

Bridges Kindergarten Supplement Sets

Correlations to Common Core State Standards

BY SET

Set A1	Number & Operations: Counting on the Number Line	2
Set A4	Number & Operations: Addition & Subtraction	2
Set C1	Geometry: 3-D Shapes	3
Set C2	Geometry: Locations	3
Set D1	Measurement: Length	3
Set D2	Measurement: Weight	3
Calendar Patterns	4
Set A6	Number & Operations: One Dot, Many Dots Calendar Pattern	October
Set C3	Geometry: Flying Butterflies Calendar Pattern	November
Set C4	Geometry: Teddy Bear & Box Calendar Pattern	December
Set C5	Geometry: Growing Shapes Calendar Pattern	January
Set C6	Geometry: 3-D Shapes in the World Calendar Pattern	February
Set D8	Measurement: Measuring Tools Calendar Pattern	April

BY STANDARD

K.CC	Counting and Cardinality	5
K.OA	Operations and Algebraic Thinking	6
K.NBT	Number And Operations In Base Ten	6
K.MD	Measurement And Data	6
K.G	Geometry	7

Bridges supplements not correlated to the Common Core State Standards are not listed here.
CCSS standards not addressed by any supplements are not shown.

Set A1 Number & Operations: Counting on the Number Line

Activity	1	2	3
K.CC Counting and Cardinality			
K.CC.1 Count to 100 by ones and by tens.	•	•	•
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	•		
K.CC.5a Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.		•	•
K.CC.5b Given a number from 1–20, count out that many objects.			•
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.		•	•
K.NBT Number and Operations in Base Ten			
K.NBT.1c Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	•		

Set A4 Number & Operations: Addition & Subtraction

Activity	1	2	3	4	5	6	7	8
K.CC Counting and Cardinality								
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).				•				
K.CC.3b Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	•					•	•	•
K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	•	•	•	•	•	•	•	•
K.CC.5a Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.	•	•	•	•	•	•	•	•
K.CC.5b Given a number from 1–20, count out that many objects.	•				•	•	•	•
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)			•			•		
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.						•		
K.OA Operations and Algebraic Thinking								
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	•		•	•	•	•	•	•
K.OA.2a Solve addition and subtraction word problems.				•	•		•	•
K.OA.2b Add and subtract within 10, e.g., by using objects or drawings to represent the problem.			•	•	•	•	•	•
K.OA.3a Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings.	•		•				•	•
K.OA.3b Record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	•						•	•
K.OA.5 Fluently add and subtract within 5.	•		•	•	•	•	•	•

Set C1 Geometry: 3-D Shapes

Activity	1	2	3
K.G Geometry			
K.G.1a Describe objects in the environment using names of shapes.	•	•	•
K.G.2 Correctly name shapes regardless of their orientations or overall size.	•	•	•
K.G.4b Analyze and compare three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	•	•	•
K.G.5a Model shapes in the world by building shapes from components (e.g., sticks and clay balls).		•	
K.MD Measurement and Data			
K.MD.3a Classify objects into given categories.		•	•

Set C2 Geometry: Locations

Activity	1	2	3
K.G Geometry			
K.G.1b Describe the relative positions of [these] objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	•	•	•

Set D1 Measurement: Length

Activity	1	2	3
K.MD Measurement and Data			
K.MD.1a Describe measurable attributes of objects, such as length or weight.	•	•	•
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	•	•	•

Set D2 Measurement: Weight

Activity	1	2	3
K.MD Measurement and Data			
K.MD.1a Describe measurable attributes of objects, such as length or weight.	•	•	•
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	•	•	•

Calendar Patterns

Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern October

Set C3 Geometry: Flying Butterflies Calendar Pattern November

Set C4 Geometry: Teddy Bear & Box Calendar Pattern December

Set C5 Geometry: Growing Shapes Calendar Pattern January

Set C6 Geometry: 3-D Shapes in the World Calendar Pattern February

Set D8 Measurement: Measuring Tools Calendar Pattern April

Month	Oct A6	Nov C3	Dec C4	Jan C5	Feb C6	Apr D8
K.CC Counting and Cardinality						
K.CC.1 Count to 100 by ones and by tens.	•					
K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	•					
K.CC.4b Understand that the last number name said tells the number of object counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	•					
K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	•					
K.CC.5a Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.	•					
K.CC.5b Given a number from 1–20, count out that many objects.	• ¹					
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	•					
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	•					
K.MD Measurement and Data						
K.MD.1a Describe measurable attributes of objects, such as length or weight.						•
K.G Geometry						
K.G.1a Describe objects in the environment using names of objects.					•	
K.G.1b Describe the relative positions of [these] objects using terms such as above, below, beside, in front of, behind, and next to.		•	•			
K.G.2 Correctly name shapes regardless of their orientations or overall size.				•	•	
K.G.4a Analyze and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).				•		
K.G.4b Analyze and compare three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).					•	
K.G.5a Model shapes in the world by building shapes from components (e.g., sticks and clay balls).					• ²	
K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”				•		

¹ Extension 4

² Extension 3

K.CC Counting and Cardinality	
Standard	Supplements & Practice Book Pages
Know number names and the count sequence.	
K.CC.1 Count to 100 by ones and by tens.	Set A1 Number & Operations: Counting on the Number Line, Activities 1–3 Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern Bridges Practice Book, pp 1–7, 10, 11, 13–20, 27, 28, 30, 31, 32, 35–39, 45, 48, 49, 50, 51, 54, 59, 60, 61, 63, 67, 68
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Set A1 Number & Operations: Counting on the Number Line, Activity 1 Set A4 Number & Operations: Addition & Subtraction, Activity 4 Bridges Practice Book, pp 27, 35, 50, 70
K.CC.3a Write numbers from 0 to 20.	Bridges Practice Book, pp 1–11, 13–20, 22–28, 30–32, 35, 37, 38, 39, 41, 42, 44, 45, 48, 49, 50, 51, 54, 56, 60, 61, 62, 63, 68, 69
K.CC.3b Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Set A4 Number & Operations: Addition & Subtraction, Activities 1, 6–8 Bridges Practice Book, pp 1–7, 10, 11, 13, 14, 16, 18–20, 28, 30–32, 37, 38, 39, 48, 49, 60, 61, 63
Count to tell the number of objects.	
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	
K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Set A4 Number & Operations: Addition & Subtraction, Activities 1–8 Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern
K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern
K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern Bridges Practice Book, pp 22
K.CC.5a Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration.	Set A1 Number & Operations: Counting on the Number Line, Activities 2, 3 Set A4 Number & Operations: Addition & Subtraction, Activities 1–8 Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern Bridges Practice Book, pp 2, 4–7, 10, 11, 13, 14, 16, 18, 19, 20, 28, 30, 32, 39, 48
Count to tell the number of objects.	
K.CC.5b Given a number from 1–20, count out that many objects.	Set A1 Number & Operations: Counting on the Number Line, Activity 3 Set A4 Number & Operations: Addition & Subtraction, Act 1, 5–8 Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern (Extension 4) Bridges Practice Book, pp 7, 15, 36, 54, 67
Compare numbers.	
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	Set A4 Number & Operations: Addition & Subtraction, Activities 3, 6 Set A6 Number & Operations: One Dot, Many Dots Calendar Pattern Bridges Practice Book, pp 26, 28, 30, 31, 54, 67
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Set A1 Number & Operations: Counting on the Number Line, Activities 2, 3 Set A4 Number & Operations: Addition & Subtraction, Activity 6 Set A6 One Dot, Many Dots Calendar Pattern

Bridges Kindergarten Supplement Sets—CCSS Correlations by Standard

K.OA Operations and Algebraic Thinking	
Standard	Supplements & Practice Book Pages
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Set A4 Number & Operations: Addition & Subtraction, Activities 1, 3–8 Bridges Practice Book, pp 22, 23, 24, 25, 40, 41, 44, 46, 53, 56, 57, 58, 62, 65, 69, 71
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
K.OA.2a Solve addition and subtraction word problems.	Set A4 Number & Operations: Addition & Subtraction, Activities 4, 5, 7, 8 Bridges Practice Book, pp 43, 53, 54, 58, 59
K.OA.2b Add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Set A4 Number & Operations: Addition & Subtraction, Activities 3–8 Bridges Practice Book, pp 22, 23, 24, 25, 40, 41, 42, 43, 44, 46, 53, 54, 56, 57, 58, 62, 65, 69, 70, 71
K.OA.3a Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings.	Set A4 Number & Operations: Addition & Subtraction, Activities 1, 3, 7, 8 Bridges Practice Book, pp 41, 44, 46, 53, 56, 57, 62, 65, 69
K.OA.3b Record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Set A4 Number & Operations: Addition & Subtraction, Activities 1, 7, 8 Bridges Practice Book, pp 41, 44, 46, 53, 56, 57, 62, 65, 69
K.OA.5 Fluently add and subtract within 5.	Set A4 Number & Operations: Addition & Subtraction, Activities 1, 3–8 Bridges Practice Book, pp 41, 44, 53, 56, 57, 62, 69, 70, 71

K.NBT Number And Operations In Base Ten	
Standard	Supplements & Practice Book Pages
Work with numbers 11–19 to gain foundations for place value.	
K.NBT.1a Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings.	Bridges Practice Book, pp 48, 49
K.NBT.1c Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Set A1 Number & Operations: Counting on the Number Line, Activity 1 Bridges Practice Book, pp 48, 49

K.MD Measurement And Data	
Standard	Supplements & Practice Book Pages
Describe and compare measurable attributes.	
K.MD.1a Describe measurable attributes of objects, such as length or weight.	Set D1 Measurement: Length, Activities 1–3 Set D2 Measurement: Weight, Activities 1–3 Set D8 Measurement: Measuring Tools Calendar Pattern Bridges Practice Book, pp 47, 66, 67
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Set D1 Measurement: Length, Activities 1–3 Set D2 Measurement: Weight, Activities 1–3 Bridges Practice Book, pp 29, 30, 66, 67
Classify objects and count the number of objects in each category.	
K.MD.3a Classify objects into given categories.	Set C1 Geometry: 3-D Shapes, Activities 2, 3 Bridges Practice Book, p 47

K.G Geometry	
Standard	Supplements & Practice Book Pages
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
K.G.1a Describe objects in the environment using names of shapes.	Set C1 Geometry: 3-D Shapes, Activities 1–3 Set C6 Geometry: 3-D Shapes in the World Calendar Pattern
K.G.1b and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Set C2 Geometry: Locations, Activities 1–3 Set C3 Geometry: Flying Butterflies Calendar Pattern Set C4 Geometry: Teddy Bear & Box Calendar Pattern
K.G.2 Correctly name shapes regardless of their orientations or overall size.	Set C1 Geometry: 3-D Shapes, Activities 1–3 Set C5 Geometry: Growing Shapes Calendar Pattern Set C6 Geometry: 3-D Shapes in the World Calendar Pattern
Analyze, compare, create, and compose shapes.	
K.G.4a Analyze and compare two-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Set C5 Geometry: Growing Shapes Calendar Pattern Bridges Practice Book, pp 8, 9, 33, 34
K.G.4b Analyze and compare three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Set C1 Geometry: 3-D Shapes, Activities 1–3 Set C6 Geometry: 3-D Shapes in the World Calendar Pattern
K.G.5a Model shapes in the world by building shapes from components (e.g., sticks and clay balls).	Set C1 Geometry: 3-D Shapes, Activity 2 Set C6 Geometry: 3-D Shapes in the World Calendar Pattern (Extension 3)
K.G.5b [Model shapes in the world by] drawing shapes.	Bridges Practice Book, pp 12, 15, 17, 52
K.G.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Set C5 Geometry: Growing Shapes Calendar Pattern