

Bridges Grade 3 TEKS Correlations

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
Numbers To 999,999			
(3.1) (A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999	Unit 2, Sessions 14, 18, 26 Unit 2, pages 319–320, Work Place 2I Unit 5, Sessions 6, 14–15, 19 Unit 5, pages 652–654. Work Place 5F	September Clocks, Coins & Bills December–February Numbers Grid April Number Grid	
(3.1) (B) use place value to compare and order whole numbers through 9,999	Unit 2, pages 310–311, Work Place 2H Unit 5, Sessions 6, 15–16, 18	September Clocks, Coins & Bills November Computational Fluency December–April Numbers Grid	
(3.1) (C) determine the value of a collection of coins and bills	Unit 2, Session 20 Unit 2, pages 282 – 284, Work Place 2F Unit 2, page 284, Home Connection 7	September Clocks, Coins & Bills February Calendar Grid February Clocks, Coins & Bills	
Fractions			
(3.2) (A) construct concrete models of fractions	Unit 3, Session 11 Unit 6, Sessions 5, 9, 13	December Magnetic Board January Magnetic Board	
(3.2) (B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models	Unit 6, Sessions 5, 8, 14	December Magnetic Board January Magnetic Board	
(3.2) (C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects	Unit 6, Sessions 5, 7, 13–14, 18	December Magnetic Board January Magnetic Board April Calendar Grid June Calendar Grid	
(3.2) (D) construct concrete models of equivalent fractions for fractional parts of whole objects	Unit 6, Session 9, 13–14	December Magnetic Board January Magnetic Board April Calendar Grid	

Bridges Grade 3 TEKS Correlations (cont.)

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
Addition & Subtraction			
(3.3) (A) model addition and subtraction using pictures, words, and numbers	Unit 1, Sessions 8, 10, 12, 16–20 Unit 1, pages 88–89, Work Place 1C Unit 2, Sessions 18, 22–23, 25–26 Unit 2, pages 310–303, Work Place 2G Unit 2, pages 325–326, Work Place 2J Unit 5, Sessions 2, 10, 13 Unit 5, pages 594–595, Work Place 5A	September Computational Fluency September Magnetic Board October Computational Fluency November Computational Fluency January Computational Fluency	
(3.3) (B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999	Unit 2, Session 25 Unit 5, Sessions 2, 10		
Multiplication & Division			
(3.4) (A) learn and apply multiplication facts through 12 by 12 using concrete models and objects	Unit 4, Sessions 2, 4–5, 8, 16, 19, 22 Unit 4, pages 513–515, Work Place 4E	October Calendar Grid October Numbers Grid	
(3.4) (B) solve and record multiplication problems (up to two digits times one digit)	Unit 4, Sessions 9, 12 Unit 7, Sessions 12–15	May Magnetic Board	
(3.4) (C) use models to solve division problems and use number sentences to record the solutions	Unit 4, Sessions 9, 13, 23	March Computational Fluency	
Estimation			
(3.5) (A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations	Unit 2, Session 16 Unit 5, Sessions 4, 16	January Computational Fluency May Coins, Clocks & Bills	
(3.5) (B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems	Unit 2, Sessions 12, 17, 22, 24, 27 Unit 5, Sessions 10–12, 17 Unit 5, pages 607–609, Work Place 5B	January Coins, Clocks & Bills March Magnetic Board May Coins, Clocks & Bills	

Bridges Grade 3 TEKS Correlations (cont.)

PATTERNS, RELATIONSHIPS & ALGEBRAIC THINKING			
TEKS	Bridges	Number Corner	Texas Supplement
Whole Number & Geometric Patterns			
(3.6) (A) identify and extend whole-number and geometric patterns to make predictions and solve problems	Unit 1, Sessions 4, 7 Unit 1, pages 86–87, Work Place 1B Unit 2, Session 5 Unit 4, Sessions 2, 9, 12, 15, 18–20 Unit 5, Sessions 7–8 Unit 7, Session 8	September Numbers Grid September Magnetic Board October–April Calendar Grid December Numbers Grid February Numbers Grid	
(3.6) (B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology	Unit 4, Sessions 6, 10, 18	September Numbers Grid October Numbers Grid October Calendar Grid October Magnetic Board November Numbers Grid	
Whole Number & Geometric Patterns (cont.)			
(3.6) (C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$	Unit 4, Sessions 19, 23	September Numbers Grid October Numbers Grid October magnetic Board November Numbers Grid March Computational Fluency	
Patterns & Functions			
(3.7) (A) generate a table of paired numbers based on a real-life situation such as insects and legs	Unit 1, Sessions 4, 7 Unit 4, Sessions 2, 9 Unit 4, page 465, Home Connection 13		
(3.7) (B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table	Unit 1, Sessions 4, 7 Unit 4, Sessions 2, 6, 9 Unit 5, Sessions 7 Unit 7, Session 8		

Bridges Grade 3 TEKS Correlations (cont.)

GEOMETRY & SPATIAL REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
2- & 3-Dimensional Figures			
(3.8) (A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary	Unit 3, Sessions 2–3, 8–9, 12–15 Unit 3, pages 360–362, Work Place 3A Unit 7, Sessions 3–7 Unit 7, pages 818–812, Work Place 7A	November Calendar Grid March Calendar Grid April Calendar Grid	
Congruence & Symmetry			
(3.9) (A) identify congruent two-dimensional figures	Unit 3, Sessions 3, 11–12 Unit 6, Session 6		
(3.9) (B) create two-dimensional figures with lines of symmetry using concrete models and technology	Unit 3, Sessions 3, 5 Unit 3, pages 401–402, Work Place 3C Unit 6, Session 11		Activity 3 Independent Worksheet 1 Independent Worksheet 2
(3.9) (C) identify lines of symmetry in two-dimensional geometric figures	Unit 3, Sessions 6–7 Unit 6, Session 12	November Calendar Grid	
Number Lines			
(3.10) (A) locate and name points on a number line using whole numbers and fractions, including halves and fourths	Unit 1, Session 15 Unit 2, Sessions 25, 27 Unit 2, page 250, Work Place 2C Challenge Unit 5, Sessions 4, 10 Unit 6, Session 14	September Numbers Grid May Calendar Grid	Activity 7 Independent Worksheet 6 Independent Worksheet 7

Bridges Grade 3 TEKS Correlations (cont.)

PROBABILITY & STATISTICS			
TEKS	Bridges	Number Corner	Texas Supplement
Graphs			
(3.13) (A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data	Unit 1, Sessions 2, 3, 20 Unit 6, Sessions 9, 16 Unit 6, pages 764–766, Work Place 6D Unit 6, page 775, Home Connection 25 Unit 8, Sessions 9, 11	April Data Collector	Activity 4 Activity 5 Independent Worksheet 3
(3.13) (B) interpret information from pictographs and bar graphs	Unit 1, Sessions 3, 20 Unit 6, Session 16 Unit 6, pages 764–766, Work Place 6D	October Data Collector December Data Collector February Data Collector	Activity 4 Activity 5 Independent Worksheet 3
Probability			
(3.13) (C) use data to describe events as more likely than, less likely than, or equally likely as	Unit 1, pages 227–229, Analyzing Outcomes for Blast Off to Outer Space Unit 4, Sessions 3, 17 Unit 6, Session 17	October Data Collector April Data Collector	

MEASUREMENT			
TEKS	Bridges	Number Corner	Texas Supplement
Length			
(3.11) (A) use linear measurement tools to estimate and measure lengths using standard units	Unit 1, Session 15 Unit 2, Session 15 Unit 3, pages 404–405, Home Connection 11 Unit 7, Session 19 Unit 8, Session 12	March Data Collector	
Perimeter			
(3.11) (B) use standard units to find the perimeter of a shape	Unit 5, Sessions 7–8	March Data Collector	
Area			
(3.11) (C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces	Unit 4, Sessions 5, 8 Unit 4, pages 476–477, Work Place 4B Unit 6, Session 12 Unit 7, Session 8	October Calendar Grid October Magnetic Board December Computational Fluency	

Bridges Grade 3 TEKS Correlations (cont.)

MEASUREMENT			
TEKS	Bridges	Number Corner	Texas Supplement
Weight/Mass			
(3.11) (D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass	Unit 4, pages 497–498, Introduction to Weight Measurement Unit 4, pages 498–500, Work Place 4D Unit 4, page 521, Home Connection 15 Unit 5, pages 620–621, Introducing Grams Unit 5, pages 621–623, Work Place 5C	September Calendar Grid	Activity 1 Activity 2
Capacity			
(3.11) (E) identify concrete models that approximate standard units for capacity and use them to measure capacity	Unit 6, Sessions 9–10 Unit 6, page 759, Home Connection 24 Unit 7, Session 9	September Calendar Grid	
Volume			
(3.11) (F) use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure	Unit 7, Sessions 10–11 Unit 7, pages 837–838, Challenge		
Temperature			
(3.12) (A) use a thermometer to measure temperature		November Magnetic Board November Data Collector December Calendar Grid January Data Collector	
Time & Duration			
(3.12) (B) tell and write time shown on analog and digital clocks	Unit 2, page 312, Home Connection 8	October Coins, Clocks & Bills November Data Collector November Coins, Clocks & Bills December Coins, Clocks & Bills January Calendar Grid March Coins, Clocks & Bills	Activity 6 Independent Worksheet 4 Independent Worksheet 5

Bridges Grade 3 TEKS Correlations (cont.)

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	Bridges	Number Corner	Texas Supplement
Connections			
(3.14) (A) identify mathematics in everyday situations	Unit 1, Session 15 Unit 3, Session 1 Unit 3, pages 404–405, Home Connection 11 Unit 5, Session 5 Unit 8, Session 11	December Calendar Grid March Calendar Grid	
Problem Solving			
(3.14) (B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	Unit 1, Session 19 Unit 2, Session 18 Unit 4, Session 13–14 Unit 5, Sessions 2, 10, 13, 17 Unit 6, Session 8 Unit 8, Sessions 7, 10	May Computational Fluency	
(3.14) (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem	Unit 3, Session 2 Unit 4, Sessions 9, 14 Unit 5, Sessions 2, 10, 17 Unit 6, Session 7		
(3.14) (D) use tools such as real objects, manipulatives, and technology to solve problems	Unit 1, Session 9 Unit 6, Sessions 9–10, 17 Unit 7, Sessions 6, 19	March Magnetic Board	

UNDERLYING PROCESSES & MATHEMATICAL TOOLS

TEKS	Bridges	Number Corner	Texas Supplement
Communication			
(3.15) (A) explain and record observations using objects, words, pictures, numbers, and technology	Unit 1, Sessions 2, 4, 7–9, 19 Unit 2, Sessions 2, 6, 23 Unit 3, Sessions 2–4, 6–9, 14–15 Unit 4, Sessions 6–7, 9, 24 Unit 5, Sessions 5, 7, 13–14, 19 Unit 6, Sessions 7–9, 12 Unit 7, Sessions 4, 11, 13, 19 Unit 8, Session 13	March Magnetic Board	Activity 3 Independent Worksheet 1 Independent Worksheet 2
(3.15) (B) relate informal language to mathematical language and symbols	Unit 1, Sessions 5, 14–15 Unit 2, Sessions 15, 18, 22 Unit 3, Sessions 2, 3 Unit 4, Session 2 Unit 6, Session 8		
(3.16) (A) make generalizations from patterns or sets of examples and non-examples	Unit 3, Sessions 2, 4, 8, 11 Unit 4, Session 18 Unit 7, Session 3		
Representation			
(3.16) (B) justify why an answer is reasonable and explain the solution process	Unit 2, Session 15, 17, 22, 26–27 Unit 3, Sessions 2, 9, 11–12 Unit 4, Sessions 14, 24 Unit 5, Session 11 Unit 7, Session 13		