

# Bridges Kindergarten Correlations to Washington Mathematics Performance Expectations

| NUMBERS, OPERATIONS  |   |  |   |   |
|--|---|--|---|---|
| WHOLE NUMBERS  |   |  |   |   |
| WA Performance Expectations  | Bridges   | Number Corner  | Bridges Supplement  | Assessments   |
| K.1.A Rote count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. | Volume 1, pages 97–98 (Spider Countdown)<br>Volume 2, Session 59              | February – May A Link Each School Day<br>February Day 100 Activities   | Set A1 Number & Operations:<br>Counting on the Number Line, Activities 1, 2 and 3<br>Bridges Practice Book pp 1, 2, 3, 4, 5, 6, 7, 10, 11, 13, 14, 15, 16, 17, 19, 20, 21, 36, 37, 38, 39, 45, 48, 49, 50, 60, 61, 63, 68 | Informal<br>Volume 2, page 384 (Instructional Considerations for Frog Handfuls)<br>Bridges Practice Book, pp 50, 51   |
|  |   |  |   | Formal<br>Getting Started, pages 68–69 (Interview 1)<br>Getting Started, page 70 (Interview 2)<br>Getting Started, pages 79–80 (Assessment Worksheet 3)   |
| K.1.B Read aloud numerals from 0 to 31.  | Volume 1, Session 52  | September Our Month in School<br>September–May Calendar Grid<br>December Kid Count<br>January Kid Count<br>February Day 100 Activities | Set A1 Number & Operations:<br>Counting on the Number Line, Activities 1, 2 and 3   | Informal<br>Volume 2, page 256 (Instructional Considerations for Beat You to 20)<br>Volume 2, pages 309–310 and 313–314 (Assessment by Observation, Blackline 2.4)<br>Volume 2, page 384 (Instructional Considerations for Frog Handfuls) |
|  |   |  |   | Formal<br>Getting Started, pages 73–74 (Interview 4)<br>Getting Started, pages 79–80 (Assessment Worksheet 3)   |
| K.1.C Fluently compose and decompose numbers to 5.   | Volume 1, Sessions 16–17, 28–29, 40, 43, 50, 55<br>Volume 2, Sessions 74, 105 | March Our Month in School<br>April Our Month in School   | Bridges Practice Book, pp 40, 41, 44, 46, 56, 57, 62, 65, 69, 70, 71  | Informal<br>Volume 1, page 137 (Instructional Considerations for Beat You to 10)<br>Bridges Practice Book, pp 41, 44, 56, 62, 69, 71  |
|  |   |  |   | Formal<br>Getting Started, pages 71–72 (Interview 3)<br>Getting Started, pages 79–80 (Assessment Worksheet 3)   |

# Bridges Kindergarten Correlations to Washington Mathematics Performance Expectations (cont.)

| NUMBERS, OPERATIONS  |  |   |  |  |
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| WHOLE NUMBERS  |  |   |  |  |
| WA Performance Expectations  | Bridges  | Number Corner   | Bridges Supplement   | Assessments  |
| K.1.D Order numerals from 1 to 10.   | Volume 1, Sessions 28-29, 49–51<br>Volume 1, pages 97–98 (Spider Countdown)<br>Volume 2, Sessions 57, 61, 68, 97, 99, 106<br>Volume 2, pages 342–345 (Work Place 2H)   | December Kid Count<br>January Kid Count   | Set A1 Number & Operations:<br>Counting on the Number Line, Activity 2<br>Bridges Practice Book, pp 6, 16, 17, 19, 27, 35, 50, 51, 70  | Informal<br>Bridges Practice Book, pp 16, 27, 35   |
| K.1.E Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.   | Volume 1, Sessions 5, 7, 14, 16–19, 20, 23, 25–30, 33, 40, 43, 48–51, 52, 55<br>Volume 1, page 83 (Home Connection 3)<br>Volume 1, pages 98–100 (Bugs Growing & Shrinking by 1's)<br>Volume 2, Sessions 57, 61–69, 84–85, 99, 105–106, 109–110<br>Volume 2, pages 337–339 (Work Place 2G)<br>Volume 2, pages 342–345 (Work Place 2H) |   | Set A1 Number & Operations:<br>Counting on the Number Line, Activities 1, 3<br>Bridges Practice Book, pp 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 18, 19, 20, 27, 28, 30, 31, 32, 36, 37, 38, 39, 42, 48, 60, 61, 63, 67 | Informal<br>Volume 1, pages 137 & 207 (Instructional Considerations)<br>Volume 2, pages 256 and 363-364 (Instructional Considerations)<br>Volume 2, pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.3–2.5)<br>Bridges Practice Book, pp 4, 14, 18, 19, 20, 39, 48 |
|  |  |   |  | Formal<br>Getting Started, pages 68–69 (Interview 1)<br>Getting Started, page 70 (Interview 2)   |
| K.1.F Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set. | Volume 1, Sessions 5, 7, 16–17, 28–29, 40, 46, 49<br>Volume 2, Sessions 63–65, 92–93, 97, 99, 106  | October Our Month in School<br>November Our Month in School<br>March Our Month in School<br>April Our Month in School | Bridges Practice Book, pp 3, 4, 5, 6, 13, 14, 21, 26, 28, 30, 31, 54, 67   | Informal<br>Volume 1, page 137 & 172 (Instructional Considerations)<br>Volume 2, page 256 (Instructional Considerations)<br>Volume 2, pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.3 and 2.5)<br>Bridges Practice Book, pp 26, 30, 31, 54                      |
|  |  |   |  | Formal<br>Getting Started, pages 81–82 (Assessment Worksheet 4)  |

## Bridges Kindergarten Correlations to Washington Mathematics Performance Expectations (cont.)

| NUMBERS, OPERATIONS  |  |   |   |  |
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| WHOLE NUMBERS  |  |   |   |  |
| WA Performance Expectations  | Bridges  | Number Corner   | Bridges Supplement  | Assessments  |
| K.1.G Locate numbers from 1 to 31 on a number line.                |  |   | Set A1 Number & Operations: Counting on the Number Line, Activities 1, 2 and 3<br>Bridges Practice Book, pp 16, 17 35, 50, 51, 67, 70 | Informal<br>Bridges Practice Book, page 35   |
| K.1.H Describe a number from 1 to 9 using 5 as a benchmark number. | Volume 1, Sessions 23, 25, 28–29, 30, 40, 43, 50, 55<br>Volume 1, page 83 (Home Connection 3)<br>Volume 2, Sessions 64–65, 85, 115 | December Our Month in School<br>January Our Month in School<br>February Our Month in School | Set A1 Number & Operations: Counting on the Number Line, Activity 3<br>Bridges Practice Book, pp 1, 3, 4, 10, 13, 20, 21, 28, 36, 57  | Informal<br>Volume 1, page 172 (Instructional Considerations)<br>Volume 2, pages 309–310 and 313–314 (Assessment by Observation, Blacklines 2.4–2.5)<br>Bridges Practice Book, pp 20, 21, 28, 36 |
|  |  |   |   | Formal<br>Getting Started, pages 70–74 (Interviews 2, 3, 4)<br>Getting Started, pages 79–80 (Assessment Worksheet 3)   |

| OPERATIONS, ALGEBRA   |   |                             |   |   |
|---|---|-----------------------------|---|---|
| PATTERNS AND OPERATIONS   |   |                             |   |   |
| WA Performance Expectations   | Bridges   | Number Corner               | Bridges Supplement  | Assessments   |
| K.2.A Copy, extend, describe, and create simple repetitive patterns.              | Volume 1, Sessions 15, 21, 22, 38–39, 49, 52<br>Volume 2, Sessions 101, 103<br>Volume 2, pages 393–396 (Frog & Toad Eyes)<br>Volume 2, pages 397–399 (Frog Quilt) | September–May Calendar Grid | Set B1 Algebra: Patterns, Activities 1, 2 and 3<br>Bridges Practice Book, pp 12, 17, 52 | Informal<br>Bridges Practice Book, pp 12, 17, 52            |
|   |   |                             |   | Formal<br>Getting Started, page 83 (Assessment Worksheet 5) |
| K.2.B Translate a pattern among sounds, symbols, movements, and physical objects. | Volume 1, Sessions 21–22  | February Calendar Grid      | Set B1 Algebra: Patterns, Activities 1, 2 and 3   |   |

## Bridges Kindergarten Correlations to Washington Mathematics Performance Expectations (cont.)

| OPERATIONS, ALGEBRA   |   |  |  |  |
|---|---|--|--|--|
| PATTERNS AND OPERATIONS   |   |  |  |  |
| WA Performance Expectations   | Bridges   | Number Corner  | Bridges Supplement   | Assessments  |
| K.2.C Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects. | Volume 1, Sessions 25, 28–29, 31, 40, 49<br>Volume 1, pages 97–100 (Continuing to Count on Bugs)<br>Volume 2, Sessions 57–58, 73–75, 80, 82–83, 105–106, 109–110, 115–116                         | March Our Month in School<br>April Our Month in School | Bridges Practice Book, pp 22, 23, 24, 25, 40, 41, 42, 43, 44, 46, 53, 54, 56, 57, 58, 62, 65, 69, 70, 71 | Informal<br>Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up)<br>Volume 2, pages 470–471 (Instructional Considerations for Frog Problems)<br>Bridges Practice Book, pp 24, 25, 40, 53, 58, 62, 65, 69, |
| K.2.D Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers.                | Volume 1, Sessions 25, 31<br>Volume 1, pages 97–100 (Continuing to Count on Bugs)<br>Volume 1, page 144 (Home Connection 6)<br>Volume 2, Sessions 57–58, 72–73, 76–78, 80, 82–83 105–111, 115–116 | March Our Month in School                              | Bridges Practice Book, pp 22, 23, 24, 25, 32, 40, 41, 42, 43, 44, 46, 53, 54, 56, 57, 58, 65, 69, 70, 71 | Informal<br>Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up)<br>(Instructional Considerations for Frog Problems)<br>Bridges Practice Book, pp 42, 43, 53, 56, 57, 58, 62, 65, 69, 71                  |
|   |   |  |  | Formal<br>Getting Started, page 73–74<br>(Interview 4)   |

| GEOMETRY  |   |                         |   |   |
|---|---|-------------------------|---|---|
| OBJECTS AND THEIR LOCATIONS   |   |                         |   |   |
| WA Performance Expectations   | Bridges   | Number Corner           | Bridges Supplement  | Assessments   |
| K.3.A Identify, name, and describe circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres. | Volume 1, Sessions 1, 3, 5, 7, 9, 10–12, 14, 24, 33, 35–36, 44–45, 53–54<br>Volume 1, pages 34–35 (Work Places 1B and 1C)<br>Volume 1, pages 46, 69, 149, and 181 (Technology Connections 1, 2, 3, and 4)<br>Volume 2, Sessions 117–120<br>Volume 2, pages 424–425 (Home Connection 22) | September Calendar Grid | Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3<br>Bridges Practice Book, pp 7, 8, 9, 33, 34, 72 | Informal<br>Volume 1, page 155 (Instructional Considerations for Hungry Caterpillars)<br>Volume 2, page 501 (Instructional Considerations for Fill It First!)<br>Bridges Practice Book, pp 8, 9, 72 |
|   |   |                         |   | Formal<br>Getting Started, pages 68–69<br>(Interview 1)<br>Getting Started, pages 75–76<br>(Assessment Worksheet 1)   |

## Bridges Kindergarten Correlations to Washington Mathematics Performance Expectations (cont.)

| <b>GEOMETRY</b>   |   |  |  |   |
|---|---|--|--|---|
| <b>OBJECTS AND THEIR LOCATIONS</b>  |   |  |  |   |
| <b>WA Performance Expectations</b>  | <b>Bridges</b>  | <b>Number Corner</b>                         | <b>Bridges Supplement</b>  | <b>Assessments</b>  |
| K.3.B Sort shapes using a sorting rule and explain the sorting rule.  | Volume 1, Sessions 1, 5, 9–12, 14, 53–54<br>Volume 1, pages 72–73 (Home Connection 2)<br>Volume 2, Sessions | September Calendar Grid<br>May Calendar Grid | Set C1 Geometry: 3-D Shapes, Activities 1, 2 and 3<br>Bridges Practice Book, pp 33, 34 | Informal<br>Bridges Practice Book, pp 33, 34  |
|   |   |  |  | Formal<br>Getting Started, pages 71–72 (Interview 3)<br>Getting Started, pages 75–76 (Assessment Worksheet 1) |
| K.3.C Describe the location of one object relative to another object using words such as in, out, over, under, above, below, between, next to, behind, in front of. | Volume 1, Sessions 3, 24, 56  |  | Set C2 Geometry: Locations, Activities 1, 2 and 3                                      |   |

| <b>GEOMETRY/MEASUREMENT</b>   |  |                      |   |  |
|---|--|----------------------|---|--|
| <b>ADDITIONAL KEY CONTENT</b>   |  |                      |   |  |
| <b>WA Performance Expectations</b>  | <b>Bridges</b>   | <b>Number Corner</b> | <b>Bridges Supplement</b>   | <b>Assessments</b>                           |
| K.4.A Make direct comparisons using measurable attributes such as length, weight, and capacity. | Volume 1, Session 2<br>Volume 1, pages 32–33 (Work Place 1A)<br>Volume 2, Sessions 94–95, 113–114<br>Volume 2, page 410 (Home Connection 21) |                      | Set D1 Measurement: Length, Activities 1, 2 and 3<br>Set D2 Measurement: Weight, Activities 1, 2 and 3<br>Set D3 Measurement: Capacity, Activities 1, 2 and 3<br>Set D6 Measurement: Duration, Activities 1, 2 and 3<br>Bridges Practice Book pp 28, 29, 30, 47, 66, 67 | Informal<br>Bridges Practice Book, pp 29, 67 |

## Bridges Kindergarten Correlations to Washington Mathematics Performance Expectations (cont.)

| REASONING, PROBLEM SOLVING, AND COMMUNICATION  |  |  |  |   |
|--|--|--|--|---|
| WA Performance Expectations  | Bridges  | Number Corner  | Bridges Supplement   | Assessments   |
| K.5.A Identify the question(s) asked in a problem.   | Volume 1, Session 45<br>Volume 2, Sessions 59, 68, 72–75, 79–80, 105–111, 113–114, 117             | February, pages 195–198 (What’s in the Bag?)   | Bridges Practice Book pp 43, 54, 58, 59  | Informal<br>Bridges Practice Book, pp 43, 54, 58, 59  |
| K.5.B Identify the given information that can be used to solve a problem.                                    | Volume 1, Sessions 11–12, 16–17, 53–54<br>Volume 2, Sessions 59, 68                                | February, pages 195–198 (What’s in the Bag?)   | Set C2 Geometry: Locations, Activity 1<br>Bridges Practice Book, pp 43, 54, 58, 59 | Informal<br>Bridges Practice Book, pp 43, 54, 58, 59  |
| K.5.C Recognize when additional information is required to solve a problem.                                  | Volume 1, Sessions 11–12, 16–17, 53–54<br>Volume 2, Sessions 59, 68                                | February, pages 195–198 (What’s in the Bag?)   | Set C2 Geometry: Locations, Activity 1   |   |
| K.5.D Select from a variety of problem-solving strategies and use one or more strategies to solve a problem. | Volume 1, Sessions 44–45<br>Volume 2, Sessions 72–75, 79–80, 105–106, 109, 111                     | March Our Month in School (pages 221-223)<br>April Our Month in School (pages 257-259) | Bridges Practice Book, pp 43, 54, 58, 59   | Informal<br>Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up)<br>Bridges Practice Book, pp 43, 54, 58, 59 |
| K.5.E Answer the question(s) asked in a problem.   | Volume 1, Sessions 11–12, 16–17, 53–54<br>Volume 2, Sessions 59, 68, 72–75, 79–80,                 | February, pages 195–198 (What’s in the Bag?)   | Set C2 Geometry: Locations, Activity 1<br>Bridges Practice Book, pp 43, 54, 58, 59 | Informal<br>Bridges Practice Book, pp 43, 54, 58, 59  |
| K.5.F Describe how a problem was solved.   | Volume 1, Sessions 44–45, 52, 55<br>Volume 2, Sessions 58, 61, 74–75, 79, 82–83, 105–107, 111, 117 | March Our Month in School (pages 221-223)<br>April Our Month in School (pages 257-259) | Bridges Practice Book, pp 43, 58, 59   | Informal<br>Volume 2, pages 348–350 (Sea Creature Problems: Finishing Up)<br>Bridges Practice Book, pp pp 43, 58, 59  |
| K.5.G Determine whether a solution to a problem is reasonable.   | Volume 2, Sessions 68, 74–75, 79, 82–83, 105–107, 111, 117   | March Our Month in School (pages 221-223)<br>April Our Month in School (pages 257-259) |  |   |