bridges in mathematics

GRADE 2

Bridges & Number Corner Third Edition

CORRELATIONS

New Jersey Standards for Mathematics

number corner

2 SMP — Standards for Mathematical Practice

Standard	Descriptor	Citations	
SMP Standards for Mathematical Practice			
SMP.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
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	
SMP Standards for Mathematical 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	
SMP Standards for Mathematical 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	
2.OA.A Represent and solve problems involving addition and subtraction.			
2.OA.A.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** Unit 1: M4 S4 Unit 3: M2 S1; M2 S2; M3 S1; M3 S3; M3 S7; M4 S1 Unit 4: 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
2.OA.B Add and subtract within 20.			
2.OA.B.2	With accuracy and efficiency, 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** Unit 1: M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S4; M3 S5; M4 S3 Unit 2: M1 S2; M2 S1; M2 S3 Unit 4: M2 S4; M4 S2; M4 S3; M4 S4	**Number Corner** September: Computational Fluency 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	
2.OA.C Work with equal groups of objects to gain foundations for multiplication.			
2.OA.C.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** 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
2.OA.C.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 Unit 4: M4 S2; M4 S3; M4 S4 Unit 6: 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	
2.NBT.A Understand place value.			
	2.NBT.A.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.A.1a	100 can be thought of as a bundle of ten tens — called a "hundred."	**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 8: M1 S1	**Number Corner** November: Number Line December: Number Line
2.NBT.A.1b	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** Unit 5: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5 Unit 7: M3 S1 Unit 8: M1 S2	**Number Corner** December: Number Line
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.	**Bridges in Mathematics** Unit 1: M2 S3; M4 S3 Unit 2: M1 S4; M2 S1; M3 S2; M3 S4 Unit 5: M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M2 S4; M3 S3; M3 S5	**Number Corner** September: Calendar Collector October: Calendar Collector September: Number Line October: Number Line November: Number Line December: Number Line January: Number Line February: Number Line
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	**Bridges in Mathematics** Unit 2: M1 S1; M1 S4; M1 S5 Unit 3: M3 S2 Unit 5: M1 S4; M1 S5; M3 S1; M3 S2 Unit 8: M1 S1; M1 S2	**Number Corner** December: Number Line

Standard	Descriptor	Citations	
2.NBT.A Understand place value.			
2.NBT.A.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** Unit 2: M1 S1; M1 S5 Unit 3: M3 S2 Unit 5: M1 S1; M1 S4; M1 S5; M2 S6; M3 S2 Unit 8: M1 S1; M1 S4	**Number Corner** October: Number Line
2.NBT.B Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.5	With accuracy and efficiency, 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** Unit 2: M1 S3; M1 S4; M2 S3; M2 S4 Unit 3: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M3 S1; M3 S2; M3 S3; M3 S5; M3 S6 Unit 4: M1 S6; M3 S5 Unit 7: M2 S1	**Number Corner** March: Number Line April: Number Line
2.NBT.B.6	Add up to four 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: M1 S5; M3 S4	**Number Corner** December: Daily Rectangle January: Daily Rectangle March: Number Line

Standard	Descriptor	Citations	
2.NBT.B Use place value understanding and properties of operations to add and subtract.			
2.NBT.B.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** 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
2.NBT.B.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	**Number Corner** November: Number Line January: Number Line May: Calendar Grid, Number Line
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	**Bridges in Mathematics** Unit 3: M1 S4; M1 S5; M2 S5; M3 S1; M3 S2; M3 S6 Unit 4: M3 S5 Unit 7: M1 S1; M2 S2; M2 S4; M2 S5; M3 S2; M3 S4; M4 S5 Unit 8: M1 S3	**Number Corner** February: Daily Rectangle March: Number Line, Daily Rectangle

2 M — Measurement

Standard	Descriptor	Citations	
2.M.A Measure and estimate lengths in standard units.			
2.M.A.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** 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	
2.M.A.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 S2; M2 S1; M3 S1; M3 S2	**Number Corner** November: Calendar Collector
2.M.A.3	Estimate lengths using units of inches, feet, 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	
2.M.A.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 Unit 8: M2 S4; M2 S5; M3 S1; M3 M2; M3 S4; M4 S1	**Number Corner** April: Calendar Collector

Standard	Descriptor	Citations	
2.M.B Relate addition and subtraction to length.			
2.M.B.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** Unit 3: M2 S3 Unit 4: M1 S6; M3 S4; M3 S5 Unit 7: M1 S5	
2.M.B.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** Unit 2: 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
2.M.C Work with time and money.			
2.M.C.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 S5; M3 S2; M3 S4	**Number Corner** September: Calendar Collector October: Calendar Collector November: Calendar Grid February: Calendar Collector
2.M.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols 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

2 DL — Data Literacy

Standard	Descriptor	Citations	
2.DL.A Understand concepts of data.			
2.DL.A.1	Understand that people collect data to answer questions. Understand that data can vary.	**Bridges in Mathematics** Unit 1: M1 S2; M2 S5; M3 S3 Unit 2: M3 S3; M3 S4 Unit 4: M4 S1 Unit 6: M4 S4 Unit 8: M1 S1; M3 S4; M3 S6	**Number Corner** April: Calendar Collector December: Calendar Collector January: Calendar Collector
2.DL.A.2	Identify what could count as data (e.g., visuals, sounds, numbers).	**Bridges in Mathematics** Unit 1: M1 S4; 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
2.DL.B Represent and interpret data.			
2.DL.B.3	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** Unit 8: M2 S4; M2 S5; M3 S1; M3 S2; M3 S3; M3 S4	**Number Corner** April: Calendar Collector
2.DL.B.4	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 problems using information presented in a bar graph.	**Bridges in Mathematics** Unit 1: M1 S4; M4 S1; M4 S2 Unit 3: M4 S2; M4 S3 Unit 8: M4 S3	**Number Corner** December: Calendar Collector January: Calendar Grid, Calendar Collector

2 G — Geometry

Standard	Descriptor	Citations	
2.G.A Reason with shapes and their attributes.			
2.G.A.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** Unit 1: M1 S2; M1 S3 Unit 6: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S2; M3 S1; M3 S1	**Number Corner** December: Calendar Grid March: Calendar Grid
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Bridges in Mathematics** Unit 6: M2 S5; M3 S2; M3 S3; M3 S4	**Number Corner** April: Daily Rectangle May: Daily Rectangle
2.G.A.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** Unit 6: 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