

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards

MATHEMATICAL PROCESSES				
South Carolina Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-1.1 Apply substantive mathematical problem-solving strategies.	Volume 1, Sessions 44, 45, 52, 55 Volume 2, Sessions 59, 61, 68, 72–80, 82, 83, 105–109, 111, 117	March Our Month in School (pages 221-223) April Our Month in School (pages 257-259) March Calendar Grid (pages 218-220) April Calendar Grid (pages 254-256)		Informal Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up) Volume 2, pages 470-471 (Frog Problems, Work Place 20, Instructions & Instructional Considerations)
K-1.2 Generate conjectures and exchange mathematical ideas.	Volume 1, Sessions 4, 10, 11, 12, 16, 17, 20, 28, 29, 35, 36, 39, 44, 46, 49 Volume 2, Sessions 57, 59, 64, 65, 74, 75, 79, 80, 82, 83, 88, 97, 99, 105, 106, 109, 110, 117	September, April Calendar Grid October, November, March, April Our Month in School February Yearlong Paper Chain February Day 100 Activity 1		Informal Volume 1, page 71 (Collecting Comments on Shoo Fly Quilt) Volume 1, pages 82-83 (Instructional Considerations, Which Bug Will Win?) Volume 1, page 137 (Instructional Considerations, Beat You to Ten) Volume 1, pages 164-165 (Observations collected from Butterfly Quilt) Volume 1, pages 198-199 (Observations collected from A Growing Pattern of Ladybugs chart) Volume 1, page 256 (Instructional Considerations for Beat You to 20) Volume 2, page 415 (Instructional Considerations, Count & Compare Unifix Cubes)
K-1.3 Explain and justify answers to simple problems.	Volume 1, Sessions 44, 45, 52, 55 Volume 2, Sessions 59, 61, 74, 75, 79, 82, 83, 105–107, 111, 117		Practice Workbook, pages 22, 37, 38	Informal Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up) Volume 2, pages 470-471 (Frog Problems, Work Place 20, Instructions & Instructional Considerations) Practice Workbook, pages 22, 37, 38

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

MATHEMATICAL PROCESSES				
South Carolina Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-1.4 Analyze patterns by reasoning systematically.	Volume 1, Sessions 15, 21, 22, 38, 39, 52 Volume 2, Sessions 101, 103 Volume 2, pages 393–396 (Frog & Toad Eyes) Volume 2, pages 397–399 (Frog)	September–May Calendar Grid	Set B1 Algebra: Patterns, Activities 1, 2 and 3 Practice Workbook, pages 4, 5, 15, 18, 24, 29, 30, 31, 39, 40, 44	Informal Practice Workbook, pages 4, 5, 15, 18, 24, 29, 30, 31, 39, 40, 44 Formal Getting Started, page 83 (Assessment Worksheet 5)
K-1.5 Generalize mathematical concepts.	Quilt Volume 1, Sessions 1, 10, 16, 17, 21, 53, 54 Volume 2, Sessions 68, 69, 92, 94, 97, 114	December, January, May Our Month in School February Day 100 Activities 2 & 4	Practice Workbook, pages 16, 17	Informal Volume 2, page 307 (Instructional Considerations for Spin & Write) Volume 2, page 384 (Instructional Considerations for Frog Handfuls) Volume 2, page 415 (Instructional Considerations, Count & Compare Unifix Cubes) Practice Workbook, page 16, 17
K-1.6 Use a variety of forms of mathematical communication.	Volume 1, Sessions 15, 18, 56 Volume 2, Sessions 72, 73, 74, 75, 80, 119, 120	September, February (page 180) Calendar Grid January Kid Count March Bean Clock April Our Month in School		Informal Volume 1, page 71 (Observations collected from Shoo Fly Quilt) Volume 1, pages 164–165 (Observations collected from Butterfly Quilt) Volume 1, pages 198–199 (Observations collected from A Growing Pattern of Ladybugs chart)
K-1.7 Generalize connections among mathematics, the environment, and other subjects.	Volume 1, Sessions 48, 49, 52 Volume 1, Bugs Across the Curriculum, pages 87–100 Volume 2, Sea Creatures Across the Curriculum, pages 263–272 Frogs and Toads Across the Curriculum, pages 385–400 Volume 2, Sessions 89, 90	October, November Our Month in School	Practice Workbook, pages 26 & 42	Informal Volume 1, pages 198–199 (Observations collected from A Growing Pattern of Ladybugs chart) Volume 2, Session 90 (Sorting Sea Creatures - A Worksheet) Practice Workbook, page 26 42

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

## MATHEMATICAL PROCESSES

**South Carolina Standard K-1:** The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-1.8 Use multiple informal representations to convey mathematical ideas.	Volume 2, Sessions 76, 77, 78, 82, 83, 89, 91, 105, 106, 107, 108, 110, 111	January Yesterday, Today, Tomorrow March, April Our Month in School		Informal Volume 2, pages 327-334 (Making Sea Creature Picture Problems) Volume 2, pages 470-471 (Frog Problems Work Place 2O)

## NUMBER AND OPERATIONS

**South Carolina Standard K-2:** The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-2.1 Recall numbers, counting forward through 99 and backward from 10.	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 and 3 Practice Workbook, pages 6, 7, 8, 9, 18, 29, 30, 39, 40, 41, 44	Informal Volume 2, page 384 (Instructional Considerations for Frog Handfuls) Practice Workbook, pages 6, 7, 8, 9, 18, 29, 30, 39, 40, 41, 44
				Formal Getting Started, pages 68–69 (Interview 1) Getting Started, page 70 (Interview 2) Getting Started, pages 79–80 (Assessment Worksheet 3)

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-2.2 Translate between numeral and quantity through 31.	Volume 1, Sessions 7, 19, 20, 23, 26, 27, 30, 43, 52, 55 Volume 1, page 83 (Home Connection 3) Volume 2, Sessions 57, 62, 68, 105, 106, 109, 110 Volume 2, pages 297-298 and 307-308 (Home Connections 14 & 15) Volume 2, pages 337-339 (Work Place 2G)	September Yearlong Paper Chain March, April Our Month in School December, January Kid Count	Set A1 Number & Operations: Counting on the Number Line, Activities 1 and 3 Practice Workbook, pages 3, 13, 14, 19, 20, 21, 23, 24, 25, 27, 28, 32, 36, 37, 38, 39, 40, 41, 44	Informal Volume 1, page 137 (Instructional Considerations for Beat You to 10) Volume 1, page 207 (Instructional Considerations for Count & Compare Pennies) Volume 2, page 256 (Instructional Considerations for Beat You to 20) Volume 2, pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.3–2.5) Volume 2, pages 363–364 (Instructional considerations for Sea Creature Handfuls) Practice Workbook, pages 3, 13, 14, 19, 20, 21, 23, 24, 25, 27, 28, 32, 36, 37, 38, 39, 40, 41, 44
				Formal Getting Started, pages 68–69 (Interview 1) Getting Started, page 70 (Interview 2)

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-2.3 Compare sets of no more than 31 objects by using the terms more than, less than, and the same as.	Volume 1, Sessions 5, 7, 16, 17, 28, 29, 40, 46, 49, 50, 51 Volume 2, Sessions 57, 58, 64, 65, 92, 97, 99, 106 Volume 2, pages 281, 287-288, 294-295, 383-384, 414-415, 421-422 (Work Place 2C, 2D, 2E, 2J, 2L, 2M)	December Calendar Grid (pages 107-109) March Our Month in School	Practice Workbook page 10	Informal Volume 1, page 137 (Instructional Considerations for Beat You to 10) Volume 1, page 172 (Instructional Considerations for Count & Compare Butterflies) Volume 2, page 256 (Instructional Considerations for Beat You to 20) Volume 2, pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.3 and 2.5)
				Formal Getting Started, pages 81–82 (Assessment Worksheet 4)
K-2.4 Represent simple joining and separating situations through 10.	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, 82, 83, 105, 106, 109, 110, 115, 116	March Our Month in School April Our Month in School	Practice Workbook, pages 19, 21, 23, 25, 32, 36, 37, 38	Informal Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up) Volume 2, pages 470–471 (Instructional Considerations for Frog Problems) Practice Workbook, pages 19, 21, 23, 25, 32, 36, 37, 38
K-2.5 Understand that addition results in increase and subtraction results in decrease.	Volume 1, Sessions 25, 31 Volume 1, pages 97–100 (Continuing to Count on Bugs) Volume 1, page 144 (Home Connection 6) Volume 2, Sessions 58, 73, 76–78, 80, 82, 83, 105, 106	March, April Our Month in School	Practice Workbook, pages 11, 12, 19, 21, 23, 32, 36, 37	Informal Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up) (Instructional Considerations for Frog Problems) Practice Workbook, pages 11, 12, 19, 21, 23, 32, 36, 37
				Formal Getting Started, page 73–74 (Interview 4)

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard K-2: The student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relationships, sets, and place values.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-2.6 Analyze the magnitude of digits through 99 on the basis of their place values.			Set A1 Number & Operations: Counting on the Number Line, Activity 1 Practice Workbook, page 24	Informal Practice Workbook, page 24
K-2.7 Represent the place value of each digit in a two-digit whole number.			Set A1 Number & Operations: Counting on the Number Line, Activity 1 Practice Workbook, pages 20, 27, 28, 44	Informal Practice Workbook, pages 20, 27, 28, 44
K-2.8 Identify ordinal positions through 31st.	Volume 1, Session 3	October Calendar Grid November Calendar Grid March Calendar Grid (page 236)	Set A1 Number & Operations: Counting on the Number Line, Activities 1 and 2	

ALGEBRA				
South Carolina Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classification based on attributes.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-3.1 Identify simple growing patterns.	Volume 1, Sessions 27, 31, 32, 43, 49, 52 Volume 2, pages 393-396 (Frog Counting by 2's Chart)		Practice Workbook, pages 10, 11, 12, 15, 29, 30, 39, 40, 41	Informal Practice Workbook, pages 10, 11, 12, 15, 29, 30, 39, 40, 41
K-3.2 Analyze simple repeating and growing relationships to extend patterns.	Volume 1, Sessions 15, 21, 22, 39, 49, 52 Volume 1, pages 113-114 (Work Place 1G)	September-May Calendar Grid	Set B1 Algebra: Patterns, Activities 1, 2 and 3 Practice Workbook, pages 4, 15, 18, 31	Informal Practice Workbook, pages 4, 15, 18, 31
				Formal Getting Started, page 83 (Assessment Worksheet 5)
K-3.3 Translate simple repeating and growing patterns into rules.	Volume 2, Sessions 101, 103 Volume 2, pages 431-432 (Work Place 2N)	September-May Calendar Grid	Set B1 Algebra: Patterns, Activities 1, 2 and 3 Practice Workbook, pages 5, 11, 12, 15, 18, 29, 30, 31, 39, 40	Informal Practice Workbook, pages 5, 11, 12, 15, 18, 29, 30, 31, 39, 40

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

## ALGEBRA

**South Carolina Standard K-3:** The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classification based on attributes.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-3.4 Classify objects according to one or more attributes such as color, size, shape, and thickness.	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	Formal Getting Started, pages 71–72 (Interview 3) Getting Started, pages 75–78 (Assessment Worksheets 1& 2)

## GEOMETRY

**South Carolina Standard K-4:** The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-4.1 Identify the two-dimensional shapes square, circle, triangle, and rectangle and the three-dimensional shapes cube, sphere, and cylinder.	Volume 1, Sessions 1, 3, 5, 7, 9, 10–12, 14, 24, 33, 35, 36, 44, 45, 53, 54 Volume 1, pages 34–35 (Work Places 1B and 1C) Volume 1, pages 46, 69, 149, 181 (Technology Connections 1, 2, 3, and 4) Volume 2, Sessions 117–120 Volume 2, pages 424–425 (Home Connection 22)	December Calendar Grid	Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3 Practice Workbook, pages 1, 2, 16, 17, 31, 45	Informal Volume 1, page 155 (Instructional Considerations for Hungry Caterpillars) Volume 2, page 501 (Instructional Considerations for Fill It First!) Practice Workbook, pages 1, 2, 16, 17, 31, 45
				Formal Getting Started, pages 68–69 (Interview 1) Getting Started, pages 75–76 (Assessment Worksheet 1)
K-4.2 Represent two-dimensional geometric shapes.	Volume 1, Sessions 3, 33 Volume 2, Sessions 119, 120	December Calendar Grid	Practice Workbook, page 31	Informal Volume 1, page 148 (Instructional considerations for Pattern Block Designs) Volume 2, page 510 (Record sheets and Instructional Consideration for Geoboards Squares & Triangles)
K-4.3 Use the positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object.	Volume 1, Sessions 3, 24, 56 Volume 2, Sessions 119, 120 Volume 2, pages 509-510 (Work Place 2S)		Set C2 Geometry: Locations, Activities 1, 2 and 3	

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

## GEOMETRY

**South Carolina Standard K-4:** The student will demonstrate through the mathematical processes an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-4.4 Use the directional words left and right to describe movement.	Volume 1, Session 24		Set C2 Geometry: Locations, Activities 2 and 3	

## MEASUREMENT

**South Carolina Standard K-5:** The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time, and temperature.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-5.1 Identify a penny, a nickel, a dime, a quarter, and a dollar and the value of each.	Volume 1, Sessions 50 Volume 1, pages 206-207 (Work Place 1P) Volume 2, Sessions 64, 65, 99 Volume 2, pages 288 (Work Place 2D) Volume 2, pages 294-295 (Work Place 2E) Volume 2, pages 342-345 (Work Place 2H) Volume 2, pages 421-422 (Work Place 2M)	February Our Month in School (page 182)	Set A1 Number & Operations: Counting on the Number Line, Activity 1 Practice Workbook, pages 19, 24, 36, 40	Informal Volume 2, page 288 (Instructional Considerations for Sock Boxes & Coins: Beat You to 20¢) Volume 2, page 295 (Instructional Considerations for Race You to 15¢) Volume 2, page 422 (Instructional Considerations for Race You to 30¢) Practice Workbook, pages 19, 24, 36, 40  Formal Getting Started, pages 72 & 74 (Interviews 3 & 4)
K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects according to length.			Set D1 Measurement: Length, Activities 1, 2 and 3	Informal Length Activity 2, recording if child hangs string in appropriate section
K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.	Volume 2, Sessions 94, 95, 113, 114 Volume 2, pages 407-408 (Work Place 2K) Volume 2, pages 480-481 (Work Place 2P)		Set D2 Measurement: Weight, Activity 2	Informal Volume 2, page 408 (Instructions and Instructional Considerations for Unifix Cube Measuring) Volume 2, page 481 (Instructions and Notes for Frog Jump Measuring) Weight Activity 2, recording if child places objects correctly on graph

# Bridges Kindergarten Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT				
South Carolina Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time, and temperature.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure length; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.		September-May Calendar Grid March, April, May Bean Clock	Set D2 Measurement: Weight, Activities 1, 2 and 3 Set D2 Measurement: Temperature, Activities 1, 2 and 3 Practice Workbook, pages 26, 30, 31, 34, 42	Informal Practice Workbook, pages 26, 30, 31, 34, 42
K-5.5 Understand which measure—length, weight, time, or temperature—is appropriate for a given situation.			Practice Workbook, pages 42, 43	Informal Practice Workbook, pages 42, 43
K-5.6 Use analog and digital clocks to tell time to the hour.		March, April, May Bean Clock	Practice Workbook, page 34	Informal Practice Workbook, page 34
K-5.7 Use a calendar to identify dates, days of the week, and months of the year.		September – May Calendar Grid		Informal Record observations during Calendar Grid discussions
K-5.8 Recall equivalencies associated with time: 7 days = 1 week and 12 months = 1 year.		September – May Calendar Grid September, October, November, May Here’s When We Were Born	Practice Workbook, pages 30, 31	Informal Practice Workbook, pages 30, 31

DATA ANALYSIS AND PROBABILITY				
South Carolina Standard K-6: The student will demonstrate through the mathematical processes an emerging sense of organizing and interpret data.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
K-6.1 Organize data in graphic displays in the form of drawings and pictures.	Volume 1, Sessions 5, 7, 20	October, November, March Our Month in School December Calendar Grid (pages 107-109)	Practice Workbook, pages 33, 35	Informal Practice Workbook, pages 33, 35
K-6.2 Interpret data in graphic displays in the form of drawings and pictures.	Volume 1, Sessions 7, 20	October, November, March Our Month in School December Calendar Grid (pages 107-109)		

