Getting Started with Bridges K–2 Presentation Guide

This presentation will provide you with an overview of Bridges in Mathematics for grades K–2. To get started you'll need your Bridges Unit 1 Teachers Guide, this viewing guide, and about 20 minutes. We've broken this presentation into 11 sections, as you will see outlined below. Take your time and pause the video as needed.

We are here to support you! We expect that you'll have questions, and we are ready to answer them. Once you've finished this presentation, send your questions to bridgessupport@mathlearningcenter.org.

Section 1 | Teaching with Bridges: Inside the Kit

- Inside your Bridges kit you'll find:
  - The Quick Start Guide
  - Bridges Teachers Guides (8 binders)
  - Number Corner Teachers Guides (3 binders)
  - Assessment Guide (1 binder)
- There are 3 consumable student books available for each grade level: The Bridges Student Book, the Number Corner Student Book, and Home Connections. You can buy these as printed books or they can be printed from the Bridges Educator site or copied from the masters included in your Teachers Guides.
- The Bridges Educator site is your online portal for all your Bridges and Number Corner materials.

Section 2 | Teaching with Bridges: A Typical Lesson

- A Bridges lesson takes about 60 minutes each day.
  - This 60 minutes includes Problems & Investigations and Work Places.
  - Problems & Investigations are whole-group explorations.
  - Work Places are small-group work stations.
- A Number Corner lesson takes 15–20 minutes per day.
- In half-day kindergarten classrooms, that will be more like 45 minutes for Bridges and 15 minutes for Number Corner.

Section 3 | Teaching with Bridges: A Brief Look at Unit 1

- Units are focused on domains and clusters, and cover about a month of instruction.
- Each unit is divided into 4 modules. A module is about a week of instruction.
- Each module will have between 4 and 6 sessions. A session is a daily lesson plan.
- To help you navigate the curriculum, we've included tabbed dividers and graphic identifiers.

Section 4 | Teaching with Bridges: Grade-Level Introduction

The introduction to your grade level will include:

- Mathematical Emphasis
- Overview of components included in Bridges

Section 5 | Teaching with Bridges: Unit Overview

Each unit overview will include:

- A brief content summary for each of the 4 modules
- An overview of the activities you'll be doing each day
  - P&I = Problems & Investigations (whole-group explorations)
  - WP = Work Places (small-group workstations)
  - A = Assessment
  - HC = Home Connections
- Mathematical Background for the unit
- Skills Across the Grade Levels chart
- Assessment Chart
- Differentiation Chart

Unit Overview

- Kindergarten: p. i
- Grade 1: p. i
- Grade 2: p. i

Mathematical Background

- Kindergarten: p. ii
- Grade 1: p. ii
- Grade 2: p. ii

Skills Across the Grade Level Chart

- Kindergarten: p. v
- Grade 1: p. v
- Grade 2: p. v

Assessment Chart

- Kindergarten: p. vi
- Grade 1: p. vi
- Grade 2: p. v

Differentiation Chart

- Kindergarten: p. vi
- Grade 1: p. vii
- Grade 2: p. vi

Section 6 | Teaching with Bridges: Module Overview

Each module includes:

- An overview
- A planner that summarizes each session
- Materials Preparation chart

Module Overview & Planner

- Kindergarten: p. 1
- Grade 1: p. 1
- Grade 2: p. 1

Materials Preparation Chart

- Kindergarten: p. 2
- Grade 1: p. 2
- Grade 2: p. 2

Section 7 | Teaching with Bridges: Section Overview

A session is your daily lesson plan. Each session includes:

- A content summary
- A list of content and math practice standards addressed
- A materials chart listing copies, kit materials, and classroom supplies needed
- Key vocabulary
- Action steps for instruction
- Sample dialogue
- Illustrations of models and strategies

Module 1 | Session 1

- Kindergarten: p. 3
- Grade 1: p. 3
- Grade 2: p. 3

Section 8 | Teaching with Bridges: Problems & Investigations

Whole-group activities that usually:

- Begin with a problem posed by the teacher
- Followed by time for independent work and partner sharing
- End with a whole-class discussion or summary

Section 9 | Teaching with Bridges: Work Places

Work Places are engaging, developmentally appropriate math centers that provide opportunities for guided practice and differentiated instruction.

- Introduced and practiced with the whole class and then repeated as partner games
- Six Work Places in rotation at any given time; rotate through new activities throughout the year
- Menu Cards – kindergarten only
  - Used in a provided pocket chart to help students chose a Work Place
- Work Place Log
  - Lists all the available Work Places and keeps students accountable
  - Includes 3 optional stations (Personal Practice, Computer Time, Work with Teacher)

Section 10 | Teaching with Bridges: Organizing Work Places

- You'll need 6 bins, 1 for each Work Place
- Each bin is labeled with the Work Place labels provided in your teacher masters. You'll need to copy these and cut them out.
- The Work Place Guide and Work Place Instructions are best stored back-to-back in a sheet protector in the Work Place bin.
- Work Place Guide:
  - A summary of the Work Place
  - Skills & Concepts list
  - Materials List
  - Suggestions for assessment and differentiation
- Work Place Instructions:
  - Instructions for completing the Work Place

Section 11 | Teaching with Bridges: Visual Models & Strategies

Bridges in Mathematics incorporates manipulatives and visual models that provide a variety of ways for students to make sense of mathematical concepts, represent and solve problems, attend to precision in their efforts, and communicate about their thinking.

- In kindergarten, models are used to help students structure number, make sense of the relationships among numbers, and begin to develop strategies for basic addition and subtraction.
- In grade 1, models are used to help students compose and decompose numbers, make sense of the relationships among numbers, understand place value (and the grouping structures that underlie it), develop strategies for basic addition and subtraction, and begin to add and subtract with multi-digit numbers.
- In grade 2, models are used to help students structure number, continue to develop and apply place value understandings, and develop efficient strategies for computing with multi-digit numbers.