

Bridges Grade 2 Correlations to NCTM Curriculum Focal Points

NUMBER AND OPERATIONS

Developing an understanding of the base-ten numeration system and place-value concepts

Children develop an understanding of the base-ten numeration system and place-value concepts (at least to 1000). Their understanding of base-ten numeration includes ideas of counting in units and multiples of hundreds, tens, and ones, as well as a grasp of number relationships, which they demonstrate in a variety of ways, including comparing and ordering numbers. They understand multi-digit numbers in terms of place value, recognizing that place-value notation is a shorthand for the sums of multiples of powers of 10 (e.g., 853 as 8 hundreds + 5 tens, + 3 ones).

Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Read, write, compare, and order whole numbers to 1000.	Unit 5, Sessions 2–3, 15–16, 18, 20–21 Unit 5, pg. 497 (Home Connection 17) Unit 5, page 578 (Home Connection 20) Unit 6, page 720 (Home Connection 26)	September–May Hundreds Grid September–May Daily Number Chart	Set A4 Number & Operations: Place Value, Activities 1–5 Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1 & 2 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activities 1 & 2 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 7, 15, 43, 48, 72, 104, 117, 127, 140	Informal Bridges Practice Book, pages 7, 15, 43, 48, 72, 104, 117, 127, 140
Understand and apply base-ten numeration, and count in units and multiples of hundreds, tens, and ones.	Unit 1, Sessions 7, 10-12, 17 Unit 1, pages 42, 47-48, 96-98 (Work Places 2B, 2F & 3F) Unit 5, Sessions 2-5, 12, 15-16, 24, 26 Unit 6, Sessions 4-9 Unit 6, page 720 (Home Connection 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 Bridges Practice Book, pages 29, 48, 60, 67, 72, 87, 89, 91, 93, 95, 99, 101, 107, 109, 113117, 127, 133	Informal Unit 5, page 555 (Observation Checklist) Bridges Practice Book, pages 29, 48, 60, 67, 72, 87, 89, 91, 93, 95, 99, 101, 107, 109, 113117, 127, 133 Formal Unit 1, Sessions 1 & 23 (Unit Pre & Post-Assessments) Unit 5, Sessions 1 & 35 (Unit Pre- and Post-Assessments) Unit 6, Session 13 (Unit Post-Assessment) Number Corner Student Book, pages 9, 36, 56, and 88 (Check-Ups 1–4)

Bridges Grade 2 Correlations to NCTM Curriculum Focal Points (cont.)

NUMBER AND OPERATIONS

Developing an understanding of the base-ten numeration system and place-value concepts

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Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Compose and decompose whole numbers less than one thousand by place value (e.g., 426 as 4 hundreds + 2 tens + 6 ones and $400 + 20 + 6$).	Unit 5, Sessions 2, 16, 25 Unit 5, pages 484–485 (Assessment Tips) Unit 5, pages 569–571 (Work Place 8F) Unit 5, page 578 (Home Connection 20)	October Daily Number Chart November Daily Number Chart December Daily Number Chart April Daily Number Chart May Daily Number Chart	Set A4 Number & Operations: Place Value, Activities 1–6 and Independent Worksheets 1 & 2 Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 1 and Independent Worksheet 1 Bridges Practice Book, pages 81, 91, 103, 139	Informal Bridges Practice Book, pages 81, 91, 103, 139
				Formal Unit 1, pages 55–61 (Individual Interview) Unit 5, Sessions 1 & 35 (Unit Pre- and Post-Assessments)

NUMBER AND OPERATIONS AND ALGEBRA

Developing quick recall of addition facts & related subtraction facts and fluency with multi-digit addition & subtraction

Children use their understanding of addition to develop quick recall of basic addition facts and related subtraction facts. They solve arithmetic problems by applying their understanding of models of addition and subtraction (such as combining or separating sets or using number lines), relationships and properties of number (such as place value), and properties of addition (commutativity and associativity). Children develop, discuss, and use efficient, accurate, and generalizable methods to add and subtract multi-digit numbers. They select and apply appropriate methods to estimate sums and differences or calculate them mentally, depending on the context and numbers involved. They develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers, understand why the procedures work (on the basis of place value and properties of operations), and use them to solve problems.

Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Apply, with fluency, sums to 20 and related subtraction facts.	Unit 3, pages 233–237, Work Places 4B, 4C, 4D Unit 5, Session 24 Technology Connections Book, pages 14–15, 16–17, and 26–27 (Technology Connections 4, 5, 10)	October Magnetic Tile November Hundreds Grid January–March, May Workout Wheel January–April Base 10 Bank Number Corner Student Book, pages 1, 5, 7, 12, 28–31, 47–48	Set A1 Number & Operations: Addition & Subtraction, Activities 2, 3 & 4 Set A2 Number & Operations: Solving Equations, Activities 1 & 2 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 3, 5, 9, 11, 13, 14, 17, 23, 27, 31, 33, 35, 41, 45, 49, 51, 53, 55, 56, 57, 59, 63, 64, 69, 71, 73, 77, 79, 85	Informal Unit 3, pages 229–230 (Observation Checklist) Bridges Practice Book, pages 37, 41, 45, 49, 55, 57, 59, 69, 111
				Formal Unit 1, pages 55–61 (Individual Interview) Unit 3, Sessions 3, 6, 23, 24 (Unit 3 Pre- and Post-Assessments) Number Corner Student Book, pages 9, 36, 55–56, and 85–86 (Check-Ups 1–4)

Bridges Grade 2 Correlations to NCTM Curriculum Focal Points (cont.)

NUMBER AND OPERATIONS AND ALGEBRA				
Developing quick recall of addition facts & related subtraction facts and fluency with multi-digit addition & subtraction				
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Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Solve multi-digit whole number problems by applying various meanings (e.g., taking away, and comparing) and models (e.g., combining or separating sets, using number lines, and hundreds charts) of addition and subtraction.	Unit 5, Sessions 3, 6-10, 13, 15, 21-23, 25 Unit 7, Sessions 1, 15-16, 20-23	November-January, April-May Hundreds Grid November-December, April-May Daily Number Chart January-April Base Ten Bank May Coin Collector	Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activities 2 & 3 Bridges Practice Book, pages 81, 93, 95, 97, 99, 101, 105, 107, 108, 113, 117, 119, 129, 139, 141	Informal Unit 5, Sessions 7 & 8 (Work Samples) Unit 5, page 555 (Observation Checklist) Unit 5, page 560 (Instructional Considerations for Handfuls of Treasure) Bridges Practice Book, pages 81, 93, 95, 97, 99, 101, 105, 107, 108, 113, 117, 119, 129, 139, 141
				Formal Unit 5, Session 11 (How Well did We Follow the Guidelines?) Unit 5, Sessions 1 & 35 (Unit Pre- and Post-Assessments) Unit 7, Sessions 2 & 29 (Unit Pre- and Post- Assessments)
Select and apply efficient methods to estimate sums and differences or calculate them mentally depending on the numbers and context involved.	Unit 4, pages 407 & 458 (Home Connections 14 & 16) Unit 5, Sessions 1, 22-23, 25, 28 Unit 6, page 720 (Home Connection 27) Unit 7, Sessions 1, 9, 18-19	November Hundreds Grid January-April Base 10 Bank May Coin Collector Number Corner Student Book, pages 3-4, 6, 8, 26, 42-45, 71 May Coin Collector	Bridges Practice Book, pages 99, 109, 110, 121, 144	Informal Bridges Practice Book, pages 109, 110, 144
				Formal Unit 5, Sessions 1 & 32 (Unit Pre- and Post Assessments)

Bridges Grade 2 Correlations to NCTM Curriculum Focal Points (cont.)

NUMBER AND OPERATIONS AND ALGEBRA

Developing quick recall of addition facts & related subtraction facts and fluency with multi-digit addition & subtraction

Children use their understanding of addition to develop quick recall of basic addition facts and related subtraction facts. They solve arithmetic problems by applying their understanding of models of addition and subtraction (such as combining or separating sets or using number lines), relationships and properties of number (such as place value), and properties of addition (commutativity and associativity). Children develop, discuss, and use efficient, accurate, and generalizable methods to add and subtract multi-digit numbers. They select and apply appropriate methods to estimate sums and differences or calculate them mentally, depending on the context and numbers involved. They develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers, understand why the procedures work (on the basis of place value and properties of operations), and use them to solve problems.

Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Develop fluency with efficient procedures for adding and subtracting multi-digit whole numbers and understand why the procedures work on the basis of place value and number properties.	Unit 4, pages 407 & 458 (Home Connections 14 & 16) Unit 5, Session 23 Unit 5, pages 497 & 517 (Home Connections 17 & 18) Unit 6, page 720 (Home Connection 26) Unit 7, Sessions 1, 9–10, 15–16, 20–23 Unit 7, pages 804–808 (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	Set A4 Number & Operations: Place Value, Activity 4 Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 4 Bridges Practice Book, pages 101, 105, 107, 108, 113, 119	Informal Unit 5, page 555 (Observation Checklist) Bridges Practice Book, pages 129, 141
				Formal Unit 5, Sessions 1 & 35 (Unit Pre- and Post-Assessments) Unit 7, Sessions 2 & 29 (Unit Pre- and Post-Assessments) Number Corner Student Book, pages 38 & 58 (Check-Ups 2 & 3)

MEASUREMENT

Developing an understanding of linear measurement and facility in measuring lengths

Children develop an understanding of the meaning and processes of measurement, including such underlying concepts as partitioning (the mental activity of slicing the length of an object into equal-sized units) and transitivity (e.g., if object A is longer than object B and object B is longer than object C, then object A is longer than object C). They understand linear measure as an iteration of units and use rulers and other measurement tools with that understanding. They understand the need for equal-length units, the use of standard units of measure (centimeter and inch), and the inverse relationship between the size of a unit and the number of units used in a particular measurement (i.e., children recognize that the smaller the unit, the more iterations they need to cover a given length).

Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Determine length by finding the total number of equal-length units that are placed end-to-end without gaps or overlaps.	Unit 6, Sessions 4, 5, 6, 7, 8, 9	November Daily Measure	Set D2 Measurement: Length in U.S. Customary Units, Activities 1, 2, 3, 5	Formal Unit 6, Session 13 (Unit Post-Assessment)

Bridges Grade 2 Correlations to NCTM Curriculum Focal Points (cont.)

MEASUREMENT				
Developing an understanding of linear measurement and facility in measuring lengths				
Children develop an understanding of the meaning and processes of measurement, including such underlying concepts as partitioning (the mental activity of slicing the length of an object into equal-sized units) and transitivity (e.g., if object A is longer than object B and object B is longer than object C, then object A is longer than object C). They understand linear measure as an iteration of units and use rulers and other measurement tools with that understanding. They understand the need for equal-length units, the use of standard units of measure (centimeter and inch), and the inverse relationship between the size of a unit and the number of units used in a particular measurement (i.e., children recognize that the smaller the unit, the more iterations they need to cover a given length).				
Focal Points	Bridges	Number Corner	Bridges Supplement	Assessments
Apply concepts of partitioning (the mental activity of slicing the length of an object into equal-sized units) and transitivity (e.g., if object A is longer than object B and object B is longer than object C, then object A is longer than object C).		November Daily Measure	Set D2 Measurement: Length in U.S. Customary Units, Activities 4, 6, 8 Set D3 Measurement: Length in Metric Units, Activities 1 & 3 Set D7 Measurement: Transitivity, Activities 1 & 2	
Demonstrate an understanding that using different measurement units will result in different numerical measurements for the same object.		November Daily Measure	Set D2 Measurement: Length in U.S. Customary Units, Activities 1, 6, 8	Formal Number Corner Student Book, page 57 (Check-Up 3)
Explain the need for equal length units and the use of standard units of measure.			Set D2 Measurement: Length in U.S. Customary Units, Activities 1, 6, 8	
Use rulers and other measurement tools to estimate and measure length in common units (e.g., centimeter and inch).	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 D2 Measurement: Length in U.S. Customary Units, Activities 4, 5, 6, 7 & 8 Set D3 Measurement: Length in Metric Units, Activities 1, 2 & 3 Bridges Practice Book, pages 24, 30, 124, 126, 128	Informal Bridges Practice Book, pages 24, 30, 124, 126, 128
				Formal Number Corner Student Book, pages 37 & 87 (Check-Ups 2 & 4)
Use the measurement process: choose an appropriate measurement unit, compare that unit to the object, and report the number of units.	Unit 2, pages 161 & 182 (Home Connections 6 & 7) Unit 6, Sessions 4, 5, 6, 7, 8, 9 Unit 7, Sessions 3, 9 Unit 7, pages 752–753 (Home Connection 27) Unit 7, pages 807–808 (Work Place 10F)	November Daily Measure	Set D2 Measurement: Length in U.S. Customary Units, Activities 1, 2, 3, 4, 5, 6, 7 & 8 Set D3 Measurement: Length in Metric Units, Activities 1, 2 & 3 Bridges Practice Book, pages 24, 30, 124, 126, 128	Informal Bridges Practice Book, pages 24, 30, 124, 126, 128

Bridges Grade 2 Correlations to Focal Points Connections

NUMBER AND OPERATIONS

Children use place value and properties of operations to create equivalent representations of given numbers (such as 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones) and to write, compare, and order multi-digit numbers. They use these ideas to compose and decompose multi-digit numbers. Children add and subtract to solve a variety of problems, including applications involving measurement, geometry, and data, as well as non-routine problems. In preparation for grade 3, they solve problems involving multiplicative situations, developing initial understandings of multiplication as repeated addition.

Connections	Bridges	Number Corner	Bridges Supplement	Assessments
Use place value and properties of operations to find and use equivalent representations of numbers (such as 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones).	Unit 5, Sessions 16, 25 Unit 5, page 578 (Home Connection 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
Write, compare, and order multi-digit numbers.	Unit 5, Sessions 2–3, 15–16, 18, 20–21 Unit 5, pg. 497 (Home Connection 17) Unit 5, page 578 (Home Connection 20) Unit 6, page 720 (Home Connection 26)	September–May Hundreds Grid September–May Daily Number Chart	Set A4 Number & Operations: Place Value, Activities 1–5 Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1 & 2 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activities 1 & 2 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 7, 43, 48, 72, 104, 127, 140	Informal Bridges Practice Book, pages 104, 127, 140
Compose and decompose multi-digit numbers	Unit 5, Sessions 16, 25 Unit 5, page 578 (Home Connection 20)	October Daily Number Chart November Daily Number Chart December Daily Number Chart April Daily Number Chart May Daily Number Chart	Set A4 Number & Operations: Place Value, Activities 4, 5 & 6 and Independent Worksheets 1 & 2 Bridges Practice Book, pages 103, 139	Informal Bridges Practice Book, pages 103, 139

Bridges Grade 2 Correlations to Focal Points Connections (cont.)

NUMBER AND OPERATIONS				
Children use place value and properties of operations to create equivalent representations of given numbers (such as 35 represented by 35 ones, 3 tens and 5 ones, or 2 tens and 15 ones) and to write, compare, and order multi-digit numbers. They use these ideas to compose and decompose multi-digit numbers. Children add and subtract to solve a variety of problems, including applications involving measurement, geometry, and data, as well as non-routine problems. In preparation for grade 3, they solve problems involving multiplicative situations, developing initial understandings of multiplication as repeated addition.				
Connections	Bridges	Number Corner	Bridges Supplement	Assessments
Add and subtract to solve a variety of problems, including applications involving measurement, geometry, and data, as well as non-routine problems.	Unit 1, Session 22 Unit 2, Sessions 1, 7, 9–12 Unit 2, page 182 (HC 7) Unit 3, Sessions 1–5, 8, 10, 14–16, 19–22 Unit 3, pages 223, 276 (HC 8 & 10) Unit 4, Sessions 8, 14, 22, 25 Unit 4, pages 423–425 (WP 7B) Unit 5, Sessions 3, 6–10, 18, 20 Unit 6, Session 13 Unit 6, page 699 (HC 25) Unit 7, Sessions 3, 6, 9, 15–16, 20–23 Unit 7, page 819 (HC 29)	April Magnetic Tile	Bridges Practice Book, pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 22, 26, 28, 32, 34, 36, 37, 38, 40, 42, 46, 50, 52, 54, 56, 62, 66, 75, 88, 92, 94, 96, 100, 102, 104, 112, 120, 123, 130, 132, 134, 136, 140	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, Session 21 (Work Sample, see pages 852–854) Bridges Practice Book, pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 22, 26, 28, 32, 34, 36, 37, 38, 40, 42, 46, 50, 52, 54, 56, 62, 66, 75, 88, 92, 94, 96, 100, 102, 104, 112, 120, 123, 130, 132, 134, 136, 140
Solve problems involving multiplicative situations, developing initial understandings of multiplication as repeated addition.	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	Bridges Practice Book, pages 9, 19, 32, 40, 78, 80, 82, 98	Formal Unit 5, Session 11 (Assessment) Informal Unit 4, Sessions 24 & 25 (Work Samples) Bridges Practice Book, pages 9, 19, 32, 40, 78, 80, 82, 98

Bridges Grade 2 Correlations to Focal Points Connections (cont.)

GEOMETRY AND MEASUREMENT				
Children estimate, measure, and compute lengths as they solve problems involving data, space, and movement through space. By composing and decomposing two-dimensional shapes (intentionally substituting arrangements of smaller shapes for larger shapes or substituting larger shapes for many smaller shapes), they use geometric knowledge and spatial reasoning to develop foundations for understanding area, fractions, and proportions.				
Connections	Bridges	Number Corner	Bridges Supplement	Assessments
Estimate, measure, and compute lengths, solving problems in data, space, and movement through space	Unit 5, Session 15 Unit 6, Sessions 4–7, 12 Unit 6, page 699 (HC 25)		Set D2 Measurement: Length in U.S. Customary Units Set D3 Measurement: Length in Metric Units Bridges Practice Book, pages 20, 24, 30, 44, 124, 126	Formal Unit 7, Session 13 (Unit Post-Assessment)
Compose and decompose two-dimensional shapes	Unit 1, Sessions 19–21 Unit 3, Session 9 Unit 4, Sessions 1, 4–7, 9–11, 14, 19 Unit 4, pages 421–422 (WP 7A) Unit 4, pages 427–428 (WP 7D)	September Magnetic Tile November Magnetic Tile		Informal Unit 4, Session 8 (Work Sample)
				Formal Unit 4, Sessions 1 & 21 (Unit Pre- and Post-Assessment)
Use geometric knowledge and spatial reasoning to understand area, fractions, proportions, symmetry, and congruence	Unit 1, Session 19 Unit 3, Sessions 9, 11 Unit 4, Sessions 8–11, 14–15 Unit 4, pages 363–366, 367–371, 423–426, 428–432 (WP 6A, 6B, 6D, 6E, 7B, 7C, 7E, 7F) Unit 7, Session 5 Unit 7, pages 795–798, 802–804 (WP 10A, 10B, 10D)	December Magnetic Tile January Magnetic Tile January Calendar Grid April Magnetic Tile	Bridges Practice Book, pages 61, 65	

Bridges Grade 2 Correlations to Focal Points Connections (cont.)

ALGEBRA				
Children use number patterns to extend their knowledge of properties of numbers and operations. For example, when skip counting, they build foundations for understanding multiples and factors.				
Connections	Bridges	Number Corner	Bridges Supplement	Assessments
Skip count by multiples other than 100's, 10's, and 1's (e.g., 3's, 4's, 5's, 25's)	Unit 1, Sessions 7, 11–12, 17 Unit 1, pages 42–43, 47–48, 96–97 (WP 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	Bridges Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143	Informal Bridges Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143
Translate patterns into rules for simple multiples; notice how numeric patterns repeat via addition, which sets foundations for understanding multiples and factors.	Unit 1, Sessions 11–12 Unit 4, Sessions 24–25	October Calendar Grid November Magnetic Tile May Magnetic Tile		Informal Unit 4, Sessions 24 & 25 (Work Samples)
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 (WP 2A, 3A, 3C, 3F) Unit 3, Session 12 Unit 4, Sessions 24–25 Technology Connections Book, pages 10–11 (Technology Connection 2)	September–May Calendar Grid	Bridges Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143	Informal Unit 1, Sessions 9, 11, 12, 22 (Work Samples) Bridges Practice Book, pages 7, 9, 13, 19, 21, 29, 43, 49, 50, 143
				Formal Unit 1, Sessions 1 & 23 (Unit Pre- and Post-Assessments)