

Bridges Grade 2 Correlations to Common Core State Standards

Common Core State Standards for Mathematics, Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade 2 Overview

Operations & Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number & Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Taken from the Common Core State Standards for Mathematics 2010, pages 17 & 18.

Bridges Grade 2 Correlations to Common Core State Standards

| OPERATIONS AND ALGEBRAIC THINKING 2.OA | | | | |
|--|---|---|--|---|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Represent and solve problems involving addition and subtraction. | | | | |
| 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem | Unit 2, Sessions 7, 10–12 Unit 4, Session 22 Unit 5, Sessions 3, 6–11, 18, 25 Unit 5, pp 631–633 (WP 9F) Unit 7, Session 15 | May Coin Collector | Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Independent Worksheet 2 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 1–4, 6, 7 Bridges Practice Book, pp 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 22, 26, 28, 32, 34, 36, 38, 40, 42, 46, 50, 52, 54, 56, 62, 66, 70, 74, 76, 78, 80, 82, 84, 88, 93, 95, 97, 99, 101, 103, 105, 107, 113, 115, 117, 121, 123, 124, 131, 133, 135, 137, 141, 145 | Formal Bridges, Vol. 3, pp 739–746, 873–878 (Unit 7 Pre- and Post-Assessments) Number Corner Baseline Assessment (Available on MLC web site) |
| Add and subtract within 20. | | | | |
| 2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | Unit 3, Sessions 4, 7, 15–17, 19–22 Unit 3, pp 208–210, 221–222 (Roll & Add, Roll & Subtract) Unit 3, pp 231–232, 233–237, 284–296 (Work Places 4A–4D, 5A–5F) | October Magnetic Tile January–March Base Ten Bank January Workout Wheel February Workout Wheel March Workout Wheel May Workout Wheel | Set A1 Number & Operations: Addition & Subtraction, Activities 1–4 Set A2 Number & Operations: Solving Equations, Activities 1 & 2 and Independent Worksheets 1 & 2 Bridges Practice Book, pp 3, 5, 8, 11, 12, 14, 17, 22, 23, 26, 27, 28, 31, 33, 34, 35, 37, 40, 41, 45, 47, 51, 53, 54, 55, 57, 59, 62, 63, 64, 69, 75, 85, 86, 112, 122 | Informal Bridges, Vol. 1, pp 229–230 (Observing Children During Work Places) Formal Bridges, Vol. 1, pp 55–61 (Individual Interviews) Bridges, Vol. 1, pp 203–207, 219–220, 318–320 (Addition & Subtraction Assessments) Number Corner Baseline Assessment (Available on MLC web site) Number Corner Student Book, pp 9–10, 36–38, 55–58 (Checkups 1, 2, 3) |
| Work with equal groups of objects to gain foundations for multiplication. | | | | |
| 3a. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; | Unit 3, Sessions 12, 13 | Sept. Daily Number Chart October Daily Number Chart October Magnetic Tile | | |
| 3b. write an equation to express an even number as a sum of two equal addends. | | October Magnetic Tile | | |

Bridges Grade 2 Correlations to Common Core State Standards (cont.)

| OPERATIONS AND ALGEBRAIC THINKING 2.OA | | | | |
|--|--|---|--|-------------|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Work with equal groups of objects to gain foundations for multiplication. | | | | |
| 4a. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; | Unit 1, Sessions 11–12, 20 Unit 2, Sessions 7, 10–12 Unit 4, Sessions 24–25 Unit 7, Session 3 Unit 7, page 859 (HC 31) | September Magnetic Tile October Magnetic Tile November Magnetic Tile Nov. Daily Number Chart | Bridges Practice Book, pp 9, 19, 21, 34, 38, 42, 78, 82, 88, 123 | |
| 4b. write an equation to express the total as a sum of equal addends. | Unit 1, Session 11 Unit 4, Session 24 | October Magnetic Tile November Magnetic Tile Nov. Daily Number Chart Dec. Daily Number Chart | | |

| NUMBER AND OPERATIONS IN BASE TEN 2.NBT | | | | |
|--|---|--|---|--|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Understand place value. | | | | |
| 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: | | | | |
| a. 100 can be thought of as a bundle of ten tens — called a “hundred.” | Unit 5, Sessions 2, 16 Unit 5, pp 569–571 (WP 8F) Unit 7, Session 14 | October Daily Number Chart November Hundreds Grid | Set A4 Number & Operations: Place Value, Activities 1–4 and Independent Worksheets 1 & 2 Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 1 Bridges Practice Book, pp 60, 67, 72, 87, 89, 90, 92, 100, 101, 104, 118, 128, 134, 140 | Formal Bridges, Vol. 1, pp 55–61 (Individual Interviews) Bridges, Vol. 2, pp 481–487, 653–659 (Unit 5 Pre- and Post-Assessments) Number Corner Student Book, pp 9–10, 36–38 (Checkups 1 & 2) |
| b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | | | | |
| 2. Count within 1000; skip-count by 5s, 10s, and 100s. | Unit 1, Sessions 7, Unit 1, pp 42–43, 47–48 (WP’s 2B, 2F) Unit 5, Sessions 12, 14–16, 21, 24, 26 Unit 5, pp 556–558, 561–563, 565–571 (WP’s 8A, 8C, 8E, 8F) Unit 6, p 720 (HC 26) | September Hundreds Grid October Hundreds Grid December 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 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 3–5 Bridges Practice Book, pp 1, 7, 9, 15, 19, 21, 29, 43, 48–50, 60, 67, 68, 72, 87, 90, 92, 118, 144 | Formal Bridges, Vol. 2, pp 481–487, 653–659 (Unit 5 Pre- and Post-Assessment) Number Corner Baseline Assessment (Available on MLC web site) Number Corner Student Book, pp 9–10, 36–38, 55–58 (Checkups 1, 2, 3) |

Bridges Grade 2 Correlations to Common Core State Standards (cont.)

| NUMBER AND OPERATIONS IN BASE TEN 2.NBT | | | | |
|--|---|--|---|---|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Understand place value. | | | | |
| 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | Unit 5, Sessions 16, 26 Unit 5, pp 569-571 (WP 8F) | September Hundreds Grid October Hundreds Grid December Hundreds Grid March Hundreds Grid April Hundreds Grid | Set A4 Number & Operations: Place Value, Activities 1–4 and Independent Worksheets 1 & 2 Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 1 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 1, 7, 9, 13, 15, 21, 29, 43, 48, 49, 60, 67, 72, 81, 87, 89, 90, 92, 100, 101, 104, 105, 118, 128, 134, 140, 141, 144 | Formal Number Corner Student Book, pp 55–58 (Checkup 3) |
| 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. | Unit 5, Session 20 | December Magnetic Tile January Magnetic Tile | Set A4 Number & Operations: Place Value, Activities 1–4 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activity 1 and Ind. Worksheet 1 Bridges Practice Book, pp 48, 72, 105, 128, 141 | Informal Bridges Practice Book, pp 48, 72, 105, 128, 141 |
| Use place value understanding and properties of operations to add and subtract. | | | | |
| 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | Unit 5, Sessions 3, 6–11, 13, 18, 21, 23–25 Unit 5, pp 621–629, 631–633 (Work Places 9A–9D, 9F) Unit 7, Sessions 1, 9, 15, 20–23 Unit 7, pp 807–808 (Work Place 10F) | December Hundreds Grid January–April Base Ten Bank | Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 4 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Ind. Worksheet 2 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 1–7 and Ind. Worksheets 1–9 Bridges Practice Book, pp 19, 52, 54, 71, 75, 76, 80, 81, 94, 96, 98, 100, 101, 102, 103, 105, 106, 108, 109, 112, 113, 114, 118, 120, 122, 124, 130, 131, 133, 135, 137, 140, 142 | Informal Bridges, Vol. 2, p 555 (Observing Children During Work Places) Formal Bridges, Vol. 2, pp 481–487, 653–659 (Unit 5 Pre- and Post-Assessments) Bridges, Vol. 3, pp 739–746, 873–878 (Unit 7 Pre- and Post-Assessments) Number Corner Student Book, pp 36–38, 55–58 (Checkups 2, 3) |

Bridges Grade 2 Correlations to Common Core State Standards (cont.)

| NUMBER AND OPERATIONS IN BASE TEN 2.NBT | | | | |
|---|---|-----------------------------|---|--|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Use place value understanding and properties of operations to add and subtract. | | | | |
| 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. | Unit 5, Sessions 18, 25 Unit 5, pp 631–633 (WP 9F) Unit 7, Sessions 6, 9 | | Bridges Practice Book, pp 46, 52, 54, 85, 93, 145 | Informal Bridges Practice Book, pp 46, 52, 54, 85, 93, 145 |
| 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | Unit 5, Session 26 Unit 5, pp 621–623 (WP 9A) Unit 7, Sessions 16, 20–23 | | Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 4 Bridges Practice Book, pp 62, 85, 86, 118, 130, 131, 133, 135, 137, 140, 142 | Informal Bridges Practice Book, pp 62, 85, 86, 118, 130, 131, 133, 135, 137, 140, 142 |
| 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | Unit 6, p 720 (HC 26) | | Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activities 2, 3 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 3–5 Bridges Practice Book, pp 81, 98, 112, 144 | Informal Bridges Practice Book, pp 81, 98, 112, 144 |
| 9. Explain why addition and subtraction strategies work, using place value and the properties of operations. | Unit 5, Sessions 3, 6–11, 13, 21–25 Unit 5, pp 559–560 (WP 8B) Unit 7, Sessions 20–23 | January–April Base Ten Bank | Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 4 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 1–7 and Ind. Worksheets 1–9 Bridges Practice Book, p 110 | Formal Bridges, Vol. 2, pp 481–487, 653–659 (Unit 5 Pre- and Post-Assessment) Number Corner Student Book, pp 36–38, 55–58 (Checkups 2, 3) |

Bridges Grade 2 Correlations to Common Core State Standards (cont.)

| MEASUREMENT AND DATA 2.MD | | | | |
|---|---|------------------------|--|--|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Measure and estimate lengths in standard units. | | | | |
| 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | 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 A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activity 4 Set D2 Measurement: Length in U.S. Customary Units, Activities 4–8 Set D3 Measurement: Length in Metric Units, Activities 1–3 Bridges Practice Book, pp 20, 24, 30, 125 | Informal Bridges Practice Book, pp 20, 24, 30, 125 Number Corner Student Book, pp 36–38 (Checkup 2) |
| 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | | November Daily Measure | Set D2 Measurement: Length in U.S. Customary Units, Activities 1, 6, 8 | |
| 3. Estimate lengths using units of inches, feet, centimeters, and meters. | Unit 2, pp 182 (HC 7) | | Set D2 Measurement: Length in U.S. Customary Units, Activities 1–3, 5–8 Set D3 Measurement: Length in Metric Units, Activities 1–3 Bridges Practice Book, pp 24, 125, 127, 129 | Informal Bridges Practice Book, pp 24, 125, 127, 129 |
| 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | Unit 2, pp 161 (HC 6) Unit 7, Session 9 Unit 7, pp 752–753 (HC 27) Unit 7, pp 807–808 (WP 10F) | | Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activity 4 Bridges Practice Book, p 125 | Informal Bridges Practice Book, p 125 |
| Relate addition and subtraction to length. | | | | |
| 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | Unit 3, Sessions 8, 14 Unit 3, pp 238–239, 288–290 (WP's 4E, 5C) Unit 7, Session 9 Unit 7, pp 752–753 (HC 27) Unit 7, pp 807–808 (WP 10F) | | Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 2–4, 7 Bridges Practice Book, p 141 | Informal Bridges Practice Book, p 141 |

Bridges Grade 2 Correlations to Common Core State Standards (cont.)

| MEASUREMENT AND DATA 2.MD | | | | |
|--|--|---|--|---|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Relate addition and subtraction to length. | | | | |
| 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. | | | Set A1 Number & Operations: Addition & Subtraction, Activities 1 & 2 Set A5 Number & Operations: Multi-Digit Addition & Subtraction, Activity 3 Set A7 Number & Operations: Numbers to 1,000 on a Line or Grid, Activity 2 Set A9 Number & Operations: More Multi-Digit Addition & Subtraction, Activities 3–5 Bridges Practice Book, pp 1, 7, 21, 29, 64, 77, 106, 109, 120 | Informal Bridges Practice Book, pp 1, 7, 21, 29, 64, 77, 106, 109, 120 |
| Work with time and money. | | | | |
| 7a. Tell and write time from analog and digital clocks to the nearest five minutes | | October Bean Clock December Bean Clock March Bean Clock April Bean Clock | Set D5 Measurement: Telling Time, Activities 1 & 2 and Ind. Worksheets 1–5 Bridges Practice Book, pp 39, 91, 98, 104, 116, 136 | Formal Number Corner Student Book, pp 9–10, 36–38, 85–88 (Checkups 1, 2, 4) |
| 7b. Tell time using a.m. and p.m. | | | Set D5 Measurement: Telling Time, Activities Ind. Worksheets 3 & 4 Bridges Practice Book, pp 58, 143 | Informal Bridges Practice Book, pp 58, 143 |
| 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | Unit 1, Session 7 Unit 5, Sessions 12, 14, 26–28 Unit 5, pp 556–558, 565–568, 621–623, 629–630 (WP's 8A, 8E, 9A, 9E) Unit 7, Sessions 1, 15, 18, 19 | September Coin Collector October Coin Collector February Coin Collector March Coin Collector May Coin Collector | Set A6 Number & Operations: Money, Activities 1 & 2 and Ind. Worksheet 1 Bridges Practice Book, pp 2, 4, 10, 12, 14–16, 22, 25, 26, 34, 36, 46, 52, 54, 66, 68, 70, 76, 78, 87, 91, 93, 95, 97, 116, 145 | Informal Bridges, Vol. 2, p 555 (Observing Children During Work Places) |
| | | | | Formal Bridges, Vol. 2, pp 481–487, 653–659 (Unit 5 Pre- and Post-Assessments) Bridges, Vol. 3, pp 739–746, 873–878 (Unit 7 Pre- and Post-Assessments) Number Corner Student Book, pp 9–10, 36–38, 85–88 (Checkups 1, 2, 4) |

Bridges Grade 2 Correlations to Common Core State Standards (cont.)

| MEASUREMENT AND DATA 2.MD | | | | |
|---|--|---|---|--|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Represent and interpret data. | | | | |
| 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | Not Yet Addressed | | | |
| 10a. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. | Unit 5, Session 19 Unit 5, p 596 (HC 21) Unit 7, Sessions 4, 6, 17, 27, 28 Unit 7, pp 795–797, 806 (WP 10A, WP 10E, Step 4) | December Magnetic Tile January Magnetic Tile | Bridges Practice Book, pp 113, 124 | Informal Bridges Practice Book, pp 113, 124 |
| 10b. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. | Unit 4, Session 12 Unit 5, Session 20 Unit 7, Sessions 4, 6, 8, 13, 17, 28 Unit 7, p 819 (HC 29) | | Bridges Practice Book, pp 25, 107, 113, 124 | Informal Bridges Practice Book, pp 25, 107, 113, 124 |

| GEOMETRY 2.G | | | | |
|---|---|---|---|--|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Reason with shapes and their attributes. | | | | |
| 1a. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. | Unit 1, Sessions 19, 20 Unit 3, Sessions 9–11 Unit 4, Sessions 2, 3, 18–20 Unit 4, pp 372–373 (WP 6F) | December Calendar Grid May Calendar Grid | Bridges Practice Book, pp 2, 14, 61, 66, 76 | Formal Bridges, Vol. 2, pp 333–336, 448–451 (Unit 4 Pre- and Post-Assessments) Number Corner Student Book, pp 85–88 (Checkup 4) |
| 1b. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | Unit 4, Sessions 2–6, 8–11, 18–20 Unit 4, pp 363–364, 366–373 (WP's 6A, 6C, 6D, 6E, 6F) Unit 4, pp 381, 437 (HC's 13, 15) | December Calendar Grid | Bridges Practice Book, pp 2, 14, 61, 65, 66, 76 | Formal Bridges, Vol. 2, pp 333–336, 448–451 (Unit 4 Pre- and Post-Assessments) Number Corner Student Book, pp 85–88 (Checkup 4) |
| 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | Unit 4, Sessions 9, 14 Unit 4, pp 428–431 (WP's 7E, 7F) | Sept.–Nov. Magnetic Board | | |

Bridges Grade 2 Correlations to Common Core State Standards (cont.)

| GEOMETRY 2.G | | | | |
|--|---|---|--|--|
| Standard | Bridges | Number Corner | Bridges Supplement | Assessments |
| Reason with shapes and their attributes. | | | | |
| 3a. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. | Unit 4, Sessions 9, 11, 14 Unit 4, pp 425–426 (WP 7C) Unit 7, Sessions 5, 6 Unit 7, p 786 (HC 28) Unit 7, pp 797–798 (WP 10B) | Dec–Jan Magnetic Board March Calendar Grid | Bridges Practice Book, pp 83, 126, 138 | Informal Bridges Practice Book, pp 83, 126, 138, 139 |
| 3b. Recognize that equal shares of identical wholes need not have the same shape. | Unit 4, Sessions 11, 14 Unit 4, pp 425–426 (WP 7C) | January Calendar Grid | | |

