bridges® in mathematics

Grade 3 **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

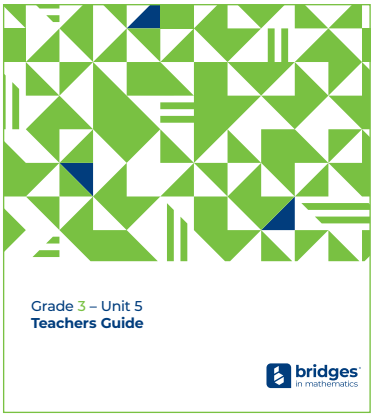
There are many ways to organize your materials. Begin with the recommendations here, and refine your system throughout the school year to better meet the unique circumstances of your classroom.

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

- Container or drawer for Bridges game boards and cards
- Container or drawer for Number Corner materials
- Six trays or drawers that will hold 8½" × 11" Work Place record sheets, each 2 to 3 inches deep
- Container to hold coins, tangrams, dice, game markers, small plastic number racks, and spinner overlays
- Eight containers, one each for base ten pieces, plastic cubes, pattern blocks, geoboards, colored tiles and red linear units, Unifix cubes*, calculators*, and modeling clay (in ziptop bags)*
- 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.*

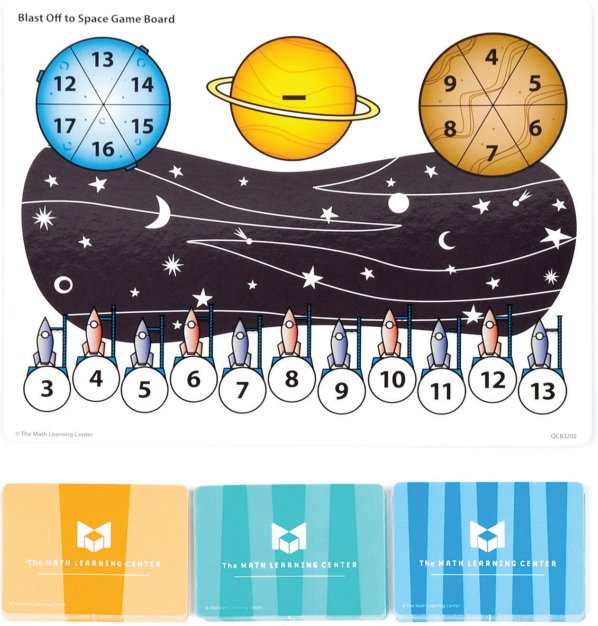
Box 1 Bridges printed materials



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.

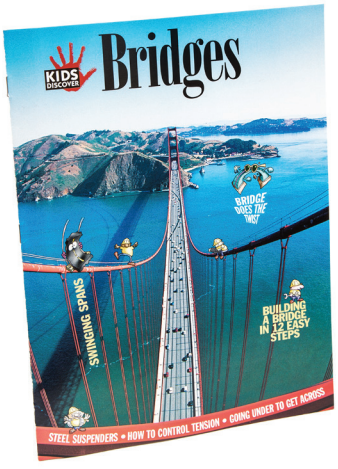
Printed Bridges Components



Keep the **Blast Off to Space game boards** and **Dozens of Eggs Fraction card decks** where you can easily retrieve them when needed.

Store the **Sunflower Display** with your Teachers Guides. Consider laying it out flat or hanging it at the beginning of Unit 4 so that the folds can relax before use in Unit 4, Module 4.

Keep the **Kids Discover Bridges** booklet with your Teachers Guides. You'll use it during Unit 8.



Kit materials may differ from those shown.

Box 2 Bridges manipulatives

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

- Store the plastic **number racks** in a convenient place. You'll use them for the first time in Unit 1.
- Break apart the **magnetic tiles**. Store them and the **Magic Wall** on a shelf or in a drawer. You'll use them in Units 5 and 6.
- Store the **base ten pieces**, **pattern blocks**, **plastic cubes**, and **geoboards** in containers.
- Store the **magnet hooks**, **craft sticks**, **measuring cups**, and **adding machine tape** with your classroom supplies.
- Store the **game markers**, **tangrams**, and **dice** in a small container, and set aside the **red linear units** for now. You'll add more items to these when you unpack your Number Corner materials.

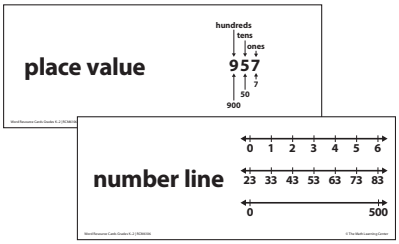
Kit materials may differ from those shown.

1 Small plastic number racks
2 Pattern blocks
3 Geoboards and geobands
4 Magnetic hooks
5 Measuring cups (1-cup and 1-qt)
6 Plastic 1-cm^3 1-gram cubes
7 Craft sticks
8 Magic Wall
9 Base 10 linear and number pieces
10 Tangrams
11 Magnetic tiles
12 Red linear units
13 Game markers
14 Toothpicks
15 Adding machine tape

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.

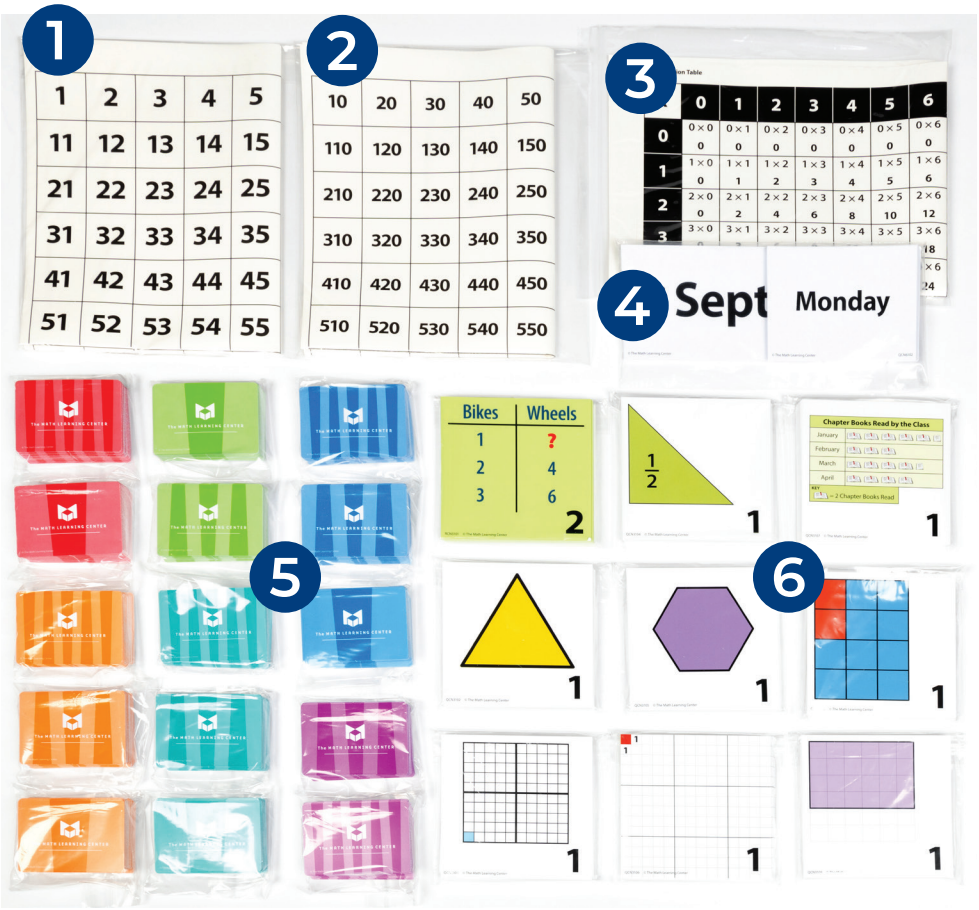


Word Resource Cards

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.



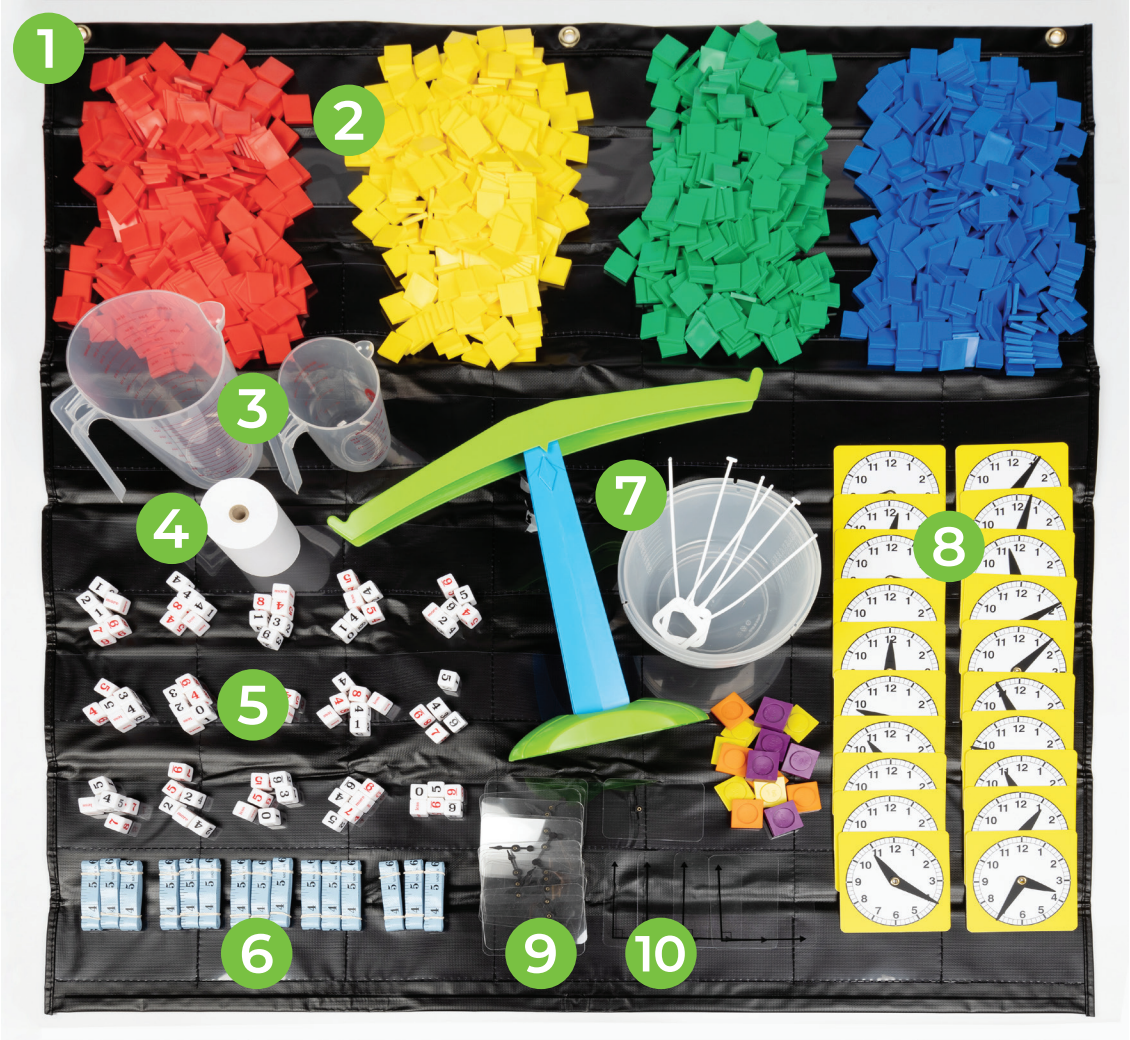
1. One Hundred chart
2. One Thousand chart
3. Multiplication Table chart
4. Calendar Grid titles
5. Card decks
6. Calendar markers

Kit materials may differ from those shown.

Box 2 Number Corner manipulatives

Number Corner Box 2 contains math manipulatives and pocket charts.

- Post the **Calendar Grid pocket chart** in your Number Corner display area.
- Put away the **pan balance**. You'll use it for the first time in December's activities.
- Store the **colored tiles** in a small tub or bin.
- Store **right angle overlays**, **measuring tapes**, and **student clocks** in a box or bin.
- Add the **adding machine tape**, **measuring cups, dice**, and **spinner overlays** to those from your Bridges kit.



Kit materials may differ from those shown.

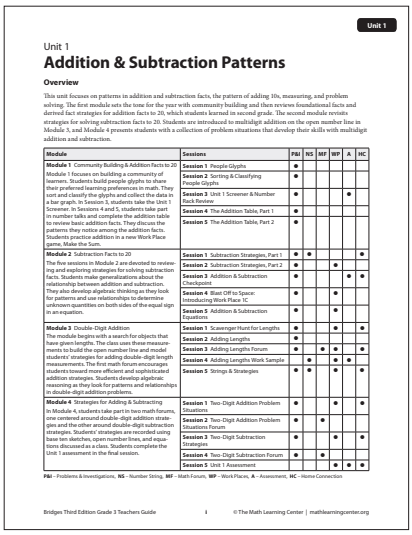
1 Calendar Grid pocket chart (in background)
2 Colored tiles
3 Measuring cups (1 cup and 1 quart)
4 Adding machine tape
5 Dice
6 Measuring tapes
7 Pan balance and mass weights
8 Student clocks
9 Spinner overlays
10 Right angle overlays

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

Unit 1

Addition & Subtraction Patterns

Overview

This unit focuses on patterns in addition and subtraction facts, the pattern of adding 10s, measuring, and problem solving. The first module sets the tone for the year with community building and then reviews foundational facts and derived fact strategies for addition facts to 20, which students learned in second grade. The second module revisits strategies for solving subtraction facts to 20. Students are introduced to multidigit addition on the open number line in Module 3, and Module 4 presents students with a collection of problem situations that develop their skills with multidigit addition and subtraction.

Module	Sessions	P&I	NS	MF	WP	A	HC
Module 1 Community Building & Addition Facts to 20 Module 1 focuses on building a community of learners. Students build people glyphs to share their preferred learning preferences in math. They sort and classify the glyphs and collect the data in a bar graph. In Session 3, students take the Unit 1 Screener. In Sessions 4 and 5, students take part in number talks and complete the addition table to review basic addition facts. They discuss the patterns they notice among the addition facts. Students practice addition in a new Work Place game, Make the Sum.	**Session 1** People Glyphs	●					
	Session 2 Sorting & Classifying People Glyphs	●					
	Session 3 Unit 1 Screener & Number Rack Review	●				●	
	Session 4 The Addition Table, Part 1	●					
	Session 5 The Addition Table, Part 2	●					
Module 2 Subtraction Facts to 20 The five sessions in Module 2 are devoted to reviewing and exploring strategies for solving subtraction facts. Students make generalizations about the relationship between addition and subtraction. They also develop algebraic thinking as they look for patterns and use relationships to determine unknown quantities on both sides of the equal sign in an equation.	**Session 1** Subtraction Strategies, Part 1	●	●				●
	Session 2 Subtraction Strategies, Part 2	●			●		
	Session 3 Addition & Subtraction Checkpoint	●				●	●
	Session 4 Blast Off to Space: Introducing Work Place 1C	●			●		
	Session 5 Addition & Subtraction Equations	●			●		
Module 3 Double-Digit Addition The module begins with a search for objects that have given lengths. The class uses these measurements to build the open number line and model students' strategies for adding double-digit length measurements. The first math forum encourages students toward more efficient and sophisticated addition strategies. Students develop algebraic reasoning as they look for patterns and relationships in double-digit addition problems.	**Session 1** Scavenger Hunt for Lengths	●			●		●
	Session 2 Adding Lengths	●					
	Session 3 Adding Lengths Forum	●		●	●		●
	Session 4 Adding Lengths Work Sample		●		●	●	
	Session 5 Strings & Strategies	●	●		●		●
Module 4 Strategies for Adding & Subtracting In Module 4, students take part in two math forums, one centered around double-digit addition strategies and the other around double-digit subtraction strategies. Students' strategies are recorded using base ten sketches, open number lines, and equations discussed as a class. Students complete the Unit 1 assessment in the final session.	**Session 1** Two-Digit Addition Problem Situations	●			●		●
	Session 2 Two-Digit Addition Problem Situations Forum	●		●			
	Session 3 Two-Digit Subtraction Strategies	●			●		●
	Session 4 Two-Digit Subtraction Forum	●		●			
	Session 5 Unit 1 Assessment				●	●	●

P&I – Problems & Investigations, **NS** – Number String, **MF** – Math Forum, **WP** – Work Places, **A** – Assessment, **HC** – Home Connection

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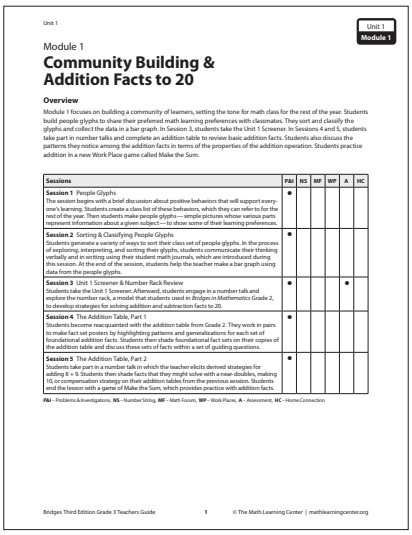
Read the **Bridges Unit 1 Introduction**, which describes the mathematical content of the unit—models, concepts, and strategies students will work with throughout the unit. Each unit's introduction also includes a list of Work Places introduced in the unit, assessment information, and teaching tips.



Unit 1

Module 1

Community Building & Addition Facts to 20

Overview

Module 1 focuses on building a community of learners, setting the tone for math class for the rest of the year. Students build people glyphs to share their preferred math learning preferences with classmates. They sort and classify the glyphs and collect the data in a bar graph. In Session 3, students take the Unit 1 Screener. In Sessions 4 and 5, students take part in number talks and complete an addition table to review basic addition facts. Students also discuss the patterns they notice among the addition facts in terms of the properties of the addition operation. Students practice addition in a new Work Place game called Make the Sum.

Sessions	P&I	NS	MF	WP	A	HC
Session 1 People Glyphs The session begins with a brief discussion about positive behaviors that will support everyone's learning. Students create a class list of these behaviors, which they can refer to for the rest of the year. Then students make people glyphs — simple pictures whose various parts represent information about a given subject — to show some of their learning preferences.	●					
Session 2 Sorting & Classifying People Glyphs Students generate a variety of ways to sort their class set of people glyphs. In the process of exploring, interpreting, and sorting their glyphs, students communicate their thinking verbally and in writing using their student math journals, which are introduced during this session. At the end of the session, students help the teacher make a bar graph using data from the people glyphs.	●					
Session 3 Unit 1 Screener & Number Rack Review Students take the Unit 1 Screener. Afterward, students engage in a number talk and explore the number rack, a model that students used in *Bridges in Mathematics Grade 2*, to develop strategies for solving addition and subtraction facts to 20.	●				●	
Session 4 The Addition Table, Part 1 Students become reacquainted with the addition table from Grade 2. They work in pairs to make fact set posters by highlighting patterns and generalizations for each set of foundational addition facts. Students then shade foundational fact sets on their copies of the addition table and discuss these sets of facts within a set of guiding questions.	●					
Session 5 The Addition Table, Part 2 Students take part in a number talk in which the teacher elicits derived strategies for adding 8 + 9. Students then shade facts that they might solve with a near-doubles, making 10, or compensation strategy on their addition tables from the previous session. Students end the lesson with a game of Make the Sum, which provides practice with addition facts.	●					

P&I – Problems & Investigations, **NS** – Number String, **MF** – Math Forum, **WP** – Work Places, **A** – Assessment, **HC** – Home Connection

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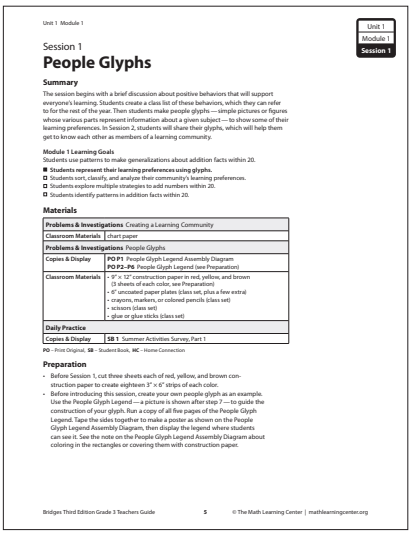
Next, check out the **Unit 1, Module 1 overview**. Each module's overview includes charts and lists you can use to prepare materials ahead of time.



Unit 1 Module 1

Unit 1
Module 1
Session 1

Session 1

People Glyphs

Summary

The session begins with a brief discussion about positive behaviors that will support everyone's learning. Students create a class list of these behaviors, which they can refer to for the rest of the year. Then students make people glyphs — simple pictures or figures whose various parts represent information about a given subject — to show some of their learning preferences. In Session 2, students will share their glyphs, which will help them get to know each other as members of a learning community.

Module 1 Learning Goals

Students use patterns to make generalizations about addition facts within 20.

- **Students represent their learning preferences using glyphs.**
- Students sort, classify, and analyze their community's learning preferences.
- Students explore multiple strategies to add numbers within 20.
- Students identify patterns in addition facts within 20.

Materials

Problems & Investigations Creating a Learning Community	
Classroom Materials	chart paper
Problems & Investigations People Glyphs	
Copies & Display	**PO P1** People Glyph Legend Assembly Diagram **PO P2–P6** People Glyph Legend (see Preparation)
Classroom Materials	• 9" x 12" construction paper in red, yellow, and brown (3 sheets of each color, see Preparation) • 6" uncoated paper plates (class set, plus a few extra) • crayons, markers, or colored pencils (class set) • scissors (class set) • glue or glue sticks (class set)
Daily Practice	
Copies & Display	**SB 1** Summer Activities Survey, Part 1

PO – Print Original, **SB** – Student Book, **HC** – Home Connection

Preparation

- Before Session 1, cut three sheets each of red, yellow, and brown construction paper to create eighteen 3" x 6" strips of each color.
- Before introducing this session, create your own people glyph as an example. Use the People Glyph Legend — a picture is shown after step 7 — to guide the construction of your glyph. Run a copy of all five pages of the People Glyph Legend. Tape the sides together to make a poster as shown on the People Glyph Legend Assembly Diagram, then display the legend where students can see it. See the note on the People Glyph Legend Assembly Diagram about coloring in the rectangles or covering them with construction paper.

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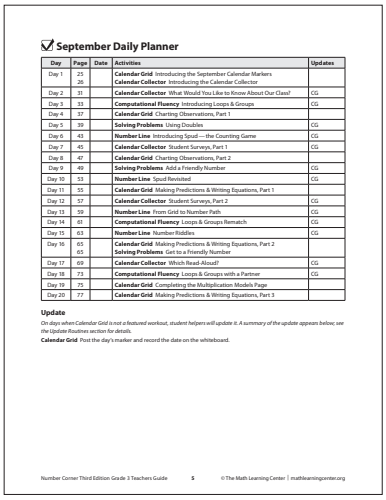
Look over the **first few lessons of Module 1**. Take note that you'll introduce the first Work Place at the end of this module. Four more will be introduced during Modules 2 and 4. These provide early opportunities to introduce and establish Work Place routines.

Preview September Number Corner



September Daily Planner

Day	Page	Date	Activities	Updates
Day 1	25 26		**Calendar Grid** Introducing the September Calendar Markers **Calendar Collector** Introducing the Calendar Collector	
Day 2	31		**Calendar Collector** What Would You Like to Know About Our Class?	CG
Day 3	33		**Computational Fluency** Introducing Loops & Groups	CG
Day 4	37		**Calendar Grid** Charting Observations, Part 1	
Day 5	39		**Solving Problems** Using Doubles	CG
Day 6	43		**Number Line** Introducing Spud — the Counting Game	CG
Day 7	45		**Calendar Collector** Student Surveys, Part 1	CG
Day 8	47		**Calendar Grid** Charting Observations, Part 2	
Day 9	49		**Solving Problems** Add a Friendly Number	CG
Day 10	53		**Number Line** Spud Revisited	CG
Day 11	55		**Calendar Grid** Making Predictions & Writing Equations, Part 1	
Day 12	57		**Calendar Collector** Student Surveys, Part 2	CG
Day 13	59		**Number Line** From Grid to Number Path	CG
Day 14	61		**Computational Fluency** Loops & Groups Rematch	CG
Day 15	63		**Number Line** Number Riddles	CG
Day 16	65 65		**Calendar Grid** Making Predictions & Writing Equations, Part 2 **Solving Problems** Get to a Friendly Number	
Day 17	69		**Calendar Collector** Which Read-Aloud?	CG
Day 18	73		**Computational Fluency** Loops & Groups with a Partner	CG
Day 19	75		**Calendar Grid** Completing the Multiplication Models Page	
Day 20	77		**Calendar Grid** Making Predictions & Writing Equations, Part 3	

Update

On days when Calendar Grid is not a featured workout, student helpers will update it. A summary of the update appears below; see the Update Routines section for details.

Calendar Grid Post the day's marker and record the date on the whiteboard.

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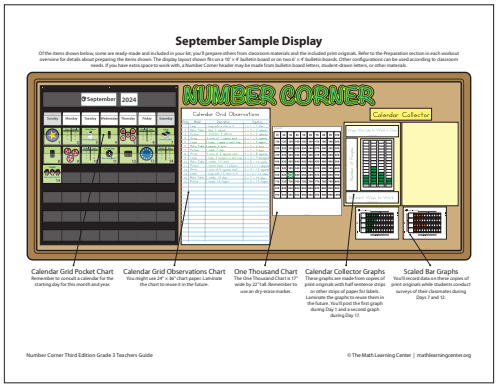

September Sample Display

Of the items shown below, some are ready-made and included in your kit; you'll prepare others from classroom materials and the included print originals. Refer to the Preparation section in each workout overview for details about preparing the items shown. The display layout shown fits on a 10' × 4' bulletin board or on two 6' × 4' bulletin boards. Other configurations can be used according to classroom needs. If you have extra space to work with, a Number Corner header may be made from bulletin board letters, student-drawn letters, or other materials.

Calendar Grid Pocket Chart
Remember to consult a calendar for the starting day for this month and year.

Calendar Grid Observations Chart
You might use 24" × 36" chart paper. Laminate the chart to reuse it in the future.

One Thousand Chart
The One Thousand Chart is 17" wide by 22" tall. Remember to use an dry-erase marker.

Calendar Collector Graphs
These graphs are made from copies of print originals with half-sentence strips or other strips of paper for labels. Laminate the graphs to reuse them in the future. You'll post the first graph during Day 1 and a second graph during Day 12.

Scaled Bar Graphs
You'll record data on these copies of print originals while students conduct surveys of their classmates during Days 7 and 12.

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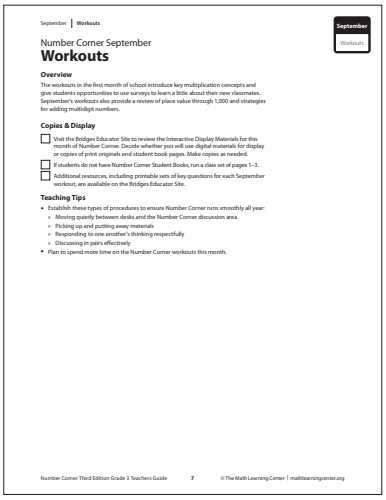

September | Workouts

Number Corner September
Workouts

Overview

The workouts in the first month of school introduce key multiplication concepts and give students opportunities to use surveys to learn a little about their new classmates. September's workouts also provide a review of place value through 1,000 and strategies for adding multidigit numbers.

Copies & Display

- ☐ Visit the Bridges Educator Site to review the Interactive Display Materials for this month of Number Corner. Decide whether you will use 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, run a class set of pages 1–3.
- ☐ Additional resources, including printable sets of key questions for each September workout, are available on the Bridges Educator Site.

Teaching Tips

- Establish these types of procedures to ensure Number Corner runs smoothly all year:
  - Moving quietly between desks and the Number Corner discussion area
  - Picking up and putting away materials
  - Responding to one another's thinking respectfully
  - Discussing in pairs effectively
- Plan to spend more time on the Number Corner workouts this month.

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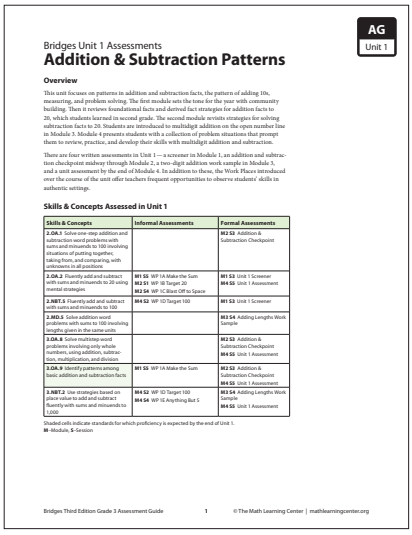
Check out the **September Daily Planner** and **Sample Display**. These introductory materials with each month of Number Corner will help you prepare your schedule and materials ahead of time.

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.

Preview the Assessment Guide



Bridges Unit 1 Assessments

Addition & Subtraction Patterns

AG Unit 1

Overview

This unit focuses on patterns in addition and subtraction facts, the pattern of adding 10s, measuring, and problem solving. The first module sets the tone for the year with community building. Then it reviews foundational facts and derived fact strategies for addition facts to 20, which students learned in second grade. The second module revisits strategies for solving subtraction facts to 20. Students are introduced to multidigit addition on the open number line in Module 3. Module 4 presents students with a collection of problem situations that prompt them to review, practice, and develop their skills with multidigit addition and subtraction.

There are four written assessments in Unit 1 — a screener in Module 1, an addition and subtraction checkpoint midway through Module 2, a two-digit addition work sample in Module 3, and a unit assessment by the end of Module 4. In addition to these, the Work Places introduced over the course of the unit offer teachers frequent opportunities to observe students' skills in authentic settings.

Skills & Concepts Assessed in Unit 1

Skills & Concepts	Informal Assessments	Formal Assessments
2.OA.1 Solve one-step addition and subtraction word problems with sums and minuends to 100 involving situations of putting together, taking from, and comparing, with unknowns in all positions		**M2 S3** Addition & Subtraction Checkpoint
2.OA.2 Fluently add and subtract with sums and minuends to 20 using mental strategies	**M1 S5** WP 1A Make the Sum **M2 S1** WP 1B Target 20 **M2 S4** WP 1C Blast Off to Space	**M1 S3** Unit 1 Screener **M4 S5** Unit 1 Assessment
3.NBT.1 Fluently add and subtract with sums and minuends to 100	**M4 S2** WP 1D Target 100	**M1 S3** Unit 1 Screener
2.MD.5 Solve addition word problems with sums to 100 involving lengths given in the same units		**M3 S4** Adding Lengths Work Sample
3.OA.8 Solve multistep word problems involving only whole numbers, using addition, subtraction, multiplication, and division		**M2 S3** Addition & Subtraction Checkpoint **M4 S5** Unit 1 Assessment
3.OA.9 Identify patterns among basic addition and subtraction facts	**M1 S5** WP 1A Make the Sum	**M2 S3** Addition & Subtraction Checkpoint **M4 S5** Unit 1 Assessment
3.NBT.2 Use strategies based on place value to add and subtract fluently with sums and minuends to 1,000	**M4 S2** WP 1D Target 100 **M4 S4** WP 1E Anything But 5	**M3 S4** Adding Lengths Work Sample **M4 S5** Unit 1 Assessment

Shaded cells indicate standards for which proficiency is expected by the end of Unit 1.
M–Module, **S**–Session

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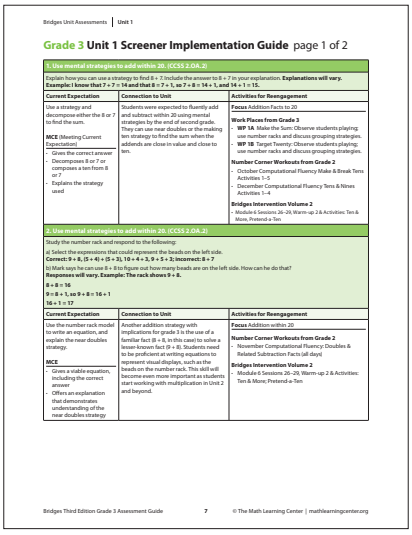

Bridges Unit Assessments | Unit 1

Grade 3 Unit 1 Screener Implementation Guide page 1 of 2

1. Use mental strategies to add within 20. (CCSS 2.OA.2)

Explain how you can use a strategy to find 8 + 7 to include the answer to 8 + 7 in your explanation. **Explanations will vary. Example: I know that 7 + 7 = 14 and that 8 = 7 + 1, so 7 + 8 = 14 + 1, and 14 + 1 = 15.**

Current Expectation	Connection to Unit	Activities for Reengagement
Use a strategy and decompose either the 8 or 7 to find the sum. **MCE** (Meeting Current Expectation) • Gives the correct answer • Decomposes 8 or 7 or composes a ten from 8 or 7 • Explains the strategy used	Students were expected to fluently add and subtract within 20 using mental strategies by the end of second grade. They can use near doubles or the making ten strategy to find the sum when the addends are close in value and close to ten.	**Focus** Addition Facts to 20 **Work Places from Grade 3** • **WP 1A** Make the Sum: Observe students playing; use number racks and discuss grouping strategies. • **WP 1B** Target Twenty: Observe students playing; use number racks and discuss grouping strategies. **Number Corner Workouts from Grade 2** • October Computational Fluency Make & Break Tens Activities 1–5 • December Computational Fluency Tens & Nines Activities 1–4 **Bridges Intervention Volume 2** • Module 6 Sessions 26–29, Warm-up 2 & Activities: Ten & More, Pretend-a-Ten

2. Use mental strategies to add within 20. (CCSS 2.OA.2)

Study the number rack and respond to the following:

a) Select the expressions that could represent the beads on the left side.
Correct: 9 + 8, (5 + 4) + (5 + 3), 10 + 4 + 3, 9 + 5 + 3; incorrect: 8 + 7

b) Mark says he can use 8 + 8 to figure out how many beads are on the left side. How can he do that?
Responses will vary. Example: The rack shows 9 + 8.
8 + 8 = 16
9 = 8 + 1, so 9 + 8 = 16 + 1
16 + 1 = 17

Current Expectation	Connection to Unit	Activities for Reengagement
Use the number rack model to write an equation, and explain the near doubles strategy. **MCE** • Gives a viable equation, including the correct answer • Offers an explanation that demonstrates understanding of the near doubles strategy	Another addition strategy with implications for grade 3 is the use of a familiar fact (8 + 8, in this case) to solve a lesser-known fact (9 + 8). Students need to be proficient at writing equations to represent visual displays, such as the beads on the number rack. This skill will become even more important as students start working with multiplication in Unit 2 and beyond.	**Focus** Addition within 20 **Number Corner Workouts from Grade 2** • November Computational Fluency: Doubles & Related Subtraction Facts (all days) **Bridges Intervention Volume 2** • Module 6 Sessions 26–29, Warm-up 2 & Activities: Ten & More, Pretend-a-Ten

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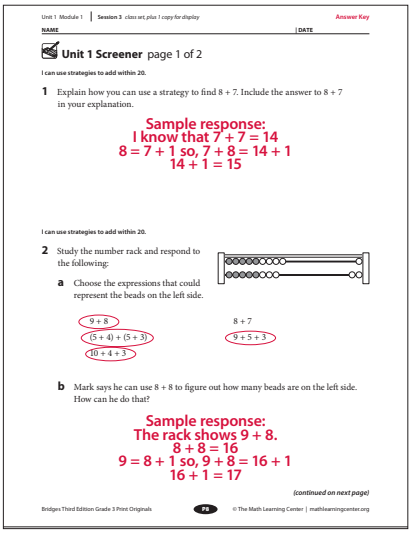

Unit 1 Module 1 | Session 3 *class set, plus 1 copy for display* Answer Key

NAME | DATE

Unit 1 Screener page 1 of 2

I can use strategies to add within 20.

1 Explain how you can use a strategy to find 8 + 7. Include the answer to 8 + 7 in your explanation.

Sample response:
I know that 7 + 7 = 14
8 = 7 + 1 so, 7 + 8 = 14 + 1
14 + 1 = 15

I can use strategies to add within 20.

2 Study the number rack and respond to the following:

a Choose the expressions that could represent the beads on the left side.

9 + 8
(5 + 4) + (5 + 3)
10 + 4 + 3
8 + 7
9 + 5 + 3

b Mark says he can use 8 + 8 to figure out how many beads are on the left side. How can he do that?

Sample response:
The rack shows 9 + 8.
8 + 8 = 16
9 = 8 + 1 so, 9 + 8 = 16 + 1
16 + 1 = 17

(continued on next page)

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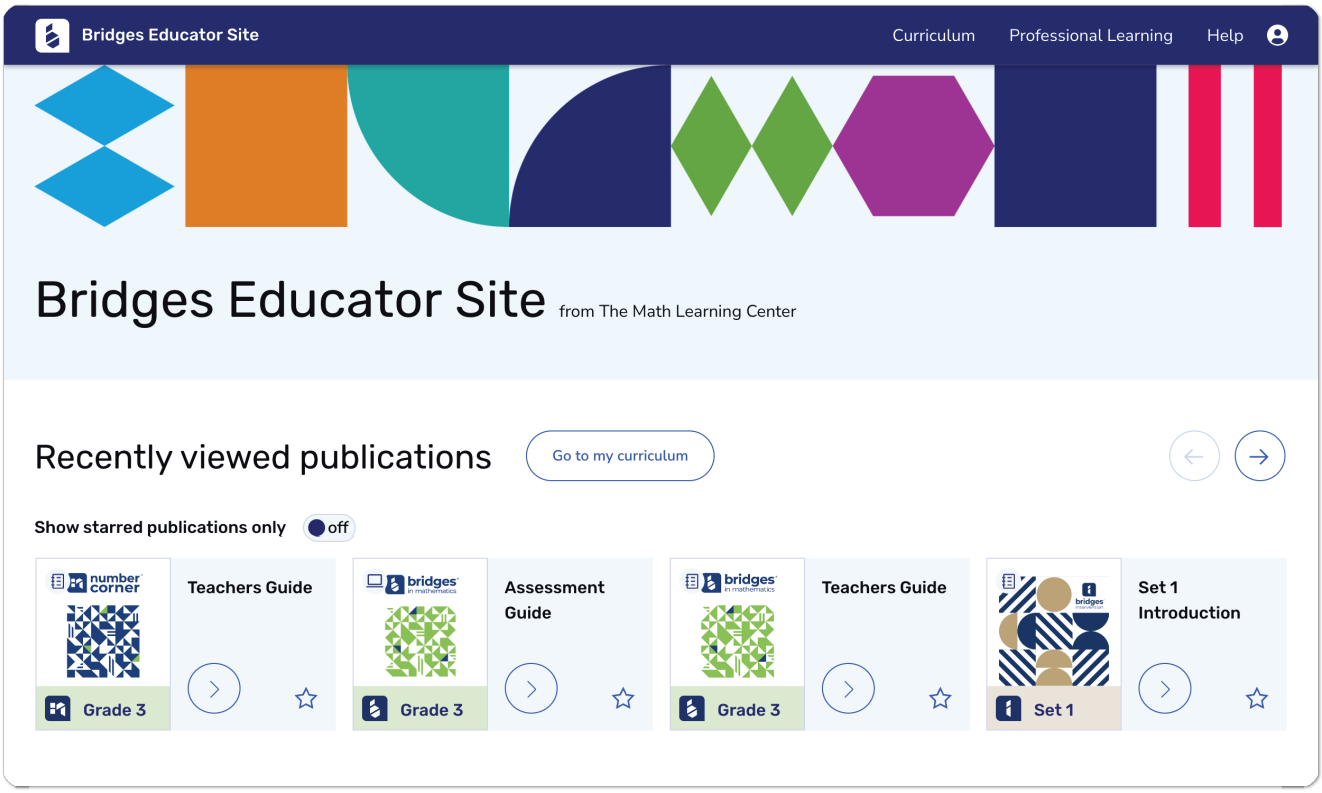
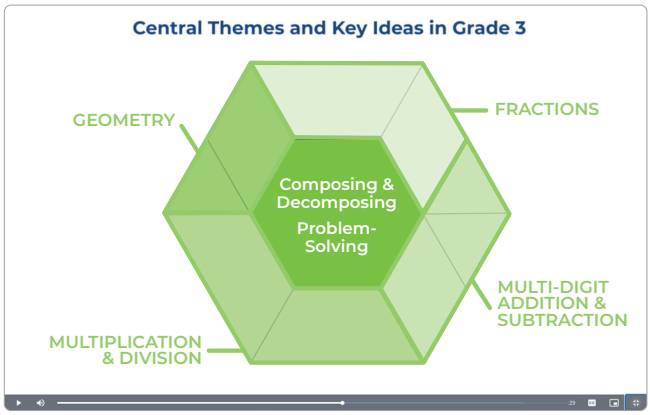
Visit the Bridges Educator Site at teach.mathlearningcenter.org and navigate to your curriculum materials. Find the **Assessment Guide**, and read the introduction. Here you'll find information about observational, formative, and summative assessment in Bridges.

Next, take a look at the **Bridges Unit 1 Assessments** section of the guide. Here you'll find summary and scoring information for the assessment opportunities included in Unit 1, as well as answer keys and print originals for each assessment.

The Bridges Educator Site





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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.