

Bridges Grade 4 TEKS Correlations

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
Numbers To 999,999,999			
(4.1) (A) use place value to read, write, compare, and order whole numbers through 999,999,999	Unit 2, Session 4	September Calendar Grid September Problem Solving December Number Line January Number Line	Activity 1 Independent Worksheet 1 Independent Worksheet 2
(4.1) (B) use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models	Unit 6, Sessions 9–13, 15, 18–20 Unit 6, pages 720–724, Work Places 6A, 6B Unit 6, page 724, Home Connection 17 Unit 6, pages 749–751, Work Place 6C	December Calendar Collector March Number Line April Number Line May Number Line	
Fractions & Decimals			
(4.2) (A) use concrete objects and pictorial models to generate equivalent fractions	Unit 3, Sessions 3, 6–7 Unit 3, page 298, Home Connection 20	March Calendar Grid April Calendar Collector	
(4.2) (B) model fraction quantities greater than one using concrete objects and pictorial models	Unit 6, Sessions 10, 19–20 Unit 6, page 715, Home Connection 46	October Calendar Collector November Calendar Collector December Calendar Collector April Calendar Collector	
(4.2) (C) compare and order fractions using concrete objects and pictorial models	Unit 4, Sessions 3–4, 6, 9 Unit 3, page 298, Home Connection 20 Unit 3, page 310, Home Connection 21 Unit 3, page 318, Home Connection 22 Unit 3, pages 334–335, Work Place 3B	April Calendar Collector April Number Line May Number Line	
(4.2) (D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models	Unit 6, Sessions 9, 12–14, 20 Unit 6, page 715, Home Connection 46		
Addition & Subtraction			
(4.3) (A) use addition and subtraction to solve problems involving whole numbers	Unit 2, page 163, Home Connection 11 Unit 8, Session 5	October Problem Solving November Number Line December Number Line May Calendar Collector May Computational Fluency May Problem Solving Number Corner Student Book, pages 11, 14, 17, 82, 99–100, 103–104	

Bridges Grade 4 TEKS Correlations (cont.)

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
Addition & Subtraction (cont.)			
(4.3) (B) add and subtract decimals to the hundredths place using concrete objects and pictorial models	Unit 6, Sessions 11, 14–17 Unit 6, pages 720–724, Work Places 6A, 6B Unit 6, page 730, Home Connection 48 Unit 6, page 740, Home Connection 49 Unit 6, pages 749–751, Work Place 6C		
Multiplication & Division			
(4.4) (A) model factors and products using arrays and area models	Unit 1, Sessions 8–9, 11–13, 15 Unit 1, page 92, Home Connection 6 Unit 2, Sessions 7–8, 14, 17–18		
(4.4) (B) represent multiplication and division situations in picture, word, and number form	Unit 1, Sessions 8–10, 14 Unit 2, Sessions 6–9, 11–12, 14, 17, 19 Unit 2, pages 215–216, Home Connection 15 Unit 2, pages 244, Home Connection 17 Unit 3, Sessions 12–14, 17–18		
(4.4) (C) recall and apply multiplication facts through 12×12	Unit 1, Sessions 8, 11, 14, 16 Unit 1, page 64, Home Connection 4	October Computational Fluency November Computational Fluency December Computational Fluency December Problem Solving January Computational Fluency February Calendar Collector May Computational Fluency	
(4.4) (D) use multiplication to solve problems (no more than two digits times two digits without technology)	Unit 2, Sessions 7, 12, 14–16, 19	November Problem Solving February Problem Solving March Problem Solving April Problem Solving Number Corner Student Book, pages 27, 30, 36, 82, 89, 99, 93, 99, 103	
(4.4) (E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)	Unit 1, Session 10 Unit 3, Session 13, 17–19	November Problem Solving February Problem Solving March Problem Solving April Problem Solving Number Corner Student Book, pages 24, 27, 30, 87, 89, 99, 105–106	

Bridges Grade 4 TEKS Correlations (cont.)

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
Estimation			
(4.5) (A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations		November Number Line December Number Line January Number Line	
(4.5) (B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems	Unit 2, Sessions 7, 9, 11 Unit 3, Session 17–19 Unit 8, Session 14	December Problem Solving Number Corner Student Book, page 42	

PATTERNS, RELATIONSHIPS & ALGEBRAIC THINKING			
TEKS	Bridges	Number Corner	Texas Supplement
Multiplication Patterns			
(4.6) (A) use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$)	Unit 1, Sessions 9, 13, 15–16 Unit 3, Sessions 13–14	October–April Computational Fluency	
(4.6) (B) use patterns to multiply by 10 and 100	Unit 2, Sessions 6, 12–13 Unit 2, page 186, Home Connection 13 Unit 2, pages 215–216, Home Connection 15 Unit 2, page 227, Home Connection 16	December Computational Fluency Number Corner Student Book, pages 34–35	
Patterns & Functions			
(4.7) (A) describe the relationship between two sets of related data such as ordered pairs in a table	Unit 7, Sessions 7–9, 13 Unit 7, pages 833–835, Work Place 7B Unit 7, page 853, Home Connection 54	September Calendar Grid February Calendar Grid Number Corner Student Book, page 66	

Bridges Grade 4 TEKS Correlations (cont.)

GEOMETRY & SPATIAL REASONING			
TEKS	Bridges	Number Corner	Texas Supplement
2- & 3-Dimensional Figures			
(4.8) (A) identify and describe right, acute, and obtuse angles	Unit 4, Sessions 1–2, 4 Unit 4, page 432, Home Connection 29 Unit 4, page 446, Home Connection 30 Unit 4, pages 457–458, Home Connection 31 Unit 4, pages 463–465, Work Place 4A		
2- & 3-Dimensional Figures (cont.)			
(4.8) (B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models	Unit 1, Sessions 2–3 Unit 4, Session 4 Unit 4, page 446, Home Connection 30 Unit 4, pages 457–458, Home Connection 31 Unit 4, pages 463–465, Work Place 4A		Activity 5 Independent Worksheet 3 Independent Worksheet 4
(4.8) (C) use essential attributes to define two- and three-dimensional geometric figures	Unit 1, Sessions 2–3, 21 Unit 4, Sessions 2, 13, 17, 19 Unit 4, page 481, Home Connection 32	November Calendar Grid, Week 1 April Calendar Grid	
Transformations, Congruence & Symmetry			
(4.9) (A) demonstrate translations, reflections, and rotations using concrete models	Unit 4, Sessions 5–9	November Calendar Grid	
(4.9) (B) use translations, reflections, and rotations to verify that two shapes are congruent	Unit 4, Sessions 5–7 Unit 5, Session 14		
(4.9) (C) use reflections to verify that a shape has symmetry	Unit 4, Sessions 9, 12 Unit 4, page 458, Home Connection 31 Unit 4, page 516, Home Connection 35	April Calendar Grid	
Number Lines			
(4.10) (A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths	Unit 3, Session 3 Unit 5, Sessions 4 Unit 6, Sessions 18–19	September–January Number Line March–May Number Line	

Bridges Grade 4 TEKS Correlations (cont.)

MEASUREMENT			
TEKS	Bridges	Number Corner	Texas Supplement
Length & Perimeter			
(4.11) (A1 and A9) estimate and use measurement tools to determine length (including perimeter), using standard units SI (metric)	Unit 2, Sessions 3, 5 Unit 2, pages 174, Home Connection 12 Unit 8, Relating Metric Units to US Customary Units	September Calendar Collector Number Corner Student Book, pages 91, 105	
(4.11) (A5 and A13) estimate and use measurement tools to determine length (including perimeter), using customary units	Unit 1, Session 20 Unit 1, page 124, Home Connection 10 Unit 3, Session 3 Unit 3, pages 334–335, Work Place 3B Unit 8, Sessions 2, 13–14, 16, 18		
(4.11) (B1) perform simple conversions between different units of length within the customary measurement system	Unit 8, Session 8	November Calendar Collector Number Corner Student Book, page 33	
Area			
(4.11) (A2 and A10) estimate and use measurement tools to determine area using standard units SI (metric)	Unit 2, Sessions 5–6 Unit 4, Sessions 16, 18 Unit 4, pages 515–516, Challenge		
(4.11) (A6 and A14) estimate and use measurement tools to determine area using customary units	Unit 1, Sessions 6, 20 Unit 1, pages 123–124, Home Connection 10 Unit 2, Session 3		
Capacity			
(4.11) (A3 and A11) estimate and use measurement tools to determine capacity using standard units SI (metric)		March Calendar Collector, Week 1 March Calendar Collector, Week 2 March Calendar Collector, Week 3	
(4.11) (A7 and A15) estimate and use measurement tools to determine capacity using customary units	Unit 3, pages 345–346, Home Connection 24	October Calendar Collector, Week 1 October Calendar Collector, Week 2 October Calendar Collector, Week 3	
(A11) (B2) perform simple conversions between different units of capacity within the customary measurement system	Unit 6, pages 685, Home Connection 44	October Calendar Collector November Problem Solving Number Corner Student Book, pages 20–21, 27, 30	

Bridges Grade 4 TEKS Correlations (cont.)

MEASUREMENT			
TEKS	Bridges	Number Corner	Texas Supplement
Weight/Mass			
(4.11) (A4 and A12) estimate and use measurement tools to determine weight/mass using standard units SI (metric)			Activity 8 Activity 9 Activity 10
(4.11) (A8 and A16) estimate and use measurement tools to determine weight/mass using customary units	Unit 8, Sessions 9, 11, 13 Unit 8, page 881, last paragraph		Activity 11
(4.11) (B3) perform simple conversions between different units of weight within the customary measurement system	Unit 8, Sessions 12–13		Activity 11
(4.11) (E) explain the difference between weight and mass			Activity 8 Activity 9 Activity 11
Volume			
(4.11) (C) use concrete models of standard cubic units to measure volume	Unit 3, page 487, Building a Prism Unit 3, page 488, Overhead 4.19 Unit 3, pages 489–490, Determining the Volumes of Geoblocks		
(4.11) (D) estimate volume in cubic units	Unit 3, page 487, Building a Prism Unit 3, page 490, Visual Unit 3, page 490–491, Discussing & Writing about Strategies for Computing Volume		
Temperature			
(4.12) (A) use a thermometer to measure temperature and changes in temperature	Unit 8, page 844, Home Connection 53		Activity 2 Activity 3 Activity 4
Time & Duration			
(4.12) (B) use tools such as a clock with gears or a stopwatch to solve problems involving elapsed time		January Calendar Grid January Problem Solving Number Corner Student Book, pages 74–48, 56–58, 60	

Bridges Grade 4 TEKS Correlations (cont.)

PROBABILITY & STATISTICS			
TEKS	Bridges	Number Corner	Texas Supplement
Combinations & Outcomes			
(4.13) (A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation	Unit 5, Sessions 2–5, 13	January Calendar Collector Number Corner Student Book, pages 49, 59	
Bar Graphs			
(4.13) (B) interpret bar graphs.	Unit 5, Session 4 Unit 8, Session 6	January Calendar Collector February Calendar Collector Number Corner Student Book, pages 49, 59, 63, 75, 78	Activity 6 Activity 7 Independent Worksheet 5

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	Bridges	Number Corner	Texas Supplement
Connections			
(4.14) (A) identify mathematics in everyday situations	Unit 1, Session 18 Unit 2, Session 6 Unit 2, page 174, Home Connection 12 Unit 7, Session 11 Unit 7, page 844, Home Connection 53 Unit 8, Session 15	March Calendar Collector May Calendar Grid May Calendar Collector	
Problem Solving			
(4.14) (B) solve problems that incorporate the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	Unit 2, Sessions 7, 9, 12, 14, 20 Unit 6, Sessions 3–4, 10, 15 Unit 6, page 730, Home Connection 48 Unit 6, page 740, Home Connection 49 Unit 8, Session 13	February Problem Solving March Problem Solving April Problem Solving May Problem Solving	
(4.14) (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 6, Session 10 Unit 6, page 730, Home Connection 48	February Problem Solving, pages 244–245 March Problem Solving, pages 282–283 May Problem Solving, pages 358–359	

Bridges Grade 4 TEKS Correlations (cont.)

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	Bridges	Number Corner	Texas Supplement
Problem Solving			
(4.14) (D) use tools such as real objects, manipulatives, and technology to solve problems	Unit 1, Sessions 4, 6, 11 Unit 1, page 124, Home Connection 10 Unit 3, page 345, Challenge Unit 4, Sessions 2, 13, 17 Unit 7, Session 5	October Problem Solving	Activity 6 Activity 7 Independent Worksheet 5
Communication			
(4.15) (A) explain and record observations using objects, words, pictures, numbers, and technology	Unit 1, Sessions 2–4, 11, 13, 16, 19 Unit 2, Session 10 Unit 3, Sessions 6, 9, 15, 18 Unit 4, Sessions 2, 4, 7–8, 15 Unit 5, Sessions 13–14 Unit 6, Session 3 Unit 7, Sessions 3, 8–9, 13 Unit 8, Sessions 7–8, 13, 19		Activity 6 Activity 7 Independent Worksheet 5
(4.15) (B) relate informal language to mathematical language and symbols	Unit 1, Sessions 8, 10–11 Unit 2, Session 15 Unit 2, page 186, Home Connection 13 Unit 3, Session 1, 4, 12 Unit 4, Sessions 4–5		
(4.16) (A) make generalizations from patterns or sets of examples and non-examples	Unit 2, page 163, Home Connection 11 Unit 3, Session 15 Unit 4, Session 1 Unit 7, page 910, Home Connection 55 Unit 7, Sessions 3, 5, 8		
Representation			
(4.16) (B) justify why an answer is reasonable and explain the solution process	Unit 2, Sessions 12, 19–20 Unit 3, Sessions 13, 18 Unit 4, Session 18 Unit 7, page 844, Home Connection 53	October–May Problem Solving February Problem Solving, pages 243–244	