

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics

STANDARD 1: NUMBER SENSE				
Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 100. They understand that fractions may refer to parts of a set* and parts of a whole.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.1.1 Count by ones, twos, fives, and tens to 100.	Unit 1, Sessions 7, 10-12, 17 Unit 1, pages 42, 47-48, 96-98 (WP's 2B, 2F & 3F) Unit 5, Sessions 2-5, 12, 15, 16, 24, 26 Unit 5, pages 497, 517 (HC 17, 18) Unit 6, Sessions 4-9 Unit 6, page 720 (HC 26) Unit 7, Session 14	September-December, April-May Daily Number Chart September-October, January, March-May Hundreds Grid September-October, December, March-May Bean Clock September-October, March Coin Collector	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activities 2 & 3 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activities 1 & 2 and Independent Worksheets 1 & 2 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 3, 4 & 5 Bridges Practice Book, pp 15, 43, 81, 97, 117, 143	Informal Bridges Practice Book, pages 15, 43, 81, 97, 117, 143
2.1.2 Identify the pattern of numbers in each group of ten, from tens through nineties.		September Hundreds Grid October Hundreds Grid	Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activities 1 & 2 and Independent Worksheets 1 & 2	
2.1.3 Identify numbers up to 100 in various combinations of tens and ones.	Unit 5, Sessions 16, 25 Unit 5, page 578 (HC 20)	October Daily Number Chart November Daily Number Chart December Daily Number Chart April Daily Number Chart May Daily Number Chart	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 1 and Independent Worksheet 1 Bridges Practice Book, pages 89, 91	Informal Bridges Practice Book, pages 89, 91
2.1.4 Name the number that is ten more or ten less than any number 10 through 90.	Unit 6, page 720 (HC 26)	September Hundreds Grid October Hundreds Grid March Hundreds Grid April Hundreds Grid	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activities 2 & 3 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activities 1 & 2 and Independent Worksheets 1 & 2 Bridges Practice Book, pp 15, 117	Informal Bridges Practice Book, page 117

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Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 100. They understand that fractions may refer to parts of a set* and parts of a whole.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.1.5 Compare whole numbers up to 100 and arrange them in numerical order.	Unit 5, Ses. 2, 3, 15, 16, 18, 20, 21 Unit 5, pg. 497 (HC 17) Unit 5, p 578 (HC 20) Unit 6, p 720 (HC 26)	September–May Hundreds Grid September–May Daily Number Chart	Set A4 Number & Operations: Place Value, Activities 1–5 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activities 1 & 2 and Independent Worksheets 1 & 2 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activity 5 Bridges Practice Book, pp 7, 43, 48, 72, 105, 128, 141	Informal Bridges Practice Book, pp 105, 128, 141
2.1.6 Match the number names (first, second, third, etc.) with an ordered set of up to 100 items.	September–May Calendar Grid		Set A8 Number & Operations: Ordinal Numbers to 100, Activities 1 & 2 and Independent Worksheets 1, 2 & 3	Informal Set A8 Number & Operations: Ordinal Numbers to 100, Independent Worksheet 1
2.1.7 Identify odd and even numbers up to 100.	Unit 3, Sessions 12, 13, 20 Unit 3, pages 292–294 (WP 5E)	September Daily Number Chart October Daily Number Chart October Magnetic Tile May Magnetic Tile	Set A4 Number & Operations: Place Value, Independent Worksheet 2 Bridges Practice Book, page 133	
2.1.8 Recognize fractions as parts of a whole or parts of a group (up to 12 parts).	Unit 1, Session 19 Unit 4, Sessions 9, 11, 14, 16, 17 Unit 7, Session 5–7 Unit 7, pp 793–808 (WP10B, 10C & 10D) Unit 7, p 787 (HC 28)	December Magnetic Tile January Magnetic Tile January Calendar Grid March Calendar Grid		
2.1.9 Recognize, name, and compare the unit fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$ and $\frac{1}{12}$.	Unit 1, Session 19 Unit 4, Sessions 9, 11, 14, 16, 17 Unit 7, Session 5–7 Unit 7, pp 793–808 (WP10B, 10C & 10D) Unit 7, p 787 (HC 28)	December Magnetic Tile January Magnetic Tile January Calendar Grid March Calendar Grid	Bridges Practice Book, pp 71, 83, 126, 138, 139	Informal Bridges Practice Book, pp 126, 138

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

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Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 100. They understand that fractions may refer to parts of a set* and parts of a whole.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.1.10 Know that, when all fractional parts are included, the result is equal to the whole and to one.	Unit 7, p 786 (HC 28)	March Calendar Grid		
2.1.11 Collect and record numerical data in systematic ways.	Unit 3, Sessions 3, 4, 6, 16 Unit 4, Session 12 Unit 5, Sessions 14, 19, 20, 27 Unit 6, Sessions 5–7, 9 Unit 7, Sessions 4, 6–8, 10–12, 17, 26, 27 Unit 7, page 819 (HC 29) Unit 7, pages 795–797, 802–803 (WP's 10A, 10D) Technology Connections Book, pages 26–27 (Technology Connection 10)	November Calendar Grid December Magnetic Tile January Magnetic Tile February Calendar Grid April Calendar Grid	Bridges Practice Book, pages 25, 112, 123	Informal Unit 7, Session 27 (Work Sample) Bridges Practice Book, pages 106, 112, 123 Bridges Practice Book, pages 106, 112, 123
				Formal Unit 7, Sessions 1 & 29 (Unit 7 Pre- and Post-Assessments)
2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs	Unit 3, Sessions 3, 4, 6, 16 Unit 4, Session 12 Unit 5, Sessions 20, 27 Unit 6, Session 10 Unit 7, Sessions 4, 6–8, 13, 17, 28 Technology Connections Book, pages 26–27 (Technology Connection 10)	January Magnetic Tile February Calendar Grid	Bridges Practice Book, pages 25, 106, 112, 123	Informal Bridges Practice Book, pages 106, 112, 123
				Formal Unit 6, Session 13 (Unit 6 Post-Assessment) Unit 7, Sessions 1 & 29 (Unit 7 Pre- and Post-Assessments)

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 2: COMPUTATION				
Students solve simple problems involving addition and subtraction of numbers up to 100.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.2.1 Model addition of numbers less than 100 with objects and pictures.	Unit 5, Sessions 3, 6–10, 21–25 Unit 5, pp 627–628, 631–633 (WP's 9D, 9F) Unit 7, Sessions 9 Unit 7, pp 807–808 (WP 10F)	January–February Base Ten Bank	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 4 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 1, 2 and Independent Worksheets 1–3, 7 Bridges Practice Book, pp 94, 98, 100, 102, 103, 108, 112, 114, 118, 121, 122, 130, 131, 133, 137, 142	Formal Unit 5, Sessions 1 & 32 (Unit Pre- and Post-Assessments) Unit 7, Sessions 2 & 29 (Unit Pre- and Post-Assessments)
2.2.2 Add two whole numbers less than 100 with and without regrouping.	Unit 5, Sessions 3, 6–10, 21–25 Unit 5, pp 627–628, 631–633 (WP's 9D, 9F) Unit 7, Sessions 9 Unit 7, pp 807–808 (WP 10F)	January–February Base Ten Bank	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 4 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 1, 2 and Independent Worksheets 1–3, 7 Bridges Practice Book, pp 94, 98, 100, 102, 103, 108, 112, 114, 118, 121, 122, 130, 131, 133, 137, 142	Formal Unit 5, Sessions 1 & 32 (Unit Pre- and Post-Assessments) Unit 7, Sessions 2 & 29 (Unit Pre- and Post-Assessments)
2.2.3 Subtract two whole numbers less than 100 without regrouping.	Unit 5, Sessions 3, 6–10, 13, 20, 24, 25 Unit 5, pp 559–560, 631–633 (WP 8B, 9F) Unit 7, Sessions 9	March–April Base Ten Bank	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 4 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 3–7 and Independent Worksheets 4–7 Bridges Practice Book, pp 96, 103, 106, 109, 112, 120, 121, 122, 130, 131, 133, 135, 142	Formal Unit 5, Sessions 1 & 32 (Unit Pre- and Post-Assessments) Unit 7, Sessions 2 & 29 (Unit Pre- and Post-Assessments)

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 2: COMPUTATION				
Students solve simple problems involving addition and subtraction of numbers up to 100.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.2.4 Understand and use the inverse relationship between addition and subtraction.		October Magnetic Tile November Hundreds Grid December Hundreds Grid	Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 3, 4, 5, 6, 7 and Independent Worksheet 6 Bridges Practice Book, pp 11, 17, 23, 27, 31, 33, 35, 37, 41, 45, 57, 63, 64, 73, 77, 79, 85, 106, 109, 120	
2.2.5 Use estimation to decide whether answers are reasonable in addition problems.	Unit 5, Sessions 22, 23, 28 Unit 7, Session 9	November Hundreds Grid January Base 10 Bank February Base 10 Bank March Base 10 Bank April Base 10 Bank May Coin Collector	Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 1, 2, 6, 7 Bridges Practice Book, pp 109 – 111	Informal Bridges Practice Book, pp 109, 110 Formal Unit 5, Sessions 1 & 32 (Unit Pre- and Post Assessments)
2.2.6 Use mental arithmetic to add or subtract 0, 1, 2, 3, 4, 5, or 10 with numbers less than 100.		January–April Base 10 Bank	Bridges Practice Book, pp 7, 9, 13, 19, 21, 29, 49, 50, 59, 69, 71, 81, 98, 100, 112, 130, 142, 144	

STANDARD 3: ALGEBRA AND FUNCTIONS				
Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.3.1 Relate problem situations to number sentences involving addition and subtraction.	Unit 2, Sessions 7, 9–11 Unit 3, pp 276 (HC 10) Unit 5, Sessions 3, 5–10 Unit 7, Sessions 15, 18–23		Set A2 Number & Operations: Solving Equations, Activities 1 & 2 and Independent Worksheets 1 & 2 Bridges Practice Book, pp 2, 4, 6, 10, 12, 14, 16, 28, 32, 36, 38, 40, 42, 46, 56, 62, 70, 86, 103	

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 3: ALGEBRA AND FUNCTIONS				
Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.3.2 Use the commutative and associative properties for addition to simplify mental calculations and to check results.	Unit 3, Sessions 1, 4, 7 Unit 3, pages 231–234, 284–285 (WP's 4A, 4B, 5A)	October Magnetic Tile November Hundreds Grid December Hundreds Grid	Set A2 Number & Operations: Solving Equations, Independent Worksheet 2 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 3, 4 & 5 and Independent Worksheet 9 Bridges Practice Book, pages 11, 17, 23, 27, 31, 33, 35, 37, 41, 45, 57, 63, 73, 79, 85	
2.3.3 Recognize and extend a linear pattern by its rules.	Unit 1, Sessions 6, 9, 11, 12, 16, 22 Unit 4, Sessions 24, 25			
2.3.4 Create, describe, and extend number patterns using addition and subtraction.	Unit 1, Sessions 6, 9, 11–12, 16, 22 Unit 1, pages 40–41, 47–48, 89–97 (Work Places 2A, 2F, 3A, 3C, 3F) Unit 3, Session 12 Unit 4, Sessions 24–25 Technology Connections Book, pages 10–11 (TC 2)	November Magnetic Tile May Magnetic Tile Number Corner Student Book, pages 1, 5, 11, 39, 55, 59, 81	Bridges Practice Book, pages 7, 9, 13, 21, 29, 43, 49, 50, 143	Informal Unit 1, Sessions 11, 12, 21 (Work Samples) Unit 4, Sessions 24–25 (Work Samples) Bridges Practice Book, pages 49, 50, 143
				Formal Unit 1, Sessions 1 & 23 (Unit 1 Pre- and Post-Assessment) Number Corner Student Book, pages 55 & 85 (Check-Ups 3 & 4)

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 4: GEOMETRY				
Students identify and describe the attributes of common shapes in the plane and of common objects in space.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.4.1 Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials.	Unit 4, Sessions 9, 11, 13, Unit 4, pp 364–366, 372–373, 421–422, 427–431 (WP’s 6B, 6F, 7A, 7D, 7E, 7F)			
2.4.2 Describe, classify, and sort plane and solid geometric shapes (triangle, square, rectangle, cube, rectangular prism) according to the number and shape of faces and the number of sides, edges and/or vertices.	Unit 4, Sessions 2–4, 18–20 Unit 4, pages 363–364, 372–373, 421–422 (WP’s 6A, 6F, 7A) Unit 4, pages 343, 437, 458 (HC’s 12, 15, 16)	December Calendar Grid May Calendar Grid	Bridges Practice Book, page 61	Informal Bridges Practice Book, page 61
				Formal Unit 4, Sessions 1, 21 (Unit 4 Pre- and Post-Assessments)
2.4.3 Investigate and predict the result of putting together and taking apart two-dimensional and three-dimensional shapes.	Unit 1, Sessions 19–21 Unit 3, Sessions 9–11 Unit 4, Sessions 4–6, 8, 9, 11–15 Unit 4, pp 364–371, 423–431 (WP’s 6B, 6D, 6E, 7B, 7C, 7E, 7F) Unit 4, p 381 (HC 13)		Bridges Practice Book, pp 2, 14, 66, 76	Formal Unit 4, Sessions 1 & 21 (Unit Pre- and Post-Assessments)
2.4.4 Identify congruent two-dimensional shapes in any position.	Unit 3, Sessions 10,11 Unit 4, Sessions 12, 13, 18–20 Unit 4, pgs. 427–428 (WP 7D) Unit 4. Page 437 (HC 15) Technology Connections Book, pages 20–21 (Technology Connection 7)		Bridges Practice Book, page 65	
2.4.5 Recognize geometric shapes and structures in the environment and specify their locations.	Unit 4, Sessions 10–13	May Calendar Grid		

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 5: MEASUREMENT				
Students understand how to measure length, temperature, capacity, weight, and time in standard units.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.5.1 Measure and estimate length to the nearest inch, foot, yard, centimeter, and meter.	Unit 2, pp 161, 182 (HC's 6, 7) Unit 7, Sessions 3, 9 Unit 7, pp 752–753 (HC 27) Unit 7, pp 807–808 (WP 10F)		Set D2 Measurement: Length in Customary Units, Activities 5–8 Set D3 Measurement: Length in Metric Units, Activities 1–3 Bridges Practice Book, pp 20, 24, 30, 44, 125, 127, 129, 144	Informal Bridges Practice Book, pp 20, 24, 30, 44, 124, 126, 128
				Formal Number Corner Student Book, pp 37 & 87 (Check-Ups 2 & 4)
2.5.2 Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.			Set D2 Measurement: Length in Customary Units, Activities 1–8 Set D3 Measurement: Length in Metric Units, Activities 1–3	
2.5.3 Decide which unit of length is most appropriate in a given situation.			Set D2 Measurement: Length in U.S. Customary Units, Activities 6, 7, 8 Bridges Practice Book, pages 126, 128	Formal Number Corner Student Book, page 87 (Check-Up 4)
2.5.4 Estimate area and use a given object to measure the area of other objects.	Unit 4, Sessions 8, 9, 14, 15 Unit 4, pp 370–371, 423–426, 428–432 (WP's 6E, 7B, 7C, 7E, 7F) Unit 7, Session 3	April Magnetic Tile		
2.5.5 Estimate and measure capacity using cups and pints.	Unit 6, p 699 (HC 25)		Set D1 Measurement: Duration, Activities 5, 6	
2.5.6 Estimate weight and use a given object to measure the weight of other objects.	Unit 6, p 679 (HC 24)	January Daily Measure	Set D1 Measurement: Duration, Activities 4, 6	
2.5.7 Recognize the need for a fixed unit of weight.	Unit 6, p 679 (HC 24)	January Daily Measure	Set D1 Measurement: Duration, Activities 4, 6	
2.5.8 Estimate temperature. Read a thermometer in Celsius and Fahrenheit.			Set D6 Measurement: Temperature, Activities 1–3	

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 5: MEASUREMENT				
Students understand how to measure length, temperature, capacity, weight, and time in standard units.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.5.9 Tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.	Unit 1, Session 17 Unit 1, pages 90–92 (WP 3B)	September, October, December, March, April, May Bean Clock	Set D5 Measurement: Telling Time, Activities 1 & 2 and Independent Worksheets 1, 2, 3, 4, & 5 Bridges Practice Book, pages 39, 58, 97, 103, 115, 131, 135, 142	Informal Set D5 Measurement: Telling Time, Independent Worksheet 5 Bridges Practice Book, pages 39, 58, 97, 103, 115, 131, 135, 142
				Formal Number Corner Student Book, pp 10, 37 & 87 (Check-Ups 1, 2 & 4)
2.5.10 Know relationships of time: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.		Nov Calendar Grid, Session 3 Feb Calendar Grid, Sessions 2 & 3 April Calendar Grid, Sessions 2 & 3	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 1 Set D1 Measurement: Duration, Activities 1, 2, 3 & 6	
2.5.11 Find the duration of intervals of time in hours.		April Bean Clock May Bean Clock	Bridges Practice Book, pp 132, 136	
2.5.12 Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars.	Unit 1, Session 7 Unit 1, pages 42–43 (WP 2B) Unit 5, Sessions 12, 14, 26, 28 Unit 5, pages 556–558, 565–568, 621–623, 629–630 (WP's 8A, 8E, 9A, 9E) Unit 7, Session 1	September Coin Collector October Coin Collector February Coin Collector March Coin Collector	Set A6 Number & Operations: Money, Activities 1 & 2 and Independent Worksheet 1 Bridges Practice Book, pages 15, 25, 68, 76, 87, 90, 115, 144	Informal Unit 5, page 555 (Observation Checklist) Bridges Practice Book, pages 15, 25, 68, 76, 87, 90, 115, 144
				Formal Number Corner Student Book, pp 10, 38 & 88 (Check-Ups 1, 2, & 4) Unit 5, Sessions 1 & 35 (Unit 5 Pre- and Post-Tests)

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 6: PROBLEM SOLVING				
Students make decisions about how to set up a problem.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.6.1 Choose the approach, materials, and strategies to use in solving problems.	Unit 2, Sessions 1, 7, 10, 11, 12 Unit 3, Sessions 7, 15 Unit 3, pages 233–234, 295–296 (WP’s 4B, 5F) Unit 4, Sessions 4, 6, 19, 20, 22 Unit 5, Sessions 3, 5, 6–10 Unit 7, Sessions 15–16, 20–23	September–May Calendar Grid September–October Hundreds Grid September Magnetic Tile November Magnetic Tile January–April Base Ten Bank	Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activities 1 & 2 Bridges Practice Book, pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 22, 25, 26, 28, 32, 34, 36, 38, 40, 42, 46, 50, 52, 54, 56, 62, 76, 92, 94, 100, 102, 112, 120, 123, 130, 132, 134, 136, 140	Informal Unit 2, Session 10 (Work Sample, see pages 171–173) Unit 5, Session 9 (Work Samples, see page 521, paragraph 3) Unit 5, Session 11 Unit 7, Session 21 (Work Sample, see pages 852–854)
				Formal Unit 7, pages 739–745, 873–878 (Pre- and Post-Assessments)
2.6.2 Use tools such as objects or drawings to model problems.	Unit 1, Sessions 6, 9, 13, 14, 16, 22 Unit 2, Sessions 7, 10–13 Unit 4, Sessions 4, 6, 8, 9, 11–15, 18, 19, 22 Unit 5, Sessions 3, 6–10, 13, 14, 16, 25, 30–32 Unit 7, Sessions 5, 7, 14–16, 20–23	Nov, February, April Calendar Grid January–April Base Ten Bank		
2.6.3 Explain the reasoning used and justify the procedures selected in solving a problem.	Unit 2, Sessions 1, 7, 9–11 Unit 3, Sessions 1–2 Unit 4, Sessions 4, 6, 8–9, 14–15, 22 Unit 5, Sessions 3, 6–11 Unit 6, Sessions 12–13 Unit 7, Sessions 6, 15–16, 20–23	October Calendar Grid November Magnetic Tile November Daily Measure November Hundreds Grid January Calendar Grid January Base 10 Bank March Base 10 Bank	Set D3 Measurement: Length in Metric Units, Activities 2 & 3 Bridges Practice Book, pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 22, 26, 28, 32, 34, 36, 40, 42, 46, 50, 52, 54, 56, 62, 70, 74, 78, 82, 84, 88, 92, 94, 96, 98, 100, 102, 114, 116, 120, 122, 124, 132, 134, 136	Informal Unit 2, Session 10 (Work Sample, see pages 171–173) Unit 2, Session 13 (Student Reflection) Unit 5, Session 9 (Student Reflection) Unit 7 (Student Reflection, Work Sample)
				Formal Unit 5, Session 11 (Assessment)

Bridges Grade 2 Correlations to Indiana Academic Standards for Mathematics (cont.)

STANDARD 6: PROBLEM SOLVING				
Students make decisions about how to set up a problem.				
Standards	Bridges	Number Corner	Bridges Supplement	Assessments
2.6.4 Make precise calculations and check the validity of the results in the context of the problem.	Unit 2, Sessions 1, 7, 9–11 Unit 4, Session 22 Unit 5, Sessions 3, 6–11 Unit 6, Sessions 12–13 Unit 7, Sessions 6, 15, 20–21	October Calendar Grid November Magnetic Tile November Daily Measure November Hundreds Grid January Calendar Grid January Base 10 Bank March Base 10 Bank	Bridges Practice Book, pages 76, 109, 110, 144	Informal Bridges Practice Book, pages 76, 109, 110, 144
2.6.5 Understand and use connections between two problems.	Unit 1, Sessions 6, 9, 13, 14, 16, 22 Unit 2, Sessions 7, 10–13 Unit 4, Sessions 4, 6, 8, 9, 11–15, 18, 19, 22 Unit 5, Sessions 3, 6–10, 13, 14, 16, 25, 30–32 Unit 7, Sessions 5, 7, 14–16, 20–23			

