

Bridges Kindergarten TEKS Correlations

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
Numbers To 20			
(K.1) (A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects	Volume 1, Sessions 5, 7, 49 Volume 2, Sessions 64, 99, 106		
(K.1) (B) use sets of concrete objects to represent quantities given in verbal or written form (through 20)	Volume 1, Session 49 Volume 2, Sessions 58, 62, 99		
(K.1) (C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions	Volume 2, Sessions 57, 62, 64, 68, 69, 92		
Sequencing			
(K.2) (A) use language such as before or after to describe relative position in a sequence of events or objects	Volume 1, Session 56	December Calendar Grid February Calendar Grid March Bean Clock	
(K.2) (B) name the ordinal positions in a sequence such as first, second, third, etc.	Volume 1, Session 3	October Calendar Grid November Calendar Grid March Calendar Grid	
Fractions			
(K.3) (A) share a whole by separating it into two equal parts	Volume 2, Session 114		Activity 23 Activity 24 Activity 25
(K.3) (B) explain why a given part is half of the whole	Volume 2, Session 114		Activity 23 Activity 24 Activity 25
Addition & Subtraction			
(K.4) (A) model and create addition and subtraction problems in real situations with concrete objects	Volume 1, Continuing to Count on Bugs, pages 97–100, Volume 1, Sessions 25, 31 Volume 2, Sessions 58, 73, 80, 106, 108	October Calendar Grid February Calendar Grid March Calendar Grid April Calendar Grid	

Bridges Kindergarten TEKS Correlations (cont.)

PATTERNS, RELATIONSHIPS & ALGEBRAIC THINKING			
TEKS	Bridges	Number Corner	Texas Supplement
Identify, Extend & Create Patterns			
(K.5) (A) identify, extend, and create patterns of sounds, physical movement, and concrete objects	Volume 1, Sessions 15, 21, 22, 39		Activity 1 Activity 2 Activity 3
Use Patterns To Make Predictions			
(K.6) (A) use patterns to predict what comes next, including cause-and-effect relationships	Volume 2, Sessions 101, 103	September–May Calendar Grid	
(K.6) (B) count by ones to 100	Volume 1, Session 4 Volume 2, Session 59	February–May A Link Each School Day February Day 100 Activities	

GEOMETRY & SPATIAL REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
Position			
(K.7) (A) describe one object in relation to another using informal language such as over, under, above, and below	Volume 1, Sessions 3, 24, 56 Volume 2, Sessions 119,120		
(K.7) (B) place an object in a specified position	Volume 1, Sessions 3, 24 Volume 2, Sessions 119–120		
Sorting			
(K.8) (A) describe and identify an object by its attributes using informal language	Volume 1, Sessions 3, 10–12, 53–54 Volume 2, Sessions 89, 119		
(K.8) (B) compare two objects based on their attributes	Volume 1, Sessions 5, 7, 10, 14		
(K.8) (C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted	Volume 1, Sessions 1, 5, 10–12, 18, 20 Volume 2, Sessions 60, 91	September Calendar Grid May Calendar Grid	Activity 13 Activity 14 Activity 15

Bridges Kindergarten TEKS Correlations (cont.)

GEOMETRY & SPATIAL REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
2- & 3-Dimensional Figures			
(K.9) (A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures	Volume 2, Session 117		Activity 13 Activity 14 Activity 15
(K.9) (B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures	Volume 2, Session 117		Activity 13 Activity 14 Activity 15
(K.9) (C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle)	Volume 1, Sessions 1, 3, 5, 10–12, 53–54 Volume 2, Sessions 119–120	September Calendar Grid	

MEASUREMENT			
TEKS	Bridges	Number Corner	Texas Supplement
Length			
(K.10) (A) compare and order two or three concrete objects according to length (longer/shorter than, or the same)	Volume 1, Session 2 Volume 2, Sessions 94–95, 114		Activity 4 Activity 5 Activity 6
Area			
(K.10) (B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same)	Volume 1, Sessions 2, 35, 36, 44		Activity 16
Capacity			
(K.10) (C) compare two containers according to capacity (holds more, holds less, or holds the same)			Activity 10 Activity 11 Activity 12
Weight/Mass			
(K.10) (D) compare two objects according to weight/mass (heavier than, lighter than or equal to)			Activity 7 Activity 8 Activity 9

Bridges Kindergarten TEKS Correlations (cont.)

MEASUREMENT			
TEKS	Bridges	Number Corner	Texas Supplement
Temperature			
(K.10) (E) compare situations or objects according to relative temperature (hotter/colder than, or the same as)			Activity 17 Activity 18 Activity 19
Time & Duration			
(K.11) (A) compare events according to duration such as more time than or less time than		December Calendar Grid January Calendar Grid March Calendar Grid	Activity 20 Activity 21 Activity 22
(K.11) (B) sequence events (up to three)	Volume 1, Bugs Across the Curriculum, pages 87–100	January Yesterday, Today & Tomorrow February Yesterday, Today & Tomorrow March Bean Clock May Calendar Grid	
(K.11) (C) read a calendar using days, weeks, and months		October Calendar Grid November Calendar Grid December Calendar Grid February Calendar Grid	

PROBABILITY & STATISTICS			
TEKS	Bridges	Number Corner	Texas Supplement
Graphs			
(K.12) (A) construct graphs using real objects or pictures in order to answer questions	Volume 1, Sessions 5, 7, 20	October Our Month in School	
(K.12) (B) use information from a graph of real objects or pictures in order to answer questions	Volume 1, Sessions 7, 20	October Our Month in School	

Bridges Kindergarten TEKS Correlations (cont.)

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	Bridges	Number Corner	Texas Supplement
Connections			
(K.13) (A) identify mathematics in everyday situations	Volume 1, Bugs across the Curriculum, pages 87–100 Volume 2, Sea Creatures across the Curriculum, pages 263–271 Volume 2, Frogs & Toads across the Curriculum, pages 385–399	October Our Month in School December Calendar Grid February Day 100 Activities May Calendar Grid	
Problem Solving			
(K.13) (B) solve problems with guidance that incorporate the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	Volume 2, Sessions 73–75, 105–106, 113–114, 117		
(K.13) (C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem	Volume 2, Sessions 73, 105–106, 109		
(K.13) (D) use tools such as real objects, manipulatives, and technology to solve problems	Volume 1, Sessions 2, 5, 14, 21, 33, 44 Volume 2, Sessions 72–73, 92, 113		
Communication			
(K.14) (A) communicate mathematical ideas using objects, words, pictures, numbers, and technology	Volume 1, Sessions 2, 3, 5, 14, 33, 44 Volume 2, Sessions 74–79, 105–111		
(K.14) (B) relate everyday language to mathematical language and symbols	Volume 1, Bugs Growing & Shrinking by 1's, pages 98–100 Volume 2, Sessions 109–110, 115–116		
Representation			
(K.15) (A) justify his or her thinking using objects, words, pictures, numbers, and technology	Volume 1, Sessions 5, 14, 33, 44 Volume 2, Sessions 58, 74–75, 82–83, 106–107, 117		

