bridges in mathematics

GRADE 2

Bridges & Number Corner Third Edition

# CORRELATIONS

California Common Core State Standards Mathematics

number corner

## 2 Mathematics Process Standards

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **PS** Mathematics Process Standards | | | |
| **PS.1** | Make sense of problems and persevere in solving them. | **Bridges in Mathematics**<br>Unit 1: M4 S2; M4 S4<br>Unit 3: M1 S2; M2 S1; M3 S6<br>Unit 4: M1 S1; M3 S3; M4 S1<br>Unit 5: M1 S2; M2 S4<br>Unit 6: M1 S5; M3 S2; M4 S3<br>Unit 7: M2 S2; M3 S4; M4 S4<br>Unit 8: M1 S3; M2 S2; M3 S5 | **Number Corner**<br>October: Number Line<br>February: Number Line<br>March: Number Line |
| **PS.2** | Reason abstractly and quantitatively. | **Bridges in Mathematics**<br>Unit 1: M1 S4; M2 S1<br>Unit 2: M1 S4; M3 S5<br>Unit 3: M1 S3; M3 S2; M4 S3<br>Unit 4: M3 S1<br>Unit 5: M1 S4; M2 S2<br>Unit 6: M2 S5; M3 S4<br>Unit 7: M3 S1<br>Unit 8: M1 S4 | **Number Corner**<br>September: Calendar Grid<br>October: Daily Rectangle<br>November: Daily Rectangle<br>December: Daily Rectangle<br>January: Calendar Collector<br>February: Computational Fluency<br>March: Calendar Grid, Calendar Collector, Computational Fluency<br>April: Calendar Grid, Daily Rectangle, Computational Fluency |
| **PS.3** | Construct viable arguments and critique the reasoning of others. | **Bridges in Mathematics**<br>Unit 1: M3 S5<br>Unit 2: M1 S3; M4 S2<br>Unit 3: M2 S2; M3 S4<br>Unit 4: M1 S1; M2 S2; M3 S4<br>Unit 5: M1 S3; M2 S2; M3 S4<br>Unit 6: M1 S2; M2 S1; M4 S3<br>Unit 7: M1 S2; M4 S2<br>Unit 8: M1 S5; M2 S3 | **Number Corner**<br>November: Calendar Grid, Calendar Collector<br>December: Calendar Collector<br>January: Calendar Collector<br>February: Calendar Grid, Daily Rectangle<br>March: Daily Rectangle |
| **PS.4** | Model with mathematics. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M4 S4<br>Unit 2: M1 S3; M3 S5<br>Unit 3: M1 S4; M4 S2<br>Unit 4: M3 S5; M4 S1<br>Unit 6: M2 S4<br>Unit 7: M2 S3; M3 S3<br>Unit 8: M2 S5; M3 S2; M3 S4 | **Number Corner**<br>September: Daily Rectangle<br>December: Calendar Collector<br>January: Calendar Collector<br>April: Calendar Collector<br>May: Calendar Collector |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **PS** Mathematics Process Standards | | | |
| **PS.5** | Use appropriate tools strategically. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M2 S1<br>Unit 2: M1 S5; M2 S2<br>Unit 3: M1 S2<br>Unit 4: M1 S4; M4 S2; M3 S3<br>Unit 6: M2 S4; M4 S4<br>Unit 7: M1 S2; M4 S1<br>Unit 8: M2 S5; M3 S2; M4 S2 | **Number Corner**<br>November: Calendar Collector |
| **PS.6** | Attend to precision. | **Bridges in Mathematics**<br>Unit 2: M1 S3; M2 S2<br>Unit 3: M3 S6<br>Unit 4: M1 S2; M2 S4<br>Unit 5: M1 S1; M2 S1<br>Unit 6: M1 S3; M3 S3<br>Unit 7: M1 S3<br>Unit 8: M1 S4; M2 S1 | **Number Corner**<br>September: Calendar Collector<br>December: Calendar Grid |
| **PS.7** | Look for and make use of structure. | **Bridges in Mathematics**<br>Unit 1: M1 S2; M2 S2; M4 S1<br>Unit 2: M1 S1; M2 S4; M3 S1<br>Unit 3: M1 S5; M3 S1<br>Unit 4: M2 S1; M4 S2<br>Unit 5: M2 S1; M3 S3<br>Unit 6: M2 S1; M3 S5<br>Unit 7: M2 S2; M3 S5<br>Unit 8: M1 S2; M4 S3 | **Number Corner**<br>September: Computational Fluency, Number Line<br>October: Calendar Grid, Daily Rectangle, Number Line<br>November: Computational Fluency<br>December: Daily Rectangle, Computational Fluency, Number Line<br>January: Daily Rectangle, Computational Fluency, Number Line<br>February: Computational Fluency, Number Line<br>March: Calendar Grid, Calendar Collector, Computational Fluency<br>April: Calendar Grid, Computational Fluency, Number Line |
| **PS.8** | Look for and express regularity in repeated reasoning. | **Bridges in Mathematics**<br>Unit 1: M1 S2; M4 S1<br>Unit 2: M1 S1; M3 S3<br>Unit 3: M1 S4; M2 S5<br>Unit 4: M3 S4; M4 S4<br>Unit 5: M2 S5; M3 S3; M4 S2<br>Unit 6: M2 S3<br>Unit 7: M1 S1; M2 S1<br>Unit 8: M1 S1 | **Number Corner**<br>September: Computational Fluency<br>October: Calendar Grid, Computational Fluency<br>November: Computational Fluency, Number Line<br>December: Computational Fluency, Number Line<br>January: Computational Fluency, Number Line<br>February: Calendar Collector, Daily Rectangle<br>March: Number Line<br>May: Daily Rectangle |

## 2 OA — Operations and Algebraic Thinking

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Represent and solve problems involving addition and subtraction. | | | |
| **2.OA.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. | **Bridges in Mathematics**<br>Unit 1: M4 S4<br>Unit 3: M2 S1; M2 S2; M3 S1; M3 S3; M3 S4; M3 S5; M3 S7; M4 S1<br>Unit 4: M1 S6; M3 S2; M3 S5; M3 S6; M4 S1; M4 S2; M4 S4<br>Unit 7: M2 S3; M2 S4; M2 S5; M3 S2; M3 S3; M3 S4; M3 S5; M4 S1 | **Number Corner**<br>September: Calendar Grid<br>March: Number Line<br>May: Calendar Collector |
| Add and subtract within 20. | | | |
| **2.OA.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. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S4; M3 S5; M4 S1; M4 S2; M4 S3; M4 S4<br>Unit 2: M1 S2; M2 S1; M2 S3; M4 S1; M4 S2; M4 S3<br>Unit 3: M3 S6<br>Unit 4: M2 S4; M4 S2; M4 S3; M4 S4<br>Unit 5: M4 S1; M4 S2; M4 S3; M4 S4<br>Unit 6: M2 S1; M2 S2; M2 S3<br>Unit 7: M4 S4 | **Number Corner**<br>September: Calendar Grid, Daily Rectangle, Computational Fluency<br>October: Computational Fluency<br>November: Computational Fluency<br>December: Computational Fluency<br>January: Computational Fluency<br>February: Computational Fluency<br>March: Computational Fluency<br>April: Computational Fluency<br>May: Computational Fluency |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Work with equal groups of objects to gain foundations for multiplication. | | | |
| **2.OA.3** | 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; write an equation to express an even number as a sum of two equal addends. | **Bridges in Mathematics**<br>Unit 1: M3 S2<br>Unit 2: M4 S3<br>Unit 5: M4 S1; M4 S2; M4 S3; M4 S4 | **Number Corner**<br>September: Calendar Grid, Daily Rectangle |
| **2.OA.4** | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | **Bridges in Mathematics**<br>Unit 2: M4 S1; M4 S2; M4 S3<br>Unit 4: M4 S2; M4 S3; M4 S4<br>Unit 6: M2 S3; M2 S4; M2 S5; M3 S3; M3 S4; M3 S5 | **Number Corner**<br>October: Daily Rectangle<br>November: Daily Rectangle<br>December: Daily Rectangle<br>January: Daily Rectangle<br>April: Daily Rectangle<br>May: Daily Rectangle |

## 2 NBT — Number and Operations in Base Ten

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Understand place value. | | | |
| | **2.NBT.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: | | |
| **2.NBT.1.a** | 100 can be thought of as a bundle of ten tens—called a "hundred." | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S6; M2 S2<br>Unit 5: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S3<br>Unit 8: M1 S2 | **Number Corner**<br>November: Number Line<br>December: Number Line |
| **2.NBT.1.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). | **Bridges in Mathematics**<br>Unit 5: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S3<br>Unit 7: M3 S1<br>Unit 8: M1 S2 | **Number Corner**<br>December: Number Line |
| **2.NBT.2 (CA)** | Count within 1,000; skip-count by 2s, 5s, 10s, and 100s. | **Bridges in Mathematics**<br>Unit 1: M2 S3; M3 S1; M4 S3<br>Unit 2: M1 S1; M2 S1; M2 S2; M3 S2; M3 S3; M4 S1; M4 S2; M4 S3<br>Unit 3: M1 S2; M1 S3; M1 S4; M2 S2<br>Unit 5: M1 S2; M1 S3; M2 S1; M2 S2; M2 S4; M3 S3; M3 S4; M3 S5<br>Unit 7: M1 S4<br>Unit 8: M1 S2; M1 S5 | **Number Corner**<br>September: Calendar Collector, Number Line<br>October: Calendar Collector, Number Line<br>November: Number Line<br>December: Number Line<br>January: Number Line<br>February: Number Line<br>April: Number Line<br>May: Calendar Grid, Number Line |
| **2.NBT.3** | Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S4; M1 S5; M2 S1<br>Unit 3: M3 S2<br>Unit 5: M1 S4; M1 S5; M3 S1; M3 S2<br>Unit 7: M3 S1<br>Unit 8: M1 S1; M1 S2 | **Number Corner**<br>December: Number Line |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Understand place value. | | | |
| **2.NBT.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. | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S5<br>Unit 3: M3 S2<br>Unit 5: M1 S1; M1 S4; M1 S5; M2 S6; M3 S2<br>Unit 8: M1 S1; M1 S2; M1 S4; M1 S5; M1 S6 | **Number Corner**<br>October: Number Line |
| Use place value understanding and properties of operations to add and subtract. | | | |
| **2.NBT.5** | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | **Bridges in Mathematics**<br>Unit 2: M1 S3; M1 S4; M2 S3; M2 S4; M3 S3; M3 S5; M3 S6<br>Unit 3: M1 S1; M1 S3; M1 S4; M1 S5; M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S5; M3 S6<br>Unit 4: M1 S3; M1 S6; M3 S5<br>Unit 7: M2 S4; M3 S4; M3 S5; M4 S1 | **Number Corner**<br>February: Daily Rectangle<br>March: Daily Rectangle<br>April: Number Line |
| **2.NBT.6** | Add up to four two-digit numbers using strategies based on place value and properties of operations. | **Bridges in Mathematics**<br>Unit 3: M3 S4; M4 S1<br>Unit 4: M2 S3; M3 S2; M3 S3; M3 S4<br>Unit 7: M1 S5; M3 S4 | **Number Corner**<br>December: Daily Rectangle<br>January: Daily Rectangle<br>March: Number Line |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Use place value understanding and properties of operations to add and subtract. | | | |
| **2.NBT.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. | **Bridges in Mathematics**<br>Unit 4: M3 S4<br>Unit 5: M1 S3<br>Unit 7: M1 S1; M1 S5; M2 S1; M2 S2; M2 S4; M2 S5; M3 S2; M3 S3; M3 S4; M3 S5; M4 S5<br>Unit 8: M1 S1; M1 S3; M1 S4; M1 S5; M1 S6 | **Number Corner**<br>January: Number Line<br>February: Daily Rectangle<br>March: Daily Rectangle, Number Line<br>April: Number Line<br>May: Calendar Grid, Number Line |
| **2.NBT.7.1 (CA)** | Use estimation strategies to make reasonable estimates in problem solving. | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S3; M1 S5<br>Unit 4: M1 S1; M1 S3<br>Unit 5: M1 S1; M1 S2; M3 S1<br>Unit 6: M2 S2; M2 S5<br>Unit 7: M2 S1; M2 S4; M3 S4<br>Unit 8: M1 S3 | **Number Corner**<br>March: Daily Rectangle |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Use place value understanding and properties of operations to add and subtract. | | | |
| **2.NBT.8** | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | **Bridges in Mathematics**<br>Unit 4: M3 S4<br>Unit 5: M3 S2; M3 S3; M3 S5<br>Unit 8: M1 S5; M1 S6 | **Number Corner**<br>October: Number Line<br>November: Number Line<br>December: Number Line<br>January: Number Line<br>May: Calendar Grid, Number Line |
| **2.NBT.9** | Explain why addition and subtraction strategies work, using place value and the properties of operations. | **Bridges in Mathematics**<br>Unit 3: M1 S4; M1 S5; M2 S4; M2 S5; M3 S1; M3 S2; M3 S6<br>Unit 4: M3 S5<br>Unit 7: M1 S1; M2 S2; M2 S4; M2 S5; M3 S2; M3 S3; M3 S4; M4 S5<br>Unit 8: M1 S3; M1 S5; M1 S6 | **Number Corner**<br>February: Daily Rectangle<br>March: Daily Rectangle, Number Line |

## 2 MD — Measurement and Data

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Measure and estimate lengths in standard units. | | | |
| 2.MD.1 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | **Bridges in Mathematics**<br>Unit 4: M1 S1; M1 S2; M1 S4; M1 S5; M1 S6; M2 S1; M2 S2; M2 S3; M3 S1<br>Unit 7: M1 S2; M1 S3; M1 S4; M1 S5<br>Unit 8: M2 S1; M2 S2; M2 S3; M2 S4; M3 S1; M3 S3; M3 S6; M4 S1 | **Number Corner**<br>April: Calendar Collector |
| 2.MD.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. | **Bridges in Mathematics**<br>Unit 4: M1 S1; M1 S2; M2 S1; M3 S1; M3 S2<br>Unit 7: M1 S2; M1 S4 | **Number Corner**<br>November: Calendar Collector |
| 2.MD.3 | Estimate lengths using units of inches, feet, centimeters, and meters. | **Bridges in Mathematics**<br>Unit 4: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M3 S1; M3 S3<br>Unit 7: M1 S2; M1 S3; M1 S4<br>Unit 8: M3 S3; M3 S5; M4 S1 | |
| 2.MD.4 | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | **Bridges in Mathematics**<br>Unit 4: M2 S3<br>Unit 7: M1 S5<br>Unit 8: M2 S4; M2 S5; M3 S1; M3 M2, M3 S4; M4 S1 | **Number Corner**<br>April: Calendar Collector |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Relate addition and subtraction to length. | | | |
| **2.MD.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. | **Bridges in Mathematics**<br>Unit 3: M2 S3<br>Unit 4: M1 S6; M3 S5<br>Unit 7: M1 S5<br>Unit 8: M2 S5; M3 S2; M3 S4 | |
| **2.MD.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. | **Bridges in Mathematics**<br>Unit 2: M2 S1; M3 S1; M3 S4; M3 S5; M3 S6<br>Unit 3: M1 S2; M2 S1; M2 S2; M2 S3; M2 S4<br>Unit 5: M3 S4<br>Unit 8: M2 S5; M3 S2; M3 S4 | **Number Corner**<br>September: Computational Fluency, Number Line<br>October: Number Line<br>January: Number Line<br>April: Number Line |
| Work with time and money. | | | |
| **2.MD.7 (CA)** | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S3; M1 S6; M2 S2; M2 S4; M3 S2; M3 S4; M3 S6 | **Number Corner**<br>September: Calendar Collector<br>October: Calendar Collector<br>November: Calendar Grid<br>February: Calendar Collector |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Work with time and money. | | | |
| **2.MD.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?* | **Bridges in Mathematics**<br>Unit 5: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M2 S6; M3 S1<br>Unit 7: M2 S3; M2 S4; M2 S5; M4 S4 | **Number Corner**<br>March: Calendar Collector, Number Line |
| Represent and interpret data. | | | |
| **2.MD.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. | **Bridges in Mathematics**<br>Unit 8: M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S4 | **Number Corner**<br>April: Calendar Collector<br>May: Calendar Collector |
| **2.MD.10** | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems4 using information presented in a bar graph. | **Bridges in Mathematics**<br>Unit 1: M1 S4; M4 S1; M4 S2<br>Unit 3: M4 S2; M4 S3<br>Unit 5: M2 S3<br>Unit 8: M4 S3 | **Number Corner**<br>December: Calendar Collector<br>January: Calendar Grid, Calendar Collector |

## 2 G — Geometry

| Standard | Descriptor | Citations | |
|---|---|---|---|
| Reason with shapes and their attributes. | | | |
| 2.G.1 | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | **Bridges in Mathematics**<br>Unit 1: M1 S2; M1 S3<br>Unit 6: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M2 S4; M3 S1; M3 S2; M3 S3; M3 S4; M3 S5 | **Number Corner**<br>December: Calendar Grid<br>March: Calendar Grid |
| 2.G.2 | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | **Bridges in Mathematics**<br>Unit 6: M2 S3; M2 S4; M2 S5; M3 S3; M3 S4 | **Number Corner**<br>April: Daily Rectangle<br>May: Daily Rectangle |
| 2.G.3 | 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. Recognize that equal shares of identical wholes need not have the same shape. | **Bridges in Mathematics**<br>Unit 6: M3 S3: M4 S1; M4 S2; M4 S3; M4 S4; M4 S5<br>Unit 7: M4 S2; M4 S3; M4 S4 | **Number Corner**<br>December: Calendar Grid<br>January: Calendar Collector<br>February: Calendar Grid<br>March: Calendar Collector<br>April: Calendar Grid |