

Grade 2 Skills Across the Grade Levels Unit One

The table below shows the major skills and concepts addressed in Unit One. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT ONE	GRADE 1	GRADE 2, UNIT 1	ELSEWHERE IN GRADE 2	GRADE 3
Count by 1, 2, 5, and 10	M	R/E	Units Two, Five, and Six September, October, December, and March–May/ June Number Corner	R/E
Calculate the value of a mixed collection of coins to 25¢	D	M	Units Five and Seven September, October, and February Number Corner	R/E S
Generate 7 to 10 different ways to sort a collection of objects	D	M	Units Two and Seven	R/E
Create a 2-circle Venn diagram to show a sorting scheme with overlapping categories	N/A	I		D/M
Describe, extend, and make generalizations about numeric and geometric patterns, including those that grow by changing, yet predictable, amounts	D	D	Units Three and Four All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	D	Unit Four	M

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R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

Grade 2 Skills Across the Grade Levels Unit Two

The table below shows the major skills and concepts addressed in Unit Two. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT TWO	GRADE 1	GRADE 2, UNIT 2	ELSEWHERE IN GRADE 2	GRADE 3
Count by 1, 2, 5, and 10	M	R/E	Units One, Five, and Six September, October, December, and March–May/ June Number Corner	R/E
Add and subtract 1- and 2-digit numbers	D	D	Units One, Three, Five, and Seven All months of Number Corner	R/E
Solve addition and subtraction, story problems using models, pictures, and numbers	M	R/E	Units Five and Seven May/June Number Corner	R/E
Solve multiplication, and division story problems using pictures, symbols, equations, and words	I	D	Units Five and Seven	D
Demonstrate the meaning of addition, subtraction, multiplication, and division using models, words, and/or numbers	D	D	Units Three–Five and Seven September–November and January–May/June Number Corner	D
Identify and apply the operation needed to solve a problem	D	D	Units Five and Seven May/June Number Corner	D
Evaluate and explain whether the solution to a problem is reasonable	N/A	I	Units Five and Seven	D

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N/A – Skills or concept is not addressed.

Grade 2 Skills Across the Grade Levels Unit Three

The table below shows the major skills and concepts addressed in Unit Three. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT THREE	GRADE 1	GRADE 2, UNIT 3	ELSEWHERE IN GRADE 2	GRADE 3
Use strategies in the development and demonstration of computational fluency with addition and subtraction facts	I	D	October, January–March, and May/June Number Corner	R/E S
Recall basic addition facts with sums to 20	I	D/M	October, January, and February Number Corner	R/E S
Recall basic subtraction facts from 18	I	D	October, January–March, and May Number Corner	R/E S
Demonstrate the meaning of addition and subtraction using models and numbers	M	R/E	Units One, Two, Five, and Seven All months of Number Corner	R/E
Predict the likelihood of a particular outcome based on the initial conditions of a simple game	I	D	Unit Seven January and February Number Corner	D
Record and systematically keep track of the outcomes when an event is repeated many times	I	D	Units Six and Seven December and January Number Corner	M
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units Five–Seven	M

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Grade 2 Skills Across the Grade Levels Unit Four

The table below shows the major skills and concepts addressed in Unit Four. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FOUR	GRADE 1	GRADE 2, UNIT 4	ELSEWHERE IN GRADE 2	GRADE 3
Recognize, describe, and compare a variety of 2- and 3-dimensional shapes	D	D	December and May/June Number Corner	M
Classify 2-dimensional shapes by the number of sides and vertices	D	M	December Number Corner	R/E
Classify 3-dimensional shapes by face shape and number of edges, faces, and vertices	N/A	I	May/June Number Corner	D
Use proportional and spatial reasoning to compose and decompose shapes into larger and smaller shapes (e.g., use 6 triangles to compose a hexagon or 3 cubes to compose a rectangular prism)	I	D		D
Explore flips and rotations	I	D		D
Recognize lines of symmetry and create shapes with lines of symmetry	I	D		M
Measuring the area of a variety of shapes using different units (e.g., triangles, squares, etc.)	I	D		D
Demonstrate the meaning of multiplication using models, words, and numbers	D	D	Units Two, Five, and Seven September, November, and May/June Number Corner	M

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Grade 2 Skills Across the Grade Levels Unit Five

The table below shows the major skills and concepts addressed in Unit Five. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FIVE	GRADE 1	GRADE 2, UNIT 5	ELSEWHERE IN GRADE 2	GRADE 3
Count quantities up to 100 by groups of 10's and 1's	M	R/E	Units Six October, November, and January–May/June Number Corner	N/A
Read, write, model, order, and compare whole numbers to 999	N/A	I	October and January–May/June Number Corner	M
Make reasonable estimates of the number of objects in a collection of up to 300 using benchmarks of 10, 25, and 100	D	M		N/A
Add 2-digit numbers with and without regrouping using a variety of strategies	I	D/M	Units Two and Seven November–May/June Number Corner	R/E S
Estimate sums of 2-digit numbers	N/A	I/D		M
Subtract 2-digit numbers with and without regrouping using a variety of strategies	I	D	Units Two and Seven November, December, and February–May/June Number Corner	M/S
Solve story problems using models, pictures, and numbers	D	D	Units Two and Seven May/June Number Corner	D
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	D	M	Units Two, Three, and Seven November–May/June Number Corner	R/E
Demonstrate the meaning of multiplication and division using models, words, and/or numbers	I	D	Units Two, Four, and Seven September, November, and May/June Number Corner	M
Identify and apply the operation needed to solve a problem	D	D	Units Two and Seven May/June Number Corner	D
Calculate the value of a mixed collection of coins to \$2.00	I	M	Units One and Seven September, October, February, March, and May/June Number Corner	R/E S
Explore averaging problems by leveling off columns of cubes or base ten pieces	N/A	I	Unit Six	D

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Grade 2 Skills Across the Grade Levels Unit Six

The table below shows the major skills and concepts addressed in Unit Six. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SIX	GRADE 1	GRADE 2, UNIT 6	ELSEWHERE IN GRADE 2	GRADE 3
Measuring length with non-standard units	I	M	November Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	R/E	Unit Five October–May/June Number Corner	N/A
Record and systematically keep track of the outcomes when an experiment is repeated many times	I	D	Units Three and Seven December–February Number Corner	M
Collect, organize, and display the results of experiments using a variety of graphs including with bar graphs in which each division stands for more than one unit	N/A	I	Unit Seven	D
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units Three, Five, and Seven	M
Explore averaging problems by leveling off columns of cubes or base ten pieces	N/A	I	Unit Five	D

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Grade 2 Skills Across the Grade Levels Unit Seven

The table below shows the major skills and concepts addressed in Unit Seven. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SEVEN	GRADE 1	GRADE 2, UNIT 7	ELSEWHERE IN GRADE 2	GRADE 3
Understand, model, read, and write fractions to $\frac{1}{8}$	N/A	I	Unit Four December and January Number Corner	M
Add and subtract 2- and 3-digit numbers with and without regrouping using a variety of strategies	I	D	Unit Five November and January–May/June Number Corner	M
Identify and apply the operation needed to solve a problem	D	D	Units Two and Five May/June Number Corner	D
Solve story problems using models, pictures, and numbers	D	D	Units Two and Five May/June Number Corner	D
Calculate the value of mixed coins and bills to \$5.00	N/A	I	Units One and Five September, October, and May/June Number Corner	D
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	D	R/E	Units Two, Three, and Five November and January–May/June Number Corner	R/E
Demonstrate the meaning of multiplication and division using models, words, and/or numbers	I	D	Units Two, Four, and Five September, November, and May/June Number Corner	M
Record and systematically keep track of the outcomes when an event is repeated many times	I	D	Units Three and Six December and January Number Corner	M
Collect, organize, and display the results of surveys and experiments using a variety of graphs including bar and circle graphs	N/A	D	Unit Six	D
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units Three, Five, and Six	M
Predict the likelihood of a particular outcome based on the initial conditions of a simple game involving spinners	I	D	January Number Corner	D

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