sessions 2, 20 Unit 4, Sessions 3, 21 Unit 5, Sessions 1, 18 Unit 6, Sessions 1, 22 Unit 7, Sessions 4, 14 Unit 8, Sessions 1, 19
2. Extend mathematical knowledge by considering the thinking and strategies of others.	Unit 1, Sessions 3, 4, 6, 8, 12, 15, 16 Unit 2, Sessions 4, 6, 7, 20 Unit 3, Sessions 1, 6, 13, 17 Unit 4, Sessions 5, 7–9, 14, 17 Unit 5, Sessions 8, 13, 14 Unit 6, Sessions 2, 13, 15, 16, 18 Unit 7, Sessions 5, 6, 13 Unit 8, Sessions 5, 8, 9	September–May Calendar Grid September–May Problem Solving	Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2, 6, 11, 13	
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.	Unit 1, Sessions 10, 19 Unit 2, Sessions 7, 9, 12, 14, 19, 20 Unit 3, Session 13, 15, 17 Unit 6, Sessions 3, 4, 10, 15–17 Unit 7, Sessions 1–3, 5–7, 13 Unit 8, Session 3, 13	February–May Problem Solving Number Corner Student Book, pages 8, 11, 14–15, 17, 24, 27, 30, 39, 46, 56–58, 60–61, 64, 66, 70, 73, 78, 82, 89, 90–100, 103–104, 106	Bridges Practice Workbook, pages 30, 38, 40, 62, 69, 70, 72, 76, 78, 98, 100, 140	Informal Unit 2, pages 253–254 (Revising Work from Session 19)
				Formal Unit 2, Sessions 5 & 21 (Unit Pre- and Post-Assessments) Unit 7, Sessions 4 & 14 (Unit Pre- and Post-Assessments)
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology.	Unit 1, Sessions 2, 4, 6, 8, 9, 11–13, 15, 18, 19 Unit 2, Sessions 1, 2, 4 Unit 3, Sessions 1, 3, 4, 12, 18 Unit 4, Sessions 1, 2, 4–9, 13–18 Unit 5, Sessions 2, 4, 5, 7, 9–11 Unit 6, Sessions 5–9, 13 Unit 7, Sessions 1–3, 11, 12 Unit 8, Sessions 3, 6, 7, 9, 14, 17	September, October Calendar Collector November Calendar Grid April Calendar Grid	Set A6 Number & Operations: Fractions & Mixed Numbers, Activities 1, 2 Set A11 Number & Operations: Negative Numbers, Activities 1, 2 and Independent Worksheets 1–3 Set C1 Geometry: Parallel, Perpendicular & Intersecting, Activity 1 and Ind. Worksheets 1, 2 Set D4 Measurement: Area in U.S. Customary Units, Activities 1, 2 and Independent Worksheet 1	

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MATHEMATICS PROCESS STANDARD 3: REASONING				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Explain mathematical situations using patterns and relationships.	Unit 1, Sessions 11, 12 Unit 5, Sessions 5, 7, 8, 12–15 Unit 7, Sessions 2, 3, 5, 6, 8, 13 Unit 8, Sessions 9–11, 17, 18	September–May Calendar Grid January Calendar Collector February Calendar Collector March Calendar Collector		Formal Unit 7, Sessions 4, 14 (Unit Pre- and Post-Assessments)
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes.	Unit 1, Sessions 3, 4, 6, 10, 12, 19 Unit 2, Sessions 4, 6, 7, 9, 10, 12, 14, 19, 20 Unit 3, Sessions 1, 3, 6, 8, 11–13, 17, 18 Unit 4, Sessions 2, 5, 7–10, 15–18 Unit 5, Sessions 3, 5–7, 10, 12–15 Unit 6, Sessions 2, 4, 5–9, 15, 16, 18 Unit 7, Sessions 1–3, 5, 6, 8 Unit 8, Sessions 3–9, 11, 13, 17	September–May Calendar Grid September–May Problem Solving January, February Calendar Collector May Computational Fluency	Set A4 Number & Operations: Estimating to Multiply & Divide, Independent Worksheets 1–3 Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2, 6, 10, 13 Set A9 Number & Operations: Adding & Subtracting Fractions, Independent Worksheets 1–3 Bridges Practice Book, pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 24, 26, 30, 32, 34, 36, 38, 40, 48, 54, 56, 58, 60, 62, 64, 70, 74, 76, 78, 80, 94, 96, 98, 99, 100, 116, 130, 138, 140	Formal Unit 1, pages 54–57 (Individual Interview) Unit Pre- and Post-Assessments Unit 1, Sessions 1, 7, 21 Unit 2, Sessions 2, 21 Unit 3, Sessions 2, 20 Unit 4, Sessions 3, 21 Unit 5, Sessions 1, 18 Unit 6, Sessions 1, 22 Unit 7, Sessions 4, 14 Unit 8, Sessions 1, 19
3. Make predictions and draw conclusions about mathematical ideas and concepts.	Unit 1, Sessions 11, 12, 18, 19 Unit 3, Session 15 Unit 5, Sessions 3, 6, 7, 12–15 Unit 7, Sessions 1, 3, 5, 6, 8, 13 Unit 8, Sessions 9–11, 17, 18	September–May Calendar Grid January Calendar Collector February Calendar Collector March Calendar Collector		

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MATHEMATICS PROCESS STANDARD 4: CONNECTIONS				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Relate various concrete and pictorial models of concepts and procedures to one another.	Unit 1, Sessions 8, 9, 10, 11, 12, 18–20 Unit 2, Sessions 1, 2, 6, 7, 9–11, 14, 17 Unit 3, Sessions 3–5, 8, 9, 11, 12, 15, 17–19 Unit 4, Sessions 7, 9, 15–18 Unit 5, Sessions 2, 4, 9, 11 Unit 6, Sessions 3, 5–9, 10, 12, 13, 15–18 Unit 7 Sessions 1–3, 5, 6, 8, 13 Unit 8, Sessions 9, 10, 14, 17	September–May Number Line January Calendar Collector February, March Calendar Grid April Calendar Collector	Set A3 Number & Operations: Place Value to Millions, Activities 2, 3, and Ind. Worksheets 1–3 Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2–4, 7–11 Set A6 Number & Operations: Fractions & Mixed Numbers, Activities 1, 2 Set D4 Measurement: Area in U.S. Customary Units, Activities 1, 2 and Independent Worksheet 1 Set D5 Measurement: Area in Metric Units, Activities 1, 2 and Independent Worksheet 1	
2. Link concepts to procedures and eventually to symbolic notation.	Unit 1, Sessions 8, 9, 10, 11, 12, 18–20 Unit 2, Sessions 1, 2, 6, 7, 9–11, 14, 17 Unit 3, Sessions 3–5, 8, 9, 11, 12, 15, 17–19 Unit 4, Sessions 7, 9, 15–18 Unit 5, Sessions 2, 4, 9, 11 Unit 6, Sessions 3, 5–9, 10, 12, 13, 15–17 Unit 7 Sessions 1–3, 5, 6, 8, 13 Unit 8, Sessions 9, 10, 14, 17	September– May Number Line January Calendar Collector February, March Calendar Grid April Calendar Collector	Set A3 Number & Operations: Place Value to Millions, Activities 2, 3, and Ind. Worksheets 1–3 Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2–13 and Ind. Worksheets 1–9 Set A6 Number & Operations: Fractions & Mixed Numbers, Activities 1, 2 Set D4 Measurement: Area in U.S. Customary Units, Activities 1, 2 and Independent Worksheet 1 Set D5 Measurement: Area in Metric Units, Activities 1, 2 and Independent Worksheet 1	

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MATHEMATICS PROCESS STANDARD 4: CONNECTIONS				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
3. Recognize relationships among different topics within mathematics.	Unit 1, Sessions 6, 8, 9, 20 Unit 3, Sessions 3–5, 9 Unit 4, Sessions 4, 5, 8, 13, 16, 17 Unit 5, Sessions 2, 4, 10 Unit 6, Sessions 9, 12 Unit 7, Sessions 5, 6, 17 Unit 8, Sessions 1–19	September Calendar Grid September Calendar Collector September Problem Solving October Calendar Grid October Calendar Collector November Calendar Collector December Calendar Collector March Calendar Grid March Calendar Collector May Calendar Grid May Calendar Collector May Problem Solving	Bridges Practice Book, pages 2, 4, 6, 7, 8, 10, 12, 14, 16, 18, 20, 24, 26, 28, 30, 32, 34, 36, 38, 40, 48, 52, 54, 56, 58, 60, 62, 64, 69, 70, 72, 74, 76, 78, 80, 94, 95, 97, 98, 99, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 127, 130, 134, 135, 138, 140	
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world.	Unit 1, Sessions 18, 19 Unit 2, Sessions 6, 12–14, 19 Unit 3, Sessions 9, 13, 17 Unit 5, Sessions 2, 4 Unit 6, Session 17 Unit 7, Sessions 7, 11, 12 Unit 7, Sessions 3–7, 9–11, 13, 17	September Calendar Grid September Problem Solving October, November, December Calendar Collector January Calendar Grid March Calendar Collector May Calendar Grid May Calendar Collector	Set A5 Number & Operations: Multi-Digit Multiplication, Activity 13 and Independent Worksheets 1, 3, 5, 9 Set A11 Number & Operations: Negative Numbers, Activities 1, 2 & 3 and Independent Worksheets 1 & 2 Set D1 Measurement: Weight & Mass, Activities 1–6	

MATHEMATICS PROCESS STANDARD 5: REPRESENTATION				
Priority Academic Student Skills	Bridges	Number Corner	Bridges Supplement	Assessments
1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas	Unit 1, Sessions 2, 8, 13 Unit 2, Session 20 Unit 3, Sessions 3, 4, 9, 18, 19 Unit 6, Session 12 Unit 7, Sessions 2, 3, 6–8 Unit 8, Sessions 3–6, 8, 16–18	March Calendar Grid	Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2–13 Set A6 Number & Operations: Fractions & Mixed Numbers, Activities 1, 2	Formal Unit Pre- and Post-Assessments Unit 3, Sessions 2 & 20
2. Use representations to model and interpret physical, social, and mathematical situations	Unit 1, Sessions 2, 8, 13 Unit 2, Session 20 Unit 3, Sessions 3, 4, 9, 18, 19 Unit 6, Session 12 Unit 7, Sessions 2, 3, 6–8 Unit 8, Sessions 3–6, 8, 16–18	March Calendar Grid May Calendar Grid	Set A3 Number & Operations: Place Value to Millions, Activities 2, 3, and Ind. Worksheets 1–3	Formal Unit Pre- and Post-Assessments: Unit 3, Sessions 2 & 20 Unit 7, Sessions 4 & 14