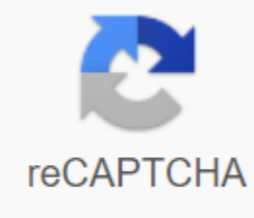




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Instead of treating one or two content areas per unit as in the elementary grades, Bridges Pre-K offers young learners opportunities each month to: count, sort, and pattern comparing objects and features such as size, length, weight and capacity to connect and break down numbers and teaching forms neatly arranged throughout research-based learning progress, gradually and gradually increasing at the challenge level throughout the year. There are nine teaching units consistent with the nine months of the school year. Each unit is divided into four modules, with five sessions per module, for a total of 180 possible sessions. Each introduction to the unit includes suggestions for ways teachers can tailor content to suit their calendars and classroom needs. The Pre-K Bridges Pre-K story collection includes a collection of nine beautifully illustrated reading books, one for each unit of Pre-K bridges. Each book presents 2-4 mathematically rich stories for certain several corner workouts or problems & interrogation activities. You're the... Counting and identifying theme-based digits, sequence, shapes and locations, and a very early add-on and subtraction. The full story collection is included in each Bridges Pre-K package, but can be purchased separately, or you can download individual stories for free. Students intensively focus on the two critical areas specified by the core rules common to mathematics: representation and equality of indeterminate numbers describing shapes and space six out of eight units dedicated to number and actions. They help students learn to use numbers, including written digits, to represent amounts and solve problems; Count a given number of objects; compare sets or digits; And a model simply attaches and separates situations with objects, fingers, words, actions, drawings, numbers, equations. The remaining two units focus on geometry. They invite students to describe and analyze the traits of shapes in the world around them; search, count, draw, build, and compare shapes; Match shapes together to make other shapes complete puzzles. Students intensively focus on the four critical areas specified by the core standards common to class A math: addition and subtraction within 20 instest relationships and linear value position measurement in non-standard thinking units with shapes and their attributes four out of eight units are dedicated to adding subtraction within 20. They help students achieve fluency with facts up to 10 and develop increasingly sophisticated strategies for solving subtraction supplement combinations to 20. During these units, students model, solve, and be a variety of word problems to build meaning for acts of subtraction connection, as well as an understanding of how the two are connected. Two of the eight units focus on space value, extending the counting sequence to 120 as students learn to think of intencies between 10 and 100 in terms of tens and 1. Much of the work in these units deals with the development, discussion and use of efficient, accurate and contained methods of inclusion to add within 100 and subtract multiples of 10. The remaining two units revolve around geometry and measurement. The geometry unit challenges children to identify, describe, build, draw, compare, connect and sort shapes. Students also learn about fractions in the context of 2D forms. The measurement unit provides an opportunity to provide students with a great opportunity to develop an understanding of the meaning and processes of measuring time and length as they conduct experiments over time; Build, fly, measure the flying distances of paper gliders; And explore some of the many ways in which they have grown and changed since they were born. Students intensively focus on the four critical areas specified by the core standards common to classroom math Expanding the understanding of base-10 construction fluency with added subtraction using standard units of linear measurement describes and analyzes the forms of the first unit and re-expands the addition and response within 20, helping to ensure that second graders act with understanding and washing facts from the beginning of the school year. Units 2, 3, 5, and parts of Unit 7 are dedicated to the value of location and multi-digit add-on and subtraction. In these units, students learn to count by fives, tens, and quantities of hundreds, tens, and quantity; read, write, and compare numbers to 1,000; And develop a flux with extra subtraction to 100 as they solve and be a variety of word problems. Later this year, children use concrete models and sketches, as well as strategies based on place value, operational characteristics and the relationship between addition and subtract, to add and subtract to 1,000. Unit 6 revolves around geometry, building foundations for understanding region, volume, imagination, imagination and symmetry as students explore, describe, build, draw, combine, joint and analyze 2D and 3D shapes. Unit 4, and the first part of Unit 7, focus on linear measurement, with students building their own rulers; Estimate and measure in centimeters, legs, yards, centimeters and meters; and solve problems involving adding, subtracting, and equality of lengths. Unit 8 re-examines linear measurement in the context of science and engineering when students do and test cardboard ramps of various types to investigate some of the factors that make marbles roll further and further. During, they create data by measuring marble cylinder distances multiple times, pooling their data, and entering it on line lines to better see, understand, and analyze how manipulation of the different variables affects the results. Students focus intensively on the four critical areas specified by the core standards common to third grade math: developing an understanding of multiplication and division and strategies for multiplication and division within 100 developing an understanding of fractions, Especially fragments of units (fractions with number 1) developing an understanding of the structure of rectangular arrays and the field of description and analysis of 2D shapes First Unit Reviews and expands work with addition and condition as review facts of students Look for patterns and work with larger numbers. Unit 2 moves to multiply by using a variety of rich contexts (arrays of stamps, window groups, and a coral reef) to develop and refine multiplication strategies and models. Unit 3 returns to addition and subtraction, this time focusing on computing strategies with larger numbers. In units 4 and 5, students study measurement, fractures, division and multiplication of Numbers. They evaluate and evaluate measurements in different units; Explore unit fractures and parallel fractures, and start adding and subtracting fractures; They connect multiplication to division and expand multiplication strategies to larger numbers. Their work with multiplication develops a strong understanding of the area. Unit 6 focuses on geometry, with students exploring, drawing and building 2D shapes, using their characteristics to classify and analyze those shapes. They also attach geometry to fractures as they express the area of a shape as a single fracture of the whole. Unit 7 consolidates and is satisfied with many of the skills and concepts addressed in previous units as students solve challenging problems involving calculation with multi-digit numbers. They study algorithms for adding and subtraction and digging deeper into the division. Students develop strategies and models for schism, many of which are based on their work with multiplication. Unit 8 combines mathematics and science, with an initial focus on designing and building model bridges. Students examine the intensity of their model bridges in systematic ways of collecting data. They then graph and analyze the data, find the range and mean, to make the inferences draw conclusions about efficient bridge design and construction. Students intensively focus on three critical areas specified by the core standards common to fourth grade math: developing understanding and fluency with multi-digit multiplication, and developing an understanding of distribution and a dose that includes multi-digit dividends, developing an understanding of fractional equality, addition and subtracting of fractions with similar denominators, and multiplying fractions in in whole numbers with the understanding that geometric figures can be analyzed and categorize based on their characteristics such as parallel sides, perpendicular sides , certain angle metrics and symmetry The first two units focus on multiplication and multifunctional thinking., Unit 1 reviews and expands the third-grade multiplication work and tests factors and products, as well as prime and composite numbers. Unit 2 is deeper as students explore and expand strategies, concepts, and models related to multi-digit multiplication. Unit 3 uses a variety of tools to model, read, write, compare, arrange, connect and break decimals. Units 4, 6, and 7 focus on fractures, decimal bytes, division, and more multiplication. Different models help students understand more about actions with equal fractures and fractures, as well as the relationship between fractures and decimals. Students also discover the links between multiplication and division as they see that many multiplication strategies also apply to distribution issues. They solve distribution problems with and without residue and start investigating And a division of simple fractures. Unit 5 focuses on geometry and expands students' understandings of space, volume and symmetry. Students explore, draw, and build 2D shapes and the characteristics of these shapes to categorize and analyze them. They also learn to use an angle to measure and build angles. Unit 8 combines many key skills and concepts in the context of science and engineering by providing students with the opportunity to design playgrounds. In the process, they create and analyze data, and use line values to represent that data. Students intensively focus on three critical areas specified by the core standards common to fifth grade math: developing fluency with added subtraction of fractures, and developing an understanding of multiplying fractions and dividing fractions in limited cases (unit parts divided by interal numbers and inter numbers divided by unit fractions) expanding the division into double-digit parts Combining decimals in the place value system, developing an understanding of operations with decimals to one-case, and developing fluency with an inteful number and decimal actions Developing an understanding of the volume of the first unit focuses on volume , and includes an overview of multiplication facts and multi-digit multiplication strategies. Unit 3 expands students' understandings of the value of the place and the characteristics of actions to help students develop powerful strategies for computing on an ongoing basis with decimal digits. In Unit 4, they refine powerful multiplication and division strategies, including the array model and the standard multiplication algorithm. In Unit 5, students learn to double and divide fractures. Unit 6 introduces new geometric concepts, including coordinated graphs and the use of hierarchies to categorize 2D shapes by their characteristics. In Unit 7, students develop precise and effective strategies for dividing inteful numbers, decimals, and fractions (fractions of units in instestants and inteful numbers by fractions of units). Unit 8 combines science, engineering and mathematics. In this final unit, students apply the understandings and skills they developed during the year as they study solar energy and design solar homes. Houses.

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