Bridges Grade 2 TEKS Correlations

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
Numbers To 999			
(2.1) (A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways	Unit 5, Sessions 15–16, 21 Unit 5, pages 626–627, Work Place 9C		Activity 15 Activity 16 Activity 17
(2.1) (B) use place value to read, write, and describe the value of whole numbers to 999	Unit 5, Sessions 2, 15, 21 Unit 5, pages 569–571, Work Place 8F	October Daily Number Chart November Daily Number Chart December Daily Number Chart April Daily Number Chart May Daily Number Chart	Activity 15 Activity 16 Activity 17
(2.1) (C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >)	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	Activity 15 Activity 16 Activity 17
Fractions			
(2.2) (A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)	Unit 7, Session 5 Unit 7, pages 797–798, Work Place 10B Unit 7, pages 802–804, Work Place 10D Unit 7, page 787, Home Connection 28		
(2.2) (B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less)	Unit 7, Sessions 1, 5 Unit 7, pages 795–797, Work Place 10A Unit 7, pages 797–798, Work Place 10B	December Magnetic Tile January Magnetic Tile	
(2.2) (C) use concrete models to determine if a fractional part of a whole is closer to 0, ½, or 1	Unit 4, Sessions 14 Unit 4, pages 425–426, Work Place 7C	December Magnetic Tile January Magnetic Tile	

Bridges Grade 2 TEKS Correlations (cont.)

NUMBER, OPERATION & QUANTITATIVE REASONING			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
Addition & Subtraction			
(2.3) (A) recall and apply basic addition and subtraction facts (to 18)	Unit 3, Sessions 1–3, 5–7, 14–15, 16–22 Technology Connections 4, 5, 10 (Technology Connections Book, pages 14–15, 16–17, and 26–27)	January Workout Wheel March Workout Wheel May Workout Wheel	
(2.3) (B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers	Unit 5, Sessions 3, 7, 9–10, 13, 15, 21, 23–25 Unit 5, pages 559–560, Work Place 8B Unit 5, pages 626–629, Work Places 9C, 9D Unit 7, Sessions 1, 9–10 Technology Connection 8 (Technology Connections Book, pages 22–23)	November Daily Number Chart January Base 10 Bank February Base 10 Bank March Base 10 Bank April Base 10 Bank	
(2.3) (C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary	Unit 5, Sessions 3, 5, 7 Unit 7, Sessions 16, 20		
Money			
(2.3) (D) determine the value of a collection of coins up to one dollar	Unit 1, Session 7 Unit 1, pages 42–43, Work Place 2B Unit 5, Sessions 12, 14	September Coin Collector October Coin Collector March Coin Collector	
(2.3) (E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins	Unit 5, Sessions 12, 14		Activity 13 Activity 14 Independent Worksheet 1
Multiplication & Division			
(2.4) (A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined	Unit 4, Sessions 23–24 Technology Connection 9 (Technology Connections Book, pages 24–25)	September Magnetic Tile November Magnetic Tile	
(2.4) (B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets	Unit 2, Session 1 Unit 5, Session 18 Unit 7, Sessions 1, 5 Unit 7, pages 797–798, Work Place 10B		Activity 4

Bridges Grade 2 TEKS Correlations (cont.)

PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
Numeric Patterns			
(2.5) (A) find patterns in numbers such as in a 100s chart	Unit 4, Session 25	October Hundreds Grid November Hundreds Grid March Hundreds Grid April Hundreds Grid	
(2.5) (B) use patterns in place value to compare and order whole numbers through 999	Unit 6, page 720, Home Connection 26	October Hundreds Grid March Hundreds Grid April Hundreds Grid	Activity 18 Independent Worksheet 2 Independent Worksheet 3
Numeric Patterns (cont.)			
(2.5) (C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as 8 + 9 = 17, 9 + 8 = 17, 17 – 8 = 9, and 17 – 9 = 8.	Unit 3, Sessions 2–6, 12, 16–22 Unit 3, pages 233–234, Work Place 4B Unit 3, pages 235–237, Work Place 4C Unit 3, page 237, Work Place 4D Technology Connections 4, 5, 10 (Technology Connections Book, pages 14–15, 16–17, and 26–27)	October Magnetic Tile November Hundreds Grid	Activity 5 Activity 6
Patterns & Functions			
(2.6) (A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels	Unit 1, Session 11 Unit 4, Sessions 24–25		
(2.6) (B) identify patterns in a list of related number pairs based on a real-life situation and extend the list	Unit 1 Sessions 11–12 Unit 4, Sessions 24–25 Unit 7, page 859, Home Connection 31		
(2.6) (C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems	Unit 1, Sessions 9, 11–12, 22 Unit 1, pages 40–41, Work Place 2A Unit 1, pages 89–90, Work Place 3A Unit 1, pages 92–93, Work Place 3C Unit 1, pages 96–97, Work Place 3F Unit 4, Sessions 24–25 Technology Connection 2 (Technology Connections Book, pages 10–11)	September Calendar Grid October Calendar Grid November Calendar Grid February Calendar Grid April Calendar Grid May Calendar Grid	

Bridges Grade 2 TEKS Correlations (cont.)

GEOMETRY & SPATIAL REASONING			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
2- & 3-Dimensional Figures			
(2.7) (A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids	Unit 4, Sessions 2–4, 19–21	December Calendar Grid May Calendar Grid	
(2.7) (B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different	Unit 4, Sessions 2–4, 19–21	December Calendar Grid May Calendar Grid	
(2.7) (C) cut two-dimensional geometric figures apart and identify the new geometric figures formed	Unit 1, Sessions 19, 21 Unit 3, Session 9 Unit 4, Sessions 1, 7, 11, 19		
Number Lines			
(2.8) (A) use whole numbers to locate and name points on a number line	Unit 6, Session 4		Activity 7 Activity 8 Activity 9

Bridges Grade 2 TEKS Correlations (cont.)

MEASUREMENT			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
Length			
(2.9) (A) identify concrete models that approximate standard units of length and use them to measure length	Unit 6, Sessions 1, 4–7	November Daily Measure	
Area			
(2.9) (B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface	Unit 4, Sessions 8–9, 14–15 Unit 4, pages 370–371, Work Place 6E Unit 4, pages 423–425, Work Place 7B Unit 4, pages 428–440, Work Place 7E		
Capacity			
(2.9) (C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container	Unit 5, Session 15 Unit 6, page 699, Home Connection 25	February Daily Measure	
Weight/Mass			
(2.9) (D) select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object	Unit 5, Session 15 Unit 5, pages 563–565, Work Place 8D	January Daily Measure	
Temperature			
(2.10) (A) read a thermometer to gather data			Activity 10 Activity 11 Activity 12
Time & Duration			
(2.10) (B) read and write times shown on analog and digital clocks using five-minute increments	Unit 1, Session 17	October Bean Clock December Bean Clock March Bean Clock April Bean Clock	
(2.10) (C) describe activities that take approximately one second, one minute, and one hour.			Activity 1 Activity 2 Activity 3

Bridges Grade 2 TEKS Correlations (cont.)

PROBABILITY & STATISTICS			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
Graphs			
(2.11) (A) construct picture graphs and bar-type graphs	Unit 3, Session 4 Unit 5, Session 19, 27 Unit 6, Session 10 Unit 7, Sessions 4, 6, 17, 28 Technology Connection 10 (Technology Connections Book, pages 26–27)		
(2.11) (B) draw conclusions and answer questions based on picture graphs and bar-type graphs	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	
Probability			
(2.11) (C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons	Unit 3, Session 4 Unit 5, Sessions 14, 28 Unit 7, Sessions 6–8 Technology Connection 10 (Technology Connections Book, pages 26–27)		

Bridges Grade 2 TEKS Correlations (cont.)

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
Connections			
(2.12) (A) identify mathematics in everyday situations	Unit 5, Sessions 4–6 Unit 7, Sessions 1–2, 5, 15 Unit 7, pages 797–798, Work Place 10B		
Problem Solving			
(2.12) (B) solve problems with guidance that incorporate the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	Unit 2, Sessions 1, 7 Unit 4, Session 4 Unit 5, Sessions 3, 5, 6–9, 10 Unit 7, Sessions 15–16, 20–23		
(2.12) (C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem	Unit 2, Session 1 Unit 3, pages 240–242, Work Place 4F Unit 5, Sessions 3, 7, 9–10 Unit 7, Sessions 15–16, 20–23		
(2.12) (D) use tools such as real objects, manipulatives, and technology to solve problems	Unit 2, Session 1 Unit 3, Sessions 2, 8 Unit 4, Session 4 Unit 5, Sessions 3, 7, 13 Unit 7, Sessions 15–16, 20–23 Technology Connection 9 (Technology Connections Book, pages 24–25)		
Communcation			
(2.13) (A) explain and record observations using objects, words, pictures, numbers, and technology	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	
(2.13) (B) relate informal language to mathematical language and symbols	Unit 2, Session 7 Unit 3, Sessions 2, 5, 8	November Daily Number Chart	

Bridges Grade 2 TEKS Correlations (cont.)

UNDERLYING PROCESSES & MATHEMATICAL TOOLS			
TEKS	**Bridges**	**Number Corner**	**Texas Supplement**
Representation			
(2.14) (A) justify his or her thinking using objects, words, pictures, numbers, and technology	Unit 2, Sessions 1, 7, 9, 11 Unit 3, Sessions 1–2 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	