



Kindergarten Quick Start Guide

This guide will help you unpack and organize your materials, access additional resources, and prepare to teach Bridges.

What's in the boxes

The Bridges classroom kit comes packed in four boxes — Box 1 and 2 for Bridges, and Box 1 and 2 for Number Corner. Each box includes a package contents sheet you can use to check off items as you unpack.

What you'll need

There are many ways to organize your materials. Begin with the recommendations here, and refine your system throughout the school year to better meet the unique circumstances of your classroom.

You'll want to have the following materials on hand:

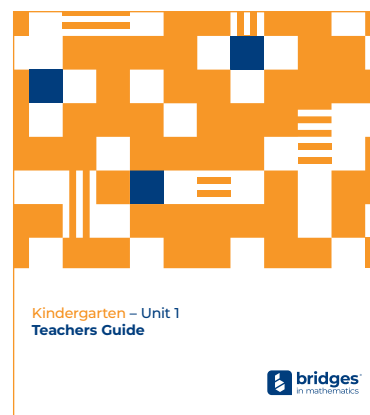
- Container or drawer for Bridges mats, game boards, cards, and spinners
- Container or drawer for Number Corner display materials
- Six containers large enough to hold $8\frac{1}{2}'' \times 11''$ game boards (for Work Places)
- Container to hold coins, dice, game markers, bean counters, and spinner overlays
- Four containers, one each for pattern blocks*, Unifix cubes*, polydrons, and geoboards
- Quart-size and smaller ziptop bags for card decks and small manipulatives

* Required but not included in kit (RNI). A complete list of classroom materials is available at the Bridges Educator Site.

Box 1 Bridges printed materials

Teachers Guides

The Bridges Teachers Guides are divided into eight units of instruction, each of which contains twenty sessions of lesson plans with copies of print originals, student book pages, and Home Connections (homework assignments). Tabbed dividers are included for each unit.



Printed Bridges Components

You'll need access to these materials throughout the year. Store the cards, spinners, and mats where you can easily retrieve them when needed. Store the books with your classroom literature.



Kit materials may differ from those shown.

- | | |
|--|---|
| 1 3-D Shape display cards | 8 Work Place Menu cards |
| 2 Card decks | 9 Tally display cards |
| 3 Spinners (single spinner types) | 10 Red & White 10-Frame display cards |
| 4 Game boards | 11 Pattern Block Design mats |
| 5 Unifix Cube Pattern cards | 12 Additional game boards |
| 6 Spinners (double spinner types) | 13 Literature (<i>Fall Friends</i> and <i>Springtime Adventures</i>) |
| 7 Shape and Shape Sorting cards | |

Box 2 Bridges manipulatives

Box 2 of your kit contains the math manipulatives, pocket charts, and game items needed only in Bridges activities and lessons.

- Store the large **number rack** in a convenient place. You'll use it for the first time in Unit 2.
- Keep the (unassembled) student number rack kits handy. Students will assemble them in an activity during Unit 2, Module 2.
Schools may purchase additional student number rack kits from MLC (item #RRNRS10). Consider sending your students on to Grade 1 with their own number racks so they can reuse them next year.
- Post the **Work Place pocket chart** on the wall, or store it somewhere handy so that you'll have easy access to it during Work Places.
- Store **polydrons** in one container and **geoboards** in another.
- Store these items where you and students can access them:
 - **Plastic coins** (sort the coins by type, and put back into the plastic bags)
 - **Game markers** (in ziptop bag or small lidded container)
 - **Spinner overlays** and **dice** (dotted 1–6 and numbered 0–5)



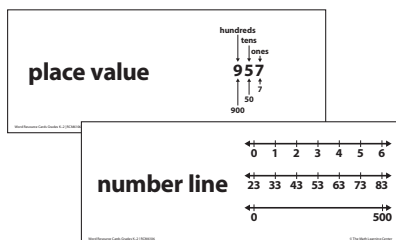
Kit materials may differ from those shown.

- | | |
|--|---|
| 1 Demonstration number rack | 6 Polydrons (square and triangular) |
| 2 Geoboards and geobands | 7 Plastic coins |
| 3 Work Place pocket chart (in background) | 8 Dice (dotted 1–6 and numbered 0–5) |
| 4 Student number rack kits | 9 Game markers |
| 5 Spinner overlays | |

Box 1 Number Corner printed materials

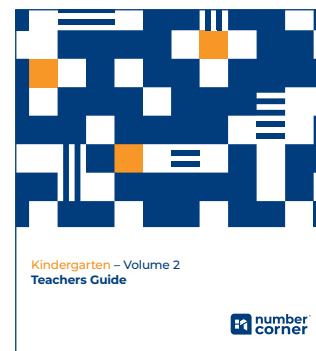
Teachers Guides

The Number Corner Teachers Guides are divided into three volumes, each of which contains three months of instruction with copies of print originals and student book pages. Tabbed dividers are included for each volume.



Word Resource Cards

You'll use these cards to enhance your students' math vocabulary development in context throughout the year. Use the alphabetical tabs to sort the cards, and store the box of cards in your bookcase or cabinet.



Printed Number Corner Components

You'll need access to these materials throughout the year. Store them where you can easily retrieve them when needed.



Kit materials may differ from those shown.

- 1 Calendar markers
- 2 Display cards
- 3 Card decks (including Grasshopper Number Path markers)
- 4 Calendar Grid and Calendar Collector titles
- 5 Number Path cards and covers
- 6 Small display cards
- 7 Spinners
- 8 One Hundred chart and Numbers to Ten counting mats

Box 2 Number Corner manipulatives

Number Corner Box 2 contains math manipulatives and pocket charts.

- Store the **plastic links**, **bean counters**, and **geoblocks** in a small tub or box.
- Store the **craft sticks**, **adding machine tape**, and **mystery container** with your classroom supplies.
- Put the Our Month in School pocket chart away for now, and post the other **pocket charts** in your Number Corner display area.
- Add the **polydrons**, **dice**, and **spinner overlay** to those from your Bridges kit.



Kit materials may differ from those shown.

- | | |
|---|---------------------------|
| 1 Calendar Grid pocket chart | 7 Polydron squares |
| 2 Our Month in School pocket chart | 8 Bean counters |
| 3 Craft sticks | 9 Dice |
| 4 Number Path pocket chart | 10 Spinner overlay |
| 5 Calendar Collector pocket chart | 11 Plastic links |
| 6 Mystery container | 12 Geoblocks |

Preparing to teach

Take some time to assemble your Teachers Guide. Place each unit in the appropriate three-ring binder, and insert the tabbed dividers in the appropriate locations. Keep **Bridges Unit 1** and **Number Corner Volume 1** handy for the beginning of the school year. Store the other binders in your bookcase or cabinet.

Set aside some time to read the **Program Introductions**. These grade-level overviews, located at the beginning of Bridges Unit 1 and Number Corner Volume 1, introduce the components and structure of each program.

Preview Bridges Unit 1

Unit 1

Numbers to 5 & 10

Overview

Throughout this unit, the teacher works with students to begin building a rich and supportive community of math-minded children and learners. Routines and classroom agreements are established that will provide structure for math class all year long. In the first module, the theme of shoes serves as a context for sorting, identifying, counting, graphing, and comparing. In Modules 2 and 3, students engage in activities to develop the 1–20 counting sequence, one-to-one correspondence, cardinality, and a foundational understanding for quantities of 3 and 10. The unit concludes with an exploration of patterns as students describe, copy, extend, translate, and create simple patterns through routines, visual, and concrete materials.

Module	Session	WP	PI	IP	A	HC
Module 1: Sorting Shoes	Session 1: One Shoe		●	●		
	Session 2: Two Shoes		●	●		
	Session 3: Five Shoes		●	●		
	Session 4: Ten Shoes		●	●		
	Session 5: All Shoes		●	●		
Module 2: Friendly 1s	Session 1: Introducing the 5-Frame		●	●		
	Session 2: Picturing 1s		●	●		
	Session 3: Five with Fingers		●	●		
	Session 4: Humana 1–5		●	●		
	Session 5: Split Five Beans		●	●		
Module 3: Friendly 10s	Session 1: Tens 10s		●	●		
	Session 2: How Many Dots? Part 1		●	●		
	Session 3: How Many Dots? Part 2		●	●		
	Session 4: Read You to 5		●	●		
	Session 5: Sort You to 5		●	●		
Module 4: Using Structures & Patterns	Session 1: Formal Patterns		●	●		
	Session 2: Skip a Two Patterns		●	●		
	Session 3: Exploring Link-Cube Patterns		●	●		
	Session 4: Link-Cube Patterns		●	●		
	Session 5: Link-Cube Patterns		●	●		

WP = Work Place, PI = Problems & Investigations, IP = Instructional Practice, A = Assessment, HC = Home Connection

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Unit 1

Module 1

Sorting Shoes

Overview

The beginning of a new school year is an exciting time for students as they familiarize themselves with the classroom and anticipate new learning adventures. Kindergarten begins their math journey with a familiar object—shoes. Students share what they notice about their shoes, compare how their shoes are similar and different, and sort the shoes into groups based on their features. Students sort, classify, count, and compare as they engage in activities designed to practice the 1–20 counting sequence, one-to-one correspondence, and cardinality. Module 1 also introduces students to some of the routines, manipulatives, and work patterns that play an important part in the kindergarten classroom.

Session	WP	PI	IP	A	HC
Session 1: One Shoe		●	●		
Session 2: Two Shoes		●	●		
Session 3: Five Shoes		●	●		
Session 4: Ten Shoes		●	●		
Session 5: All Shoes		●	●		

WP = Work Place, PI = Problems & Investigations, IP = Instructional Practice, A = Assessment, HC = Home Connection

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Unit 1

Module 1

Session 1

One Shoe

Summary

Setting the stage for classroom discourse, the teacher introduces the think-pair-share routine by inviting students to observe and describe the teacher's shoe. Using one of the features they identified, students engage in a simple sorting and counting activity. Afterward, the teacher introduces the first two Work Places and works with students to create a list of Work Place expectations. Students spend the rest of the session at Work Places.

Module 1 Learning Goals

Students learn about sorting, counting, and comparing.

- Students sort and count objects.
- Students represent and compare quantities of sorted objects using graphs.

Materials

Problems & Investigations: One Shoe

- **Copy & Display:** PD PB #7: Think-Pair-Share Posters
- **Classroom Materials:** 1 poster on a poster board
- **Copy & Display:** PD PB Work Place Guide 1A Unifix Cubes, PD PB Work Place Instructions 1A Unifix Cubes, PD PB Work Place Guide 1B Pattern Blocks, PD PB Work Place Instructions 1B Pattern Blocks
- **Classroom Materials:** 1 prepared Work Place bins (5), 1 prepared Work Place area labels (5), 1 Link-Like Sounds Like chart (see Preparation)

Work Places to Use

- 1A Unifix Cubes (introduced in this session)
- 1B Pattern Blocks (introduced in this session)

PD = Print Original, IP = Student Book, WC = Home Connection

Vocabulary

number words for 2–5
one's
sort

Preparation

Problems & Investigations

Wear a pair of shoes that you are comfortable removing and that have interesting features (color, feature type, style, and so on). Alternatively, bring a pair of adult shoes with interesting features to use during the session.

Work Places

Have your prepared Link-Like Sounds Like chart and Work Place bins ready for display.

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Read the **Bridges Unit 1 Introduction**, which describes the mathematical content of the unit—models, concepts, and strategies students will work with throughout the unit. Each unit's introduction also includes a list of Work Places introduced in the unit, assessment information, and teaching tips.

Next, check out the **Unit 1, Module 1 overview**. Each module's overview includes charts and lists you can use to prepare materials ahead of time.

Look over the **first few lessons of Module 1**. Take note of the four Work Places you'll introduce during Sessions 1–3. These provide early opportunities to introduce and establish Work Place routines.

	Day	Page	Date	Activity	Updates
	Day 1	27		Days in School Introducing Days in School	
		27		Calendar Collector Linking to the Calendar Grid	
		28		Calendar Collector Spinning for Colours	
	Day 2	31		Number Path Introducing the Number Path Packet Chart	CLC, CLC, DS
	Day 3	33		Computationally Flaming Anticipating the 5's Pattern	CLC, CLC, DS
	Day 4	35		Number Path Counting Forward & Backward	CLC, CLC, DS
	Day 5	37		Calendar Collector Linking to the Weekly Collection Total	CLC, CLC, DS
	Day 6	39		Calendar Grid Patterns & Predictions	CLC, DS
	Day 7	41		Number Path Playing Hop & Stop	CLC, DS
	Day 8	43		Computationally Flaming Flash & Show	CLC, DS
	Day 9	45		Number Path Hoping & Stop	CLC, DS
	Day 10	47		Calendar Collector Linking to the Weekly Collection Total	CLC, DS
	Day 11	49		Calendar Grid Shape Finders	CLC, DS
	Day 12	51		Number Path Hoping Hop & Stop	CLC, DS
	Day 13	53		Computationally Flaming Flash & Show	CLC, DS
	Day 14	55		Calendar Collector Linking to the Weekly Collection Total	CLC, DS
	Day 15	57		Calendar Grid Patterns & Predictions	CLC, DS
	Day 16	59		Calendar Collector Anticipating & Counting the Month's Total Collection	DS
	Day 17	61		Calendar Collector The Number Reminds the Real Date	CLC, DS
	Day 18	63		Computationally Flaming Flash & Show	CLC, DS
	Day 19	65		Computationally Flaming Flash & Show	CLC, DS
	Day 20	67		Calendar Collector Counting the Month's Total Collection	DS
	Day 21	69		Calendar Grid Recognising the Month's	DS
	Optional	71		Number Path Writing Numerals	

Updates

Calendar Grid, Calendar Collectors and Days in School are updated regularly. Summaries of updates appear below, see the updates section under for details.

Calendar Grid is a predictions about end-of-the day markers, and on the matching hopper song.

Calendar Collector Spin the spinner, count out the designated number of cubes, and then drop to the pocket for the week.

Days in School Add a dot to the 10-frame, a coin to the bank, and a number to the number line.

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September 1 | **Workbooks**

September
Timeline

Number Corner September

Workbooks

Overview

The workbooks in the first month of a school focus on two-dimensional shapes—circles, rectangles, triangles, and squares—basic counting skills, and combinations of 5.

Copies & Display

- ☐ Visit the Bridges Educator Site to review the Interactive Display Materials for this month of Number Corner. Number Corner provides both print and digital materials for display or copies of print originals and student book pages. Make copies as needed.
- ☐ If students do not have Number Corner Student Books, use the class set of pages 1–2.
- ☐ Additional resources, including printable sets of all questions for pages 1–2, are available on the Bridges Educator Site.

Teaching Tips

Take a special tour of time on the Number Corner workbooks this month. Establish practices that ensure Number Corner use consistently of year, such as

- Rotating quickly between tables and the Number Corner display area
- Focusing on and putting away materials
- Responding to one another’s thinking respectfully
- Think-pair-share effectively

There are 20 days of Number Corner activities in September, but you may have more or less teaching time. Before you get started this month, look ahead and plan how you may want to split the entire task across two months or activities.

Our Daily Number

- Schedule Calendar Days 5, 10 and 15 for the last school day of the week to end your month on an outdoor activity. Use the Number Corner workbooks from the Weekly Collection Task activity on the last school day of the week to begin students’ understanding of the day of the week.
- Schedule the Number Corner workbooks for the first 20 days of the month, when students made models, wrote a description and an end, and the school weeks are separate by days. Consider combining two workbooks into one week if the need arises.
- Schedule Calendar Day 20 for the last school day of the month so that students have an opportunity to review the entire Calendar Grid activity.

Consider these additional learning opportunities if you have more than 20 school days this month:

- Teach the optional Number Path workbooks, Writing Numbers.
- Repeat the 100 Number Path workbooks, Playing With 100.
- Have students complete Day 10’s Computational Fluency exercises, and combine 5 to 15

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Next, read the **Workouts** section for information about the math content in this month's activities, an overview of each of the five workouts for the month, and more details about materials preparation.

<div> <div>AG</div> <div>Unit 1</div> </div>	
<h2>Briggs Unit 1 Assessments</h2> <h1>Numbers to Five & Ten</h1>	
<h3>Overview</h3> <p>Throughout this unit, the teacher works with students to begin building a safe and supportive community of mathematicians of different abilities and backgrounds. Routines and classroom agreements are established that will provide structure for math class day after day. In the first module, the theme of cubes serves as a context for exploring, classifying, counting, grouping, and comparing. In Modules 2 and 3, students engage in activities to develop the 1–20 counting sequence, one-to-one correspondence, cardinality and a foundational understanding for operations of 5 and 10. The unit concludes with an exploration of patterns in a number discolor, copy, extend, and translate, and create story problems through stories, words, and concrete materials.</p> <p>There is one assessment in Unit 1 — a checklist interview assessment — spread out over multiple sections. In addition, the Work Place introduced over the course of the unit offers teachers frequent opportunities to observe students' skills in authentic settings.</p>	
<h3>Skills & Concepts Assessed in Unit 1</h3>	
Skills & Concepts	Formal Assessments (30%)
8.EC.1 Count to 100 by 1s.	8.EC.1 Baseline Assessment
8.EC.2 Write numbers from 0 to 10 to represent a number of objects with a written number 0–10.	8.EC.2 Baseline Assessment
8.EC.3 Count objects along with, leaving the numbers in the standard order and pairing each with only one number name.	8.EC.3 Baseline Assessment
8.EC.4 Count and understand the number of objects in the same regardless of their arrangement. Provide a list of the numbers you counted.	8.EC.4 Baseline Assessment
8.EC.5 Count objects when "any" arrangement.	8.EC.5 Baseline Assessment
<p>Checklist with rubric standards for which proficiency is expected by the end of Unit 1.</p> <p>■ Module 5 – Stories</p>	

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Unit 1 Module 1 | Section 1, class out

NAME _____

DATE _____

Baseline Assessment Student Response Sheet page 1 of 2

Materials

- A collection of the same coin (20 is a good number)
- Number Cards 1 set of cards 3–10 from 1–100

Concepts & Skills

- Counting items
- 1. Counting to 10 by 1
- 2. Naming numbers
- 3. Counting to ten's, "how many?"
- 4. Conservation of number
- Reason
- 5. Writing numbers 0–10

Instructions to the Teacher: This assessment is an individual exercise. Read the directions for each item and record student responses in the space provided. See the Assessment Guide for more information.

1. Say, "Start counting forward from 1. I'll tell you when to stop. Stop the student at 10.

Count to ____ (Repeat for number needed to correct response.)

Circle the behavior closest to what the student exhibits.

Counts within 10.	Counts to 10 correctly but not yet fluently.	Counts fluently to 10.
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Additional notes:

2. Show one Number Card at a time in random order and ask: *What is the name of this number?*

Check numbers that are named correctly. Record other responses.

0 _____ 1 _____ 2 _____
 3 _____ 4 _____ 5 _____
 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Circle the behavior closest to what the student exhibits.

Names 0–10 numerals correctly.	Names 4–10 numerals correctly.	Names all 10 numerals correctly.
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Additional notes:

(continued on next page)

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Unit 1 • Module 2 | Lesson 10 Student |

Answer Key

NAME _____

DATE _____

Baseline Assessment Student Response Sheet page 1 of 2

Materials

- One circle of the same color (7½ in. in diameter)

Responses will vary. Teachers should record student responses to each assessment item in the space provided.

Concepts & Skills

Answer Items

- Counting by 10's to 10
- Counting by 10's to 10
- Counting by 10's, "how many?"
- Counting by 10's, "how many?"
- Counting by 10's, "how many?"
- Counting by 10's, "how many?"
- Counting by 10's, "how many?"
- Counting by 10's, "how many?"
- Counting by 10's, "how many?"
- Counting by 10's, "how many?"

Instruction to the teacher: This assessment is an individual interview. Read the directions for each item and record student responses in the space provided for the Assessment Guide for more information.

- Step. Start counting forward from 1. I'll tell you when to stop. Stop the student at 10.

Counts to 10. (Record last number counted to correct response.)

Circle the number closest to the student's starting number.

Additional notes:

Counts within 10.	Counts to 10 correctly but not yet fluently.	Counts fluently to 10.
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Paused and restarted several times. Skipped 4 at first but then remembered it. Hesitated after 9, but then said 10.

- Show one Number Card at a time in random order and ask: *What is the name of this number?*

Check numbers that are named correctly. Record after responses.

0 _____ 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓
6 ✓ 7 ✓ 8 ✓ 9 ✓ 10 ✓

Circle the behavior closest to the student's starting number.

Names 5 or fewer numerals correctly.	Names 6-10 numerals correctly.	Names all 10 numerals correctly.
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Additional notes:

No response for 0. Identified most numbers readily.

(continued on next page)

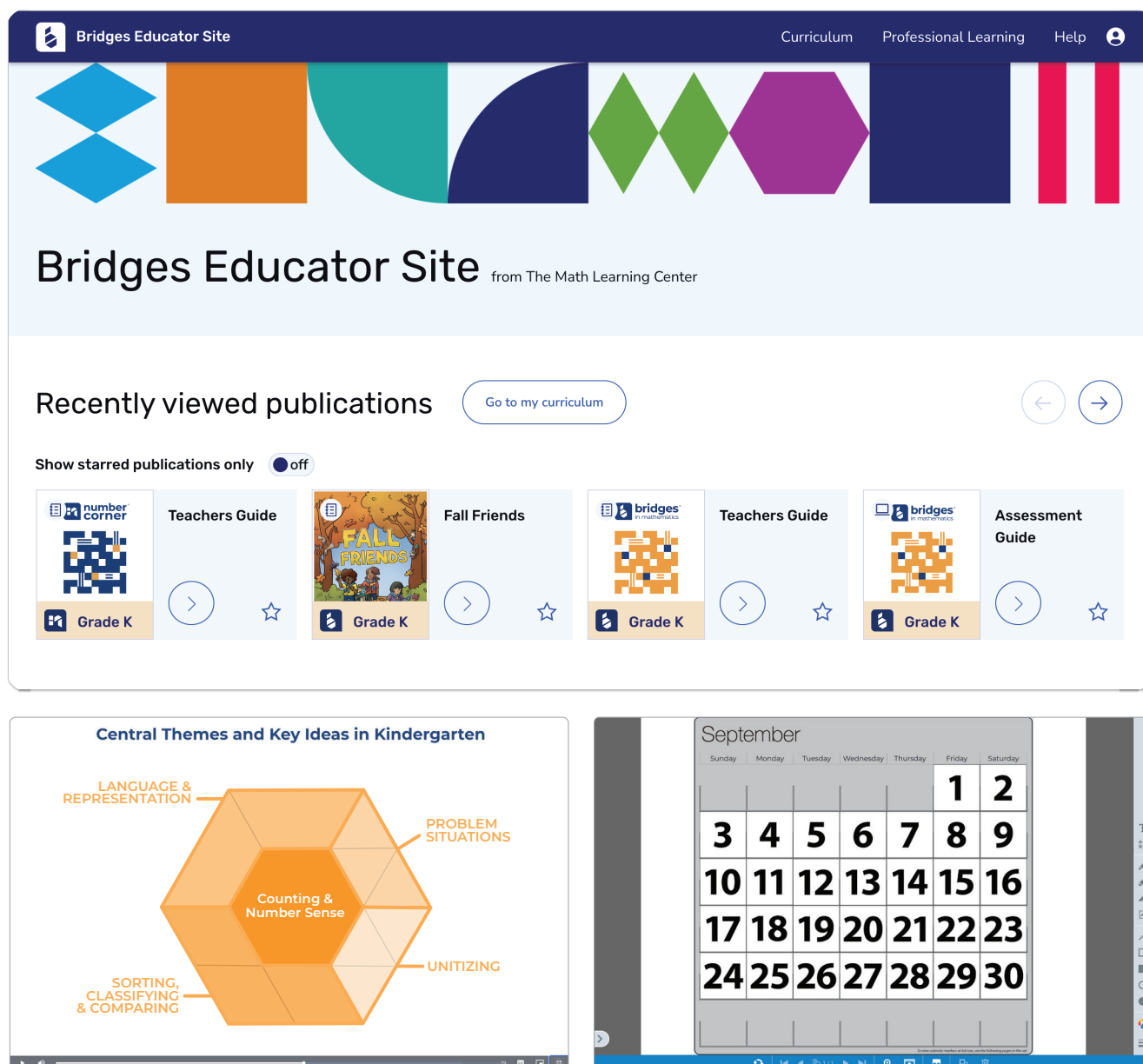
Brighton Third Edition Kindergarten Print Originals

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Next, take a look at the **Bridges Unit 1 Assessments** section of the guide. Here you'll find summary and scoring information for the Baseline Assessment included in Unit 1, as well as print originals and reengagement suggestions.

The Bridges Educator Site



Bridges Educator Site from The Math Learning Center

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number corner Teachers Guide Grade K

FALL FRIENDS Grade K

bridges Teachers Guide Grade K

bridges Assessment Guide Grade K

Central Themes and Key Ideas in Kindergarten

LANGUAGE & REPRESENTATION

PROBLEM SITUATIONS

UNITIZING

SORTING, CLASSIFYING & COMPARING

Counting & Number Sense

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

teach.mathlearningcenter.org

The Bridges Educator Site is your source for interactive display materials, Work Place games students can play on tablets and computers, printable files, implementation and preparation guidance, the Bridges Assessment Guide, and more.

Access to the Bridges Educator Site is included with the purchase of a Bridges or Number Corner kit. Your school or district account administrator can provide you with registration information.

For more assistance getting started with Bridges or the Bridges Educator Site, contact plsupport@mathlearningcenter.org.