bridges in mathematics

GRADE 2

Bridges & Number Corner Third Edition

CORRELATIONS

North Carolina Standard Course of Study — Mathematics

number corner

2 SMP — Standards for Mathematics Practice

Standard	Descriptor	Citations	
Standards for Mathematics Practice			
SMP.1	Make sense of problems and persevere in solving them.	**Bridges in Mathematics** Unit 1: M4 S2; M4 S4 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
SMP.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
SMP.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	
Standards for Mathematics Practice			
SMP.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
SMP.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
SMP.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	
Standards for Mathematics Practice			
SMP.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
SMP.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 OA — Operations and Algebraic Thinking

Standard	Descriptor	Citations	
Represent and solve problems.			
	Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:		
NC.2.OA.1	One-Step Problems: • Add to/Take from-Start Unknown • Compare-Bigger Unknown • Compare-Smaller Unknown Two-Step Problems: • Add to/Take from-Change Unknown • Add to/Take From-Result Unknown	**Bridges in Mathematics** Unit 1: M4 S4 Unit 3: M2 S1; M2 S2; M3 S1; M3 S3; M3 S4; M3 S5; M3 S7; M4 S1 Unit 4: M3 S2; M3 S5; M3 S6; M4 S1; M4 S2 Unit 7: M4 S1	**Number Corner** September: Calendar Grid March: Number Line April: Number Line May: Calendar Grid, Calendar Collector
Add and subtract within 20.			
NC.2.OA.2	Demonstrate fluency with addition and subtraction, within 20, using mental strategies.	**Bridges in Mathematics** Unit 1: M2 S1; M2 S2; M2 S4; M2 S5; M3 S2; M3 S3; M3 S4; M3 S5; M4 S1; M4 S2; M4 S3 Unit 2: M1 S2 Unit 3: M3 S6 Unit 4: M2 S4 Unit 5: M4 S1; M4 S2 Unit 6: M2 S1; M2 S2; M2 S3; M2 S4	**Number Corner** September: Computational Fluency, Calendar Grid October: Computational Fluency November: Computational Fluency December: Computational Fluency January: Computational Fluency February: Computational Fluency March: Computational Fluency April: Computational Fluency May: Computational Fluency

Standard	Descriptor	Citations	
Work with equal groups.			
NC.2.OA.3	Determine whether a group of objects, within 20, has an odd or even number of members by: • Pairing objects, then counting them by 2s. • Determining whether objects can be placed into two equal groups. • Writing an equation to express an even number as a sum of two equal addends.	**Bridges in Mathematics** Unit 1: M2 S1; M3 S2 Unit 2: M4 S3 Unit 5: M4 S1; M4 S2; M4 S3; M4 S4	**Number Corner** September: Daily Rectangle
NC.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** Unit 2: M4 S1; M4 S2; M4 S3 Unit 4: M4 S2; M4 S3; M4 S4 Unit 6: M2 S3; M2 S4; M2 S5; M3 S4	**Number Corner** October: Daily Rectangle November: Daily Rectangle December: Daily Rectangle January: Daily Rectangle April: Daily Rectangle May: Daily Rectangle

2 NBT — Number and Operations in Base Ten

Standard	Descriptor	Citations	
Understand place value.			
	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.		
NC.2.NBT.1	• Unitize by making a hundred from a collection of ten tens. • Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones. • Compose and decompose numbers using various groupings of hundreds, tens, and ones.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S5; M1 S6; M2 S2 Unit 3: M3 S2 Unit 5: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S3 Unit 7: M3 S1 Unit 8: M1 S2	**Number Corner** November: Number Line December: Number Line
NC.2.NBT.2	Count within 1,000; skip-count by 5s, 10s, and 100s.	**Bridges in Mathematics** Unit 1: M2 S3; M4 S3 M1 S4; M2 S1; M3 S2; M3 S4 Unit 3: M2 S2 Unit 5: M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M2 S4; M3 S3; M3 S5 Unit 8: M1 S2; M1 S5	**Number Corner** September: Number Line October: Number Line November: Number Line December: Number Line January: Number Line February: Number Line April: Number Line May: Calendar Grid, Number Line
NC.2.NBT.3	Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S4; M1 S5; M3–S7 Unit 3: M1 S4; M3 S1; M3 S2 Unit 5: M1 S1; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2 Unit 7: M3–S1 Unit 8: M1 S1; M1 S2	**Number Corner** September: Number Line December: Number Line

Standard	Descriptor	Citations	
Understand place value.			
NC.2.NBT.4	Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S5 Unit 3: M3–S2 Unit 5: M1 S1; M1 S4; M1 S5; M3–S2 Unit 8: M1 S1; M1 S2; M1 S4	**Number Corner** October: Number Line
Use place value understanding and properties of operations.			
	2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:		
NC.2.NBT.5	• Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Comparing addition and subtraction strategies and explaining why they work. • Selecting an appropriate strategy in order to efficiently compute sums and differences.	**Bridges in Mathematics** Unit 2: M1 S3; M1 S4; M2 S1; M2 S3; M2 S4; M3 S3; M3 S4; M3 S5; M3 S6 Unit 3: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S3; M3 S5; M3 S6; M3 S7 Unit 4: M1 S3; M1 S6; M3 S5 Unit 7: M2 S1	**Number Corner** January: Calendar Grid February: Daily Rectangle March: Daily Rectangle, Number Line April: Number Line
NC.2.NBT.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.	**Bridges in Mathematics** Unit 3: M3–S4; M4 S1 Unit 4: M2 S3; M3–S2; M3–S3; M3–S4 Unit 7: M3–S4; M3–S5	**Number Corner** December: Daily Rectangle January: Daily Rectangle

Standard	Descriptor	Citations	
Use place value understanding and properties of operations.			
	Add and subtract, within 1,000, relating the strategy to a written method, using:		
NC.2.NBT.7	• Concrete models or drawings • Strategies based on place value • Properties of operations • Relationship between addition and subtraction	**Bridges in Mathematics** Unit 4: M3 S4 Unit 5: M1 S3 Unit 7: M1 S1; M1 S4; M1 S5; M2 S2; M3 S2; M3 S3; M3 S4; M3 S5 Unit 8: M1 S3; M1 S4; M1 S5; M1 S6	**Number Corner** January: Number Line February: Daily Rectangle March: Daily Rectangle, Number Line May: Number Line
NC.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** Unit 5: M3–S2; M3–S3; M3–S5 Unit 7: M1 S1; M1 S2 Unit 8: M1 S5; M1 S6	**Number Corner** October: Number Line November: Number Line December: Number Line January: Number Line February: Number Line May: Calendar Grid, Number Line

2 MD — Measurement and Data

Standard	Descriptor	Citations	
Measure and estimate lengths.			
NC.2.MD.1	Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Bridges in Mathematics** Unit 2: M3–S2 Unit 4: M1 S1; M1 S2; M1 S4; M1 S5; M2 S1; M2 S2; M3–S3 Unit 7: M1 S3; M1 S4 Unit 8: M2 S1; M2 S2; M3–S3; M3–S6	**Number Corner** April: Calendar Collector
NC.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** Unit 4: M1 S1; M1 S2; M3–S1; M3–S2 Unit 7: M1 S3; M1 S4	**Number Corner** November: Calendar Collector
NC.2.MD.3	Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.	**Bridges in Mathematics** Unit 4: M1 S1; M1 S2; M1 S3; M1 S5; M2 S2; M3 S3 Unit 7: M1 S2; M1 S3; M1 S4 Unit 8: M3 S5	
NC.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** Unit 4: M2 S3 Unit 7: M1 S5	**Number Corner** April: Calendar Collector

Standard	Descriptor	Citations	
Relate addition and subtraction to length.			
NC.2.MD.5	Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.	**Bridges in Mathematics** Unit 3: M2 S3 Unit 4: M1 S6; M3 S4; M3 S5 Unit 7: M1 S5	
NC.2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.	**Bridges in Mathematics** Unit 2: M2 S1; M3 S1; M3 S3; M3 S4; M3 S5; M3 S6 Unit 3: M1 S2; M2 S1; M2 S2; M2 S4 Unit 5: M3 S4	**Number Corner** September: Computational Fluency October: Number Line January: Number Line April: Number Line
Build understanding of time and money.			
NC.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S3; M1 S6; M2 S2; M2 S4; M3 S2; M3 S4	**Number Corner** September: Calendar Collector October: Calendar Collector November: Calendar Grid February: Calendar Collector

Standard	Descriptor	Citations	
Build understanding of time and money.			
	Solve word problems involving:		
NC.2.MD.8	• Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. • Whole dollar amounts, using the $ symbol appropriately.	**Bridges in Mathematics** Unit 5: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M2 S6 Unit 7: M2 S3	**Number Corner** September: Calendar Grid March: Calendar Collector, Number Line
Represent and interpret data.			
	Organize, represent, and interpret data with up to four categories.		
NC.2.MD.10	• Draw a picture graph and a bar graph with a single-unit scale to represent a data set. • Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.	**Bridges in Mathematics** Unit 1: M1 S4; M1 S5; M4 S1; M4 S2 Unit 3: M4 S2; M4 S3 Unit 8: M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S4; M4 S3	**Number Corner** December: Calendar Collector January: Calendar Grid, Calendar Collector April: Calendar Collector

2 G — Geometry

Standard	Descriptor	Citations	
Reason with shapes and their attributes.			
NC.2.G.1	Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.	**Bridges in Mathematics** Unit 1: M1 S2 Unit 6: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M3 S1	**Number Corner** December: Calendar Grid March: Calendar Grid
NC.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, fourths, fourth of, quarter of. • Describe the whole as two halves, three thirds, four fourths. • Explain that equal shares of identical wholes need not have the same shape.	**Bridges in Mathematics** Unit 6: M3 S3; M4 S1; M4 S2; M4 S3; M4 S4; M4 S5 Unit 7: M4 S2; M4 S3; M4 S4	**Number Corner** December: Calendar Grid January: Calendar Grid February: Calendar Grid March: Calendar Grid April: Calendar Grid