bridges in mathematics

GRADE 2

Bridges & Number Corner Third Edition

CORRELATIONS

Indiana Academic Standards for Mathematics

number corner

2 PS — Mathematics Process Standards

Standard	Descriptor	Citations	
Mathematics Process Standards			
PS.1	Make sense of problems and persevere in solving them.	**Bridges in Mathematics** Unit 1: M4 S2; M4 S2 Unit 2: M3 S7 Unit 3: M1 S2; M2 S1; M3 S6 Unit 4: M1 S1; M3 S3; M4 S1 Unit 5: M1 S2; M2 S4 Unit 6: M1 S5; M3 S2; M4 S3 Unit 7: M2 S2; M3 S4; M4 S4 Unit 8: M1 S3; M2 S2; M3 S5	**Number Corner** October: Number Line February: Number Line March: Number Line
PS.2	Reason abstractly and quantitatively.	**Bridges in Mathematics** Unit 1: M1 S4; M2 S1 Unit 2: M1 S4; M3 S5 Unit 3: M1 S3; M3 S2; M4 S3 Unit 4: M3 S1 Unit 5: M1 S4; M2 S2 Unit 6: M2 S5; M3 S4 Unit 7: M3 S1 Unit 8: M1 S4	**Number Corner** September: Calendar Grid October: Daily Rectangle November: Daily Rectangle December: Daily Rectangle January: Calendar Collector February: Computational Fluency March: Calendar Grid, Calendar Collector, Computational Fluency April: Calendar Grid, Daily Rectangle, Computational Fluency
PS.3	Construct viable arguments and critique the reasoning of others.	**Bridges in Mathematics** Unit 1: M3 S5 Unit 2: M1 S3; M4 S2 Unit 3: M2 S2; M3 S4 Unit 4: M1 S1; M2 S2; M3 S4 Unit 5: M1 S3; M2 S2; M3 S4 Unit 6: M1 S2; M2 S1; M4 S3 Unit 7: M1 S2; M4 S2 Unit 8: M1 S5; M2 S3	**Number Corner** November: Calendar Grid, Calendar Collector December: Calendar Collector January: Calendar Collector February: Calendar Grid, Daily Rectangle March: Daily Rectangle

Standard	Descriptor	Citations	
Mathematics Process Standards			
PS.4	Model with mathematics.	**Bridges in Mathematics** Unit 1: M1 S1; M4 S4 Unit 2: M1 S3; M3 S5 Unit 3: M1 S4; M4 S2 Unit 4: M3 S5; M4 S1 Unit 6: M2 S4 Unit 7: M2 S3; M3 S3 Unit 8: M2 S5; M3 S2; M3 S4	**Number Corner** September: Daily Rectangle December: Calendar Collector January: Calendar Collector April: Calendar Collector May: Calendar Collector
PS.5	Use appropriate tools strategically.	**Bridges in Mathematics** Unit 1: M1 S1; M2 S1 Unit 2: M1 S5; M2 S2 Unit 3: M1 S2 Unit 4: M1 S4; M4 S2; M3 S3 Unit 6: M2 S4; M4 S4 Unit 7: M1 S2; M4 S1 Unit 8: M2 S5; M3 S2; M4 S2	**Number Corner** November: Calendar Collector
PS.6	Attend to precision.	**Bridges in Mathematics** Unit 2: M1 S3; M2 S2 Unit 3: M3 S6 Unit 4: M1 S2; M2 S4 Unit 5: M1 S1; M2 S1 Unit 6: M1 S3; M3 S3 Unit 7: M1 S3 Unit 8: M1 S4; M2 S1	**Number Corner** September: Calendar Collector December: Calendar Grid

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

2 2.NS — Number Sense

Standard	Descriptor	Citations	
Number Sense			
2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. (E)	**Bridges in Mathematics** Unit 1: M2 S3; M4 S3 Unit 2: M3 S2 Unit 3: M2 S2 Unit 5: M1 S2; M2 S3; M2 S5; M3 S5	**Number Corner** September: Number Line October: Number Line November: Number Line December: Number Line January: Number Line February: Number Line
2.NS.2	Read and write whole numbers up to 1,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 1,000. (E)	**Bridges in Mathematics** Unit 2: M3 S7 Unit 5: M1 S3; M1 S4; M1 S5; M3 S1; M3 S2 Unit 7: M3 S1 Unit 8: M1 S2	**Number Corner** September: Number Line December: Number Line
2.NS.3	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by twos).	**Bridges in Mathematics** Unit 1: M2 S1; M3 S2 Unit 2: M4 S2; M4 S3 Unit 5: M4 S1; M4 S2; M4 S3; M4 S4	**Number Corner** September: Daily Rectangle October: Calendar Grid

Standard	Descriptor	Citations	
Number Sense			
2.NS.4	Define and model a “hundred” as a group of ten tens. Model place value concepts of three-digit numbers, multiples of 100, and equivalent forms of whole numbers using objects and drawings. (E)	**Bridges in Mathematics** Unit 2: M1 S1; M1 S4; M1 S5; M1 S6; M3 S7 Unit 3: M3 S2 Unit 5: M1 S1; M1 S2; M1 S3; M3 S4 Unit 8: M1 S1	**Number Corner** November: Number Line December: Number Line
2.NS.5	Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using > , = , and < symbols to record the results of comparisons. (E)	**Bridges in Mathematics** Unit 2: M1 S1; M1 S5 Unit 3: M3 S2 Unit 5: M1 S1; M1 S4; M1 S5; M2 S2 Unit 8: M1 S1	**Number Corner** October: Number Line

2 2.CA — Computation and Algebraic Thinking

Standard	Descriptor	Citations	
Computation and Algebraic Thinking			
2.CA.1	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. (E)	**Bridges in Mathematics** Unit 1: M4 S4 Unit 3: M2 S1; M2 S2; M2 S3; M3 S1; M3 S3; M3 S4; M3 S4; M3 S5; M3 S6; M3 S7 Unit 4: M3 S3; M3 S4; M3 S5; M3 S6 Unit 7: M2 S3	**Number Corner** September: Calendar Grid March: Number Line
2.CA.2	Using number sense and place value strategies, add and subtract within 1,000, including composing and decomposing tens and hundreds. Use models, drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used.	**Bridges in Mathematics** Unit 1: M2 S1; M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S4; M3 S5; M1 S1; M1 S2 Unit 2: M1 S2; M1 S3; M2 S1; M2 S3; M2 S4; M3 S3; M3 S4; M3 S5; M3 S6; M4 S1; M4 S3 Unit 3: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S4; M2 S5; M3 S6; M4 S1 Unit 4: M2 S4; M4 S3 Unit 7: M1 S1; M2 S1; M2 S2; M2 S4; M2 S5; M3 S2; M2 S4; M2 S5; M4 S5 Unit 8: M1 S3; M1 S4; M1 S5; M1 S6	**Number Corner** October: Computational Fluency November: Computational Fluency December: Computational Fluency January: Computational Fluency February: Daily Rectangle, Computational Fluency March: Daily Rectangle, Computational Fluency April: Computational Fluency, Number Line May: Calendar Grid, Computational Fluency, Number Line

Standard	Descriptor	Citations	
Computation and Algebraic Thinking			
2.CA.3	Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. (E)	**Bridges in Mathematics** Unit 3: M1 S3	**Number Corner** September: Computational Fluency October: Computational Fluency December: Computational Fluency January: Computational Fluency February: Computational Fluency
2.CA.4	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1,000.	**Bridges in Mathematics** Unit 2: M4 S2; M4 S3 Unit 4: M4 S1; M4 S2; M4 S4 Unit 5: M4 S1; M4 S2; M4 S4	

2 2.G — Geometry

Standard	Descriptor	Citations	
Geometry			
2.G.1	Identify, describe, and classify two- and three-dimensional shapes (i.e., triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	**Bridges in Mathematics** Unit 1: M1 S2 Unit 6: M1 S2; M1 S3; M1 S4; M1 S5; M3 S1	**Number Corner** December: Calendar Grid March: Calendar Grid
2.G.2	Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	**Bridges in Mathematics** Unit 1: M1 S2 Unit 6: M1 S1; M2 S1; M2 S2; M3 S2; M3 S5	
2.G.3	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	**Bridges in Mathematics** Unit 1: M1 S2 Unit 6: M2 S3; M2 S4; M2 S5; M3 S3; M3 S4	**Number Corner** April: Daily Rectangle May: Daily Rectangle
2.G.4	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal parts of identical wholes need not have the same shape.	**Bridges in Mathematics** Unit 1: M1 S2 Unit 6: M4 S1; M4 S2; M4 S3; M4 S4; M4 S5 Unit 7: M4 S1; M4 S2; M4 S4; M4 S5	**Number Corner** February: Calendar Grid April: Calendar Grid

2 2.M — Measurement

Standard	Descriptor	Citations	
Measurement			
2.M.1	Describe the relationships among an inch, foot, and yard. Describe the relationship between a centimeter and meter.	**Bridges in Mathematics** Unit 4: M1 S2; M1 S4; M2 S1; M3 S1; M3 S2 Unit 7: M1 S2; M1 S4	
2.M.2	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter, and meter. (E)	**Bridges in Mathematics** Unit 2: M2 S2; M3 S1 Unit 4: M1 S1; M1 S2; M1 S3; M1 S5; M1 S6; M2 S1; M2 S2; M2 S3; M3 S2 Unit 7: M1 S1; M1 S2; M1 S3; M1 S5 Unit 8: M2 S1; M2 S2; M2 S3; M2 S4; M3 S1; M3 S3; M3 S5; M3 S6	**Number Corner** November: Calendar Collector April: Calendar Collector
2.M.3	Estimate and measure volume (capacity) using cups and pints. Add and subtract to solve real-world problems involving capacities that are given in the same units or obtained through investigations. (E)	*This standard is beyond the scope of the grade 2 curriculum. The grade 3 curriculum addresses 2.M.3 in the following sections:* **Bridges in Mathematics** Unit 4: M1 S5; M1 S6; M2 S1	**Number Corner** October: Calendar Collector

Standard	Descriptor	Citations	
Measurement			
2.M.4	Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour. (E)	**Number Corner** September: Calendar Collector October: Calendar Collector November: Calendar Grid February: Calendar Collector	
2.M.5	Describe relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	**Number Corner** September: Calendar Collector	
2.M.6	Find the value of a collection of pennies, nickels, dimes, quarters, and dollars. (E)	**Bridges in Mathematics** Unit 5: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M2 S6	**Number Corner** March: Calendar Collector

2 2.DA — Data Analysis

Standard	Descriptor	Citations	
Data Analysis			
2.DA.1	Collect, organize, and graph data from observations, surveys, and investigations using scaled bar graphs and pictographs (limit scale to 2s, 5s, 10s, and 100s); interpret mathematical relationships within the data using grade-level addition, subtraction, and comparison strategies. (E)	**Bridges in Mathematics** Unit 1: M1 S4; M1 S5 Unit 3: M4 S2; M4 S3 Unit 8: M4 S1; M4 S2; M4 S3	**Number Corner** December: Calendar Collector January: Calendar Grid, Calendar Collector