

Bridges Grade 2 Correlations to South Carolina Mathematics Standards

MATHEMATICAL PROCESSES				
South Carolina Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-1.1 Apply substantive mathematical problem-solving strategies.	Unit 2, Sessions 1, 7, 10, 11, 12 Unit 4, Sessions 4, 6, 19, 20 Unit 5, Sessions 3, 5, 6-9, 10 Unit 7, Sessions 15-16, 20-23			Informal Unit 2, Session 10 (Work Sample, see pages 171–173) Unit 7, Session 21 (Work Sample, see pages 852–854)
				Formal Unit 7, pages 739-745, 873-878 (Pre- and Post-Assessments)
2-1.2 Generate conjectures and exchange mathematical ideas.	Unit 1, Sessions 1, 2, 6, 9, 11, 22 Unit 2, Sessions 1, 7, 9, 11 Unit 3, Sessions 1–2 Unit 4, Sessions 4, 6, 9, 12, 15, 19-20, 22-25 Unit 5, Sessions 3, 6–11 Unit 6, Sessions 12–13 Unit 7, Sessions 6, 15, 20–21	September–October Calendar Grid December–January Calendar Grid March Calendar Grid May Calendar Grid		
2-1.3 Explain and justify answers to simple problems.	Unit 1, Sessions 2, 6, 9, 16, 22 Unit 2, Sessions 1, 7, 9–11 Unit 4, Sessions 4, 6, 8–9, 19–20 Unit 5, Sessions 3, 6–10, 13, 15–16, 18 Unit 7, Sessions 1, 15–16, 20–23	October Hundreds Grid (pages 60-63) November Calendar Grid (pages 84-86) November Hundreds Grid (pages 89-94) December Hundreds Grid (page 118) December Daily Number Chart (pages 119-122) March Hundreds Grid (pages 204-205) May/June Coin Collector Shopping Problems (pages 253-256)		Informal Unit 1, pages 112-115 (Tile Growing Pattern Problem/ Challenge Pattern)
				Formal May/June Number Corner, pages 253-256 (Number Corner Student Book pages 79-80, 82-84)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

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South Carolina Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-1.4 Analyze patterns by reasoning systematically.	Unit 1, Sessions 6, 9, 11, 12, 16, 22 Unit 1, pages 40–41, 89–90, 92–93, 96–97 (Work Place 2A, 3A, 3C, 3F) Unit 3, Session 12 Unit 4, Sessions 24–25 Technology Connections Book, pages 10–11 (Technology Connection 2)	September-May/June Calendar Grid October Hundreds Grid November Hundreds Grid March Hundreds Grid April Hundreds Grid		Informal Unit 1, pages 11-13, 116-119 (Pre- and Post-assessments) Unit 1, page 115 (Looking at Children's Work)
2-1.5 Generalize mathematical concepts.	Unit 1, Sessions 2, 11-12, 14, 15, 22 Unit 3, Session 16 Unit 4, Sessions 2, 3, 6, 15, 19, 20, 25 Unit 5, Sessions 14, 22, 27, 28 Unit 5, Sessions 5, 6, 7, 13 Unit 7, Sessions 5, 6, 7, 13			Informal Unit 1, pages 66-68 (Patterns and Problems with 2's)
2-1.6 Use a variety of forms of mathematical communication.	Unit 1, Sessions 4, 6, 11–12 Unit 2, Sessions 1, 6–8, 11 Unit 3, Sessions 1–2, 4, 16 Unit 5, Sessions 7, 31 Unit 6, Session 9 Unit 7, Sessions 6, 15, 28 Technology Connections 1, 2, 3, 4, 5, 9 (Technology Connections Book, pages 8–17, 24–25)	October Hundreds Grid October Magnetic Tile November Daily Measure January Base 10 Bank March Base 10 Bank May Coin Collector		Informal Unit 1, page 115 (Looking at Children's Work) Unit 2, pages 180-181 (Looking Back at the Solutions) Unit 5, page 515 (Prepare for Session 8) Unit 5, pages 522-524 (The Final Problem) Unit 7, pages 850-854 (Solving Toy Store Problems) Formal Unit 1, pages 11-13, 116-119 (Pre- and Post-assessments) Unit 7, pages 739-745, 873-878 (Pre- and Post-Assessments)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

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South Carolina Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-1.6 Use a variety of forms of mathematical communication.	Unit 1, Sessions 4, 6, 11–12 Unit 2, Sessions 1, 6–8, 11 Unit 3, Sessions 1–2, 4, 16 Unit 5, Sessions 7, 31 Unit 6, Session 9 Unit 7, Sessions 6, 15, 28 Technology Connections 1, 2, 3, 4, 5, 9 (Technology Connections Book, pages 8–17, 24–25)	October Hundreds Grid October Magnetic Tile November Daily Measure January Base 10 Bank March Base 10 Bank May Coin Collector		Informal Unit 1, page 115 (Looking at Children's Work) Unit 2, pages 180-181 (Looking Back at the Solutions) Unit 5, page 515 (Prepare for Session 8) Unit 5, pages 522-524 (The Final Problem) Unit 7, pages 850-854 (Solving Toy Store Problems)
				Formal Unit 1, pages 11-13, 116-119 (Pre- and Post-assessments) Unit 7, pages 739-745, 873-878 (Pre- and Post-Assessments)
2-1.7 Generalize connections among mathematics, the environment, and other subjects.	Unit 2, Sessions 1-5 Unit 4, Sessions 10–13 Unit 5, Sessions 2–8, 18–20 Unit 6, Sessions 1-13 Unit 7, Sessions 1–2, 14–23		Set D1 Measurement: Duration, Activities 4, 5 & 6 Set D2 Measurement: Length in U.S. Customary Units, Activities 4, & 8 Set D3 Measurement: Length in Metric Units, Activities 1 & 3	Informal Unit 2, pages 180-181 (Looking Back at the Solutions) Unit 7, pages 858-859 (Shopping for Story Problems, Part 2)
				Formal Unit 6, pages 718-720 (Thinking Back . . . What Have We Learned?)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

MATHEMATICAL PROCESSES				
South Carolina Standard 2-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-1.8 Use multiple informal representations to convey mathematical ideas.	Unit 1, Sessions 4, 6, 11–12 Unit 2, Sessions 1, 6–8, 11 Unit 3, Sessions 1–2, 4, 16 Unit 5, Sessions 7, 31 Unit 6, Session 9 Unit 7, Sessions 6, 15, 28 Technology Connections 1, 2, 3, 4, 5, 9 (Technology Connections Book, pages 8–17, 24–25)	October Hundreds Grid October Magnetic Tile November Daily Measure January Base 10 Bank March Base 10 Bank May Coin Collector		Informal Unit 2, pages 180-181 (Looking Back at the Solutions) Unit 5, page 515 (Prepare for Session 8) Unit 5, pages 522-524 (The Final Problem) Unit 7, pages 850-854 (Solving Toy Store Problems)
				Formal Unit 1, pages 11-13, 116-119 (Pre- and Post-assessments) Unit 5, pages 481-487, 653-659 (Pre- and Post-Assessments) Unit 7, pages 739-745, 873-878 (Pre- and Post-Assessments)

NUMBER AND OPERATIONS				
South Carolina Standard 2-2: The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-2.1 Generate estimation strategies to determine the approximate number of objects in a set of no more than 1,000 objects.	Unit 5, pages 561-563 (Work Place 8C)		Set A4 Number & Operations: Place Value, Activities 1 & 2	Informal Unit 5, pages 561-563 (Instructional Considerations for Work Place 8C)
2-2.2 Represent quantities in word form through twenty.			Set A4 Number & Operations: Place Value, Independent Worksheets 1 & 2 Set D5 Measurement: Telling Time, Independent Worksheets 2 & 4	
2-2.3 Represent multiples of ten in word form through ninety.			Set A4 Number & Operations: Place Value, Independent Worksheets 1 & 2 Set D5 Measurement: Telling Time, Independent Worksheets 2 & 4	

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard 2-2: The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-2.4 Compare whole-number quantities through 999 by using the terms is less than, is greater than, and is equal to and the symbols $<$, $>$, and $=$.	Unit 5, Sessions 3, 16, 18, 20–21 Unit 5, pages 623–626, Work Place 9B Unit 5, pages 627–629, Work Place 9D	March Hundreds Grid April Hundreds Grid	Set A4 Number & Operations: Place Value, Activities 1, 2, 3 & 4 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activity 1, Independent Worksheets 1 & 2	
2-2.5 Interpret models of equal grouping (multiplication) as repeated addition and arrays.	Unit 1, Sessions 11–12, 20 Unit 2, Sessions 7, 10–12 Unit 3, Session 10 Unit 4, Sessions 24–25 Unit 7, Session 3 Unit 7, page 859 (Home Connection 31) Technology Connections Book, pages 24–25 (Technology Connection 9)	September Magnetic Tile November Magnetic Tile May Magnetic Tile May Workout Wheel		Informal Unit 4, Sessions 24 & 25 (Work Samples)
2-2.6 Interpret models of sharing equally (division) in as repeated subtraction and arrays.	Unit 1, Session 12 Unit 2, Sessions 1, 7, 10–12 Unit 4, Sessions 24–25 Unit 5, Session 18 Unit 7, Sessions 1, 5, 16 Unit 7, pages 797–798 (Work Place 10B)			Informal Unit 7, pages 797–798 (Instructional Consideration for Work Place 10B)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard 2-2: The student will demonstrate through the mathematical processes an understanding of the base-ten numeration system; place values; and accurate, efficient, and generalizable methods of adding and subtracting whole numbers.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-2.7 Generate strategies to add and subtract pairs of two-digit whole numbers with regrouping.	Unit 5, Sessions 3–10, 13, 15–16, 21, 23–26, 28 Unit 5, pages 559–560 (Work Place 8B) Unit 7, Sessions 1, 6, 9–10, 15–16, 20–23 Unit 7, pages 793–808 (Work Places 10E and 10F) Technology Connections Book, pages 22–23 (Technology Connection 8)	November Hundreds Grid & Daily Number Chart December Hundreds Grid & Daily Number Chart January Hundreds Grid January–April Base 10 Bank April Daily Number Chart May Daily Number Chart May Coin Collector Number Corner Student Book, pages 32–33, 40–41, 52, 60–61, 69–70, 79–80, 82–84		Informal Unit 5, page 555 (Observation Checklist) Unit 5, page 559–560 (Instructional Considerations for Work Place 8B) Formal Number Corner Student Book, pages 38 & 58 (Check-Ups 2 & 3) Unit 5, pages 481–487, 653–659 (Pre- and Post-Assessments) Unit 7, pages 739–745, 873–878 (Pre- and Post-Assessments)
2-2.8 Generate addition and subtraction strategies to find missing addends and subtrahends in number combinations through 20.			Set A1 Number & Operations: Addition and Subtraction, Activity 4 Set A2 Number & Operations: Solving Equations, Activities 1 & 2, Independent Worksheets 1 & 2	
2-2.9 Generate strategies to round numbers through 90 to the nearest 10.	Unit 5, Sessions 22–23 Unit 5, pages 623–626 (Work Place 9B)			
2-2.10 Analyze the magnitude of digits through 9,999 on the basis of their place values.	Unit 5, Sessions 2–4, 6–8, 13, 15–16, 18, 21, 24, 31–32 Unit 5, page 497 (Home Connection 17) Unit 6, sessions 4–7, 9 Unit 7, Sessions 14, 18	October Daily Number Chart November Daily Number Chart December Daily Number Chart January Base 10 Bank March Coin Collector April Daily Number Chart May Daily Number Chart	Set A4 Number & Operations: Place Value, Activities 5 & 6, Independent Worksheets 1 & 2 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activity 1, Independent Worksheets 1 & 2	Informal Unit 5, page 555 (Observation Checklist) Formal Number Corner Student Book, pages 9, 39, & 56 (Check-Ups 1–3) Unit 6, pages 718–720 (Post-Assessment)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA				
South Carolina Standard 2-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-3.1 Analyze numeric patterns in skip counting that uses the numerals 1 through 10.	Unit 1, Sessions 7, 11–12, 17 Unit 1, pages 42–43, 47–48, 96–97 (Work Place 2B, 2F, 3F) Unit 4, Sessions 24–25 Unit 7, page 859 (Home Connection 31)	September Daily Number Chart, Bean Clock, and Coin Collector October Hundreds Grid, Daily Number Chart, Coin Collector, and Bean Clock November Hundreds Grid December Bean Clock March Hundreds Grid, Bean Clock, and Workout Wheel April Hundreds Grid		Informal Unit 1, Sessions 11, 12, 21 (Work Samples)
				Formal Unit 1, pages 11–13 ,116–119 (Pre- and Post-Assessments) Number Corner Student Book, pages 55 & 85 (Check-Ups 3 & 4)
2-3.2 Translate patterns into rules for simple multiples.	Unit 1, Sessions 11–12 Unit 4, Sessions 24–25	October Calendar Grid November Magnetic Tile May Magnetic Tile		Informal Unit 1, Sessions 11, 12, 21 (Work Samples) Unit 4, Sessions 24-25 (Work Samples)
				Formal Unit 1, pages 11–13 ,116–119 (Pre- and Post-Assessments) Number Corner Student Book, pgs 55 & 85 (Check-Ups 3 & 4)
2-3.3 Analyze relationships to complete and extend growing and repeating patterns involving numbers, symbols, and objects.	Unit 1, Sessions 6, 9, 11–12, 16, 22 Unit 1, pages 40–41, 89–90, 92–93, 96–97 (Work Place 2A, 3A, 3C, 3F) Unit 3, Session 12 Unit 4, Sessions 24–25 Technology Connections Book, pages 10–11 (Technology Connection 2)	September–May/June Calendar Grid		Informal Unit 1, Sessions 11, 12, 21 (Work Samples) Unit 4, pages 459-462 (Growing Patterns – What Do You Notice?) Unit 4, pages 463-467 (Growing Patterns – Extending the 3’s chart)
				Formal Unit 1, pages 11–13 ,116–119 (Pre- and Post-Assessments) Number Corner Student Book, pgs 55 & 85 (Check-Ups 3 & 4)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA

South Carolina Standard 2-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns and quantitative and qualitative change.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-3.4 Identify quantitative and qualitative change over time.		September-May/June Hundreds Grid September-May/June Magnetic Tile January-April Base Ten Bank	Set D1 Measurement: Duration, Activities 1, 2, 3, 4, 5 & 6 Set D6 Measurement: Temperature, Activities 1, 2 & 3	
2-3.5 Analyze quantitative and qualitative change over time.		September-May/June Hundreds Grid September-May/June Magnetic Tile January-April Base Ten Bank	Set D1 Measurement: Duration, Activities 1, 2, 3, 4, 5 & 6 Set D6 Measurement: Temperature, Activities 1, 2 & 3	

GEOMETRY

South Carolina Standard 2-4: The student will demonstrate through the mathematical processes an understanding of basic spatial reasoning and the connection between the identification of basic attributes and the classification of three-dimensional shapes.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-4.1 Analyze the three-dimensional shapes spheres, cubes, cylinders, prisms, pyramids, and cones according to the number and shape of the faces, edges, corners, and bases of each.	Unit 4, Sessions 2-4 Unit 4, page 343 (Home Connection 12) Unit 4, pages 363-366, 421-422 (Work Places 6A, 6B, 7A)	May/June Calendar Grid		
2-4.2 Identify multiple lines of symmetry.	Unit 3, Sessions 10-11 Unit 4, Sessions 12-13			
2-4.3 Predict the results of combining and subdividing polygons and circles.	Unit 1, Sessions 19-21 Unit 3, Sessions 9-11 Unit 4, Sessions 1-19 Unit 7, Session 7 Unit 7, pages 797-798, 802-804 (Work Places 10B, 10D)			Informal Unit 4, Session 8 (Work Sample) Formal Unit 4, pages 333-336, 448-451 (Pre- and Post-Assessments)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT				
South Carolina Standard 2-5: The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-5.1 Use a counting procedure to determine the value of a collection of coins and bills.	Unit 7, Sessions 1-2, 16, 18	May Coin Collector	Set A6 Number & Operations: Money, Activities 1 & 2, Independent Worksheet 1	Formal Unit 7, pages 739-745, 873-878 (Pre- and Post-Assessments)
2-5.2 Use coins to make change up to one dollar.	Unit 1, Session 7 Unit 1, pages 33 & 111 (Home Connections 1 & 4) Unit 1, pages 42–43 (Work Place 2B) Unit 5, Sessions 12, 14	September Coin Collector October Coin Collector February Coin Collector March Coin Collector May Coin Collector	Set A6 Number & Operations: Money, Activities 1 & 2, Independent Worksheet 1	Informal Unit 5, page 555 (Observation Checklist)
				Formal Number Corner Student Book, pages 10, 38 & 88 (Check-Ups 1, 2 & 4) Unit 5, pages 481-487, 653-659 (Pre- and Post-Assessments)
2-5.3 Use appropriate tools to measure objects to the nearest whole unit: measuring length in centimeters, feet, and yards; measuring liquid volume in cups, quarts, and gallons; measuring weight in ounces and pounds; and measuring temperature on Celsius and Fahrenheit thermometers.	Unit 2, pages 161 & 182 (Home Connections 6 & 7) Unit 7, Sessions 3, 9 Unit 7, pages 752–753 (Home Connection 27) Unit 7, pages 807–808 (Work Place 10F)		Set D1 Measurement: Duration, Activities 4, 5 & 6 Set D2 Measurement: Length in U.S. Customary Units, Activities 5, 6, 7, 8 Set D3 Measurement: Length in Metric Units, Activities 1, 2 & 3 Set D6 Measurement: Temperature, Activities 1, 2 & 3	Formal Number Corner Student Book, page 37 (Check-Up 2) Number Corner Student Book, pages 87 (Check-Up 4)
2-5.4 Generate common measurement referents for feet, yards, and centimeters.			Set D2 Measurement: Length in U.S. Customary Units, Activities 1, 2, 3 & 4 Set D3 Measurement: Length in Metric Units, Activity 1	
2-5.5 Use common measurement referents to make estimates in feet, yards, and centimeters.			Set D2 Measurement: Length in U.S. Customary Units, Activities 5, 6, 7 & 8 Set D3 Measurement: Length in Metric Units, Activities 2 & 3	

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT				
South Carolina Standard 2-5: The student will demonstrate through the mathematical processes an understanding of the value of combinations of coins and bills and the measurement of length, weight, time, and temperature.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-5.6 Predict whether the measurement will be greater or smaller when different units are used to measure the same object.	Unit 2, pages 161 & 182 (Home Connections 6 & 7) Unit 7, Sessions 3, 9 Unit 7, pages 752–753 (Home Connection 27) Unit 7, pages 807–808 (Work Place 10F)	November Daily Measure – Length January Daily Measure – Weight February Daily Measure – Capacity Number Corner Student Book pages 20, 34, 46	Set D2 Measurement: Length in U.S. Customary Units, Activities 6 & 8	Informal Number Corner Student Book pages 20, 34, 46
				Formal Number Corner Student Book, page 57 (Check-Up 3)
2-5.7 Use analog and digital clocks to tell and record time to the nearest quarter hour and to the nearest five-minute interval.	Unit 1, Session 17	October Bean Clock December Bean Clock March Bean Clock April Bean Clock Number Corner Student Book pages 4, 8, 26, 53, 78	Set D5 Measurement: Telling Time, Activities 1 & 2, Independent Worksheets 1, 2 & 4	Informal Number Corner Student Book pages 4, 8, 26, 53, 78
				Formal Number Corner Student Book, pages 37 (Check-Up 2) Number Corner Student Book, page 87 (Check-Up 4)
2-5.8 Match a.m. and p.m. to familiar situations.				Set D1 Measurement: Duration, Activity 6 Set D5 Measurement: Telling Time, Independent Worksheets 3 & 4
2-5.9 Recall equivalencies associated with length and time: 12 inches = 1 foot, 3 feet = 1 yard, 60 minutes = 1 hour, and 24 hours = 1 day.		September, October, December, March, April, May/June Bean Clock Number Corner Student Book pages 4, 8, 26, 53, 78	Set D2 Measurement: Length in U.S. Customary Units, Activities 4, 6, 7 & 8 Set D5 Measurement: Telling Time, Independent Worksheet 5	Informal Number Corner Student Book pages 4, 8, 26, 53, 78
				Formal Number Corner Student Book, page 37 (Check-Up 2) Number Corner Student Book, page 87 (Check-Up 4)

Bridges Grade 2 Correlations to South Carolina Mathematics Standards (cont.)

DATA ANALYSIS AND PROBABILITY				
South Carolina Standard 2-6: The student will demonstrate through the mathematical processes an understanding of creating questions to collect data, organizing data, describing trends of a data set, and making predictions based on data.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
2-6.1 Create survey questions to collect data.	Unit 7, Sessions 17, 26, 27, 28			Informal Unit 7, pages 865-868 (Collecting the data)
2-6.2 Organize data in charts, pictographs, and tables.	Unit 5, Sessions 18, 19, 20 Unit 7, Sessions 17, 26, 27, 28		Set D1 Measurement: Duration, Activities 4, 5 & 6	Informal Unit 7, pages 865-868 (Collecting the Data) Unit 7, pages 869-872 (Graphing and Sharing the Data)
2-6.3 Infer trends in a data set as increasing, decreasing, or random.	Unit 5, Session 20, 27 Unit 6, Session 11 Unit 7, Sessions 4, 6, 17, 28 Unit 7, page 819, Home Connection 29 Technology Connection 10 (Technology Connections Book, pages 26–27)	December Magnetic Tile January Magnetic Tile	Set D1 Measurement: Duration, Activities 4, 5 & 6	Informal Unit 5, pages 583-585 (Analyzing the Data) Unit 7, pages 754-761 (Graphing the Glyphs) Unit 7, pages 869-871 (Graphing & Sharing the Data)
2-6.4 Predict on the basis of data whether events are more likely or less likely to occur.	Unit 3, Session 4 Unit 5, Sessions 14, 28 Unit 7, Sessions 6–8 Technology Connection 10 (Technology Connections Book, pages 26–27)			Informal Unit 5, pages 583-585 (Analyzing the Data) Unit 7, pages 754-761 (Graphing the Glyphs) Unit 7, pages 869-871 (Graphing & Sharing the Data)

