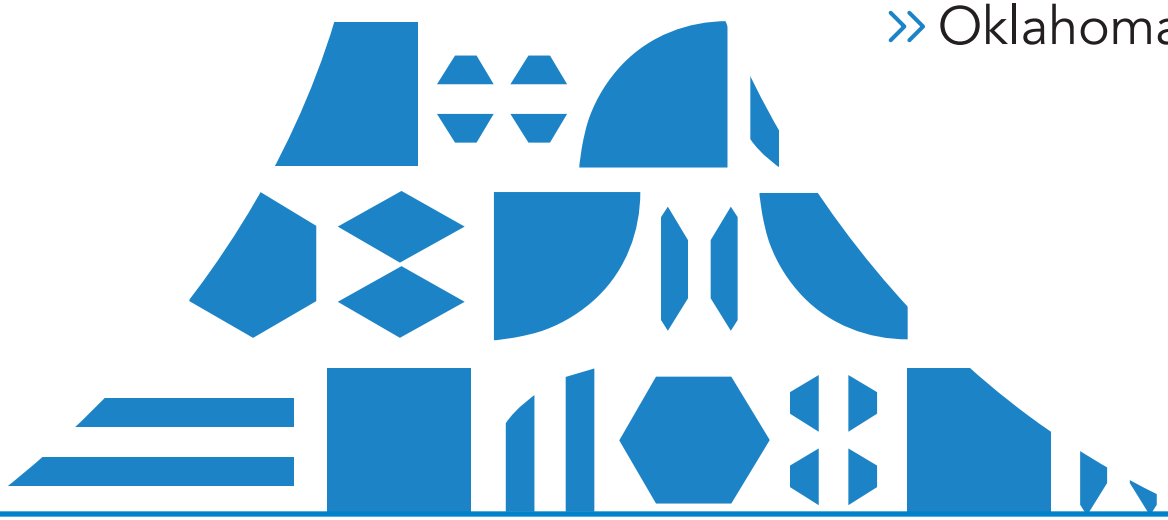
bridges in mathematics

GRADE 2

Bridges in Mathematics & Number Corner Third Edition

CORRELATIONS

Oklahoma Standards for Mathematics



number corner

2 1. Mathematical Actions & Processes

Standard	Descriptor	Citations	
MAP Mathematical Actions & Processes			
MAP.1	Develop a deep and flexible conceptual understanding.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S2 Unit 2: M1–S5 Unit 3: M3–S4 Unit 4: M2–S2 Unit 5: M2–S5 Unit 6: M4–S3 Unit 7: M2–S5 Unit 8: M3–S2	**Number Corner** Teachers Guide: January: Calendar Collector
MAP.2	Develop accurate and appropriate procedural fluency.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S5 Unit 2: M3–S4 Unit 3: M3–S1 Unit 4: M3–S6 Unit 5: M3–S1 Unit 7: M2–S4 Unit 8: M1–S4	**Number Corner** Teachers Guide: December: Computational Fluency
MAP.3	Develop strategies for problem-solving.	**Bridges in Mathematics** Teachers Guide: Unit 1: M4–S2 Unit 2: M3–S7 Unit 3: M1–S2 Unit 4: M3–S3 Unit 5: M1–S2 Unit 6: M4–S4 Unit 7: M2–S3 Unit 8: M2–S4, M3–S6	**Number Corner** Teachers Guide: January: Computational Fluency

Standard	Descriptor	Citations	
MAP Mathematical Actions & Processes			
MAP.4	Develop mathematical reasoning.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S2 Unit 2: M1–S6 Unit 3: M1–S3 Unit 4: M2–S2 Unit 5: M1–S3 Unit 6: M4–S5 Unit 7: M1–S1, M4–S3 Unit 8: M3–S4	
MAP.5	Develop a productive mathematical disposition.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S5 Unit 2: M2–S4 Unit 3: M2–S5 Unit 4: M2–S4 Unit 5: M2–S6 Unit 6: M2–S2 Unit 7: M1–S2, M2–S2 Unit 8: M2–S1, M4–S1	**Number Corner** Teachers Guide: April: Number Line May: Calendar Collector
MAP.6	Develop the ability to make conjectures, model, and generalize.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S1 Unit 2: M1–S3 Unit 3: M1–S4 Unit 4: M3–S5 Unit 5: M4–S1 Unit 6: M2–S4 Unit 7: M2–S5 Unit 8: M3–S5	**Number Corner** Teachers Guide: October: Calendar Collector

Standard	Descriptor	Citations	
MAP Mathematical Actions & Processes			
MAP.7	Develop the ability to communicate mathematically.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S3, M2–S3 Unit 2: M2–S1 Unit 3: M2–S2 Unit 4: M1–S3 Unit 5: M2–S3 Unit 6: M3–S2 Unit 7: M3–S2 Unit 8: M2–S5, M4–S2	**Number Corner** Teachers Guide: February: Computational Fluency

2 2. Numbers & Operations

Standard	Descriptor	Citations	
2.N.1 Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.			
2.N.1.1	Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S2, M4–S3 Unit 2: M1–S1, M1–S3, M1–S4, M1–S5, M1–S5, M3–S7 Unit 5: M1–S1, M1–S3, M1–S4, M1–S5, M3–S1, M3–S2 Unit 8: M1–S1, M1–S2	
2.N.1.2	Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.	**Bridges in Mathematics** Teachers Guide: Unit 2: M3–S1 Unit 3: M2–S2, M2–S3 Unit 5: M3–S4, M3–S5	**Number Corner** Teachers Guide: January: Number Line March: Number Line
2.N.1.3	Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.	**Bridges in Mathematics** Teachers Guide: Unit 2: M1–S1, M1–S3, M1–S5 Unit 5: M1–S2, M1–S3, M3–S3 Unit 7: M3–S1 Unit 8: M1–S2	**Number Corner** Teachers Guide: November: Number Line
2.N.1.4	Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.	**Bridges in Mathematics** Teachers Guide: Unit 5: M3–S2 Unit 7: M1–S1	**Number Corner** Teachers Guide: September: Number Line October: Number Line December: Number Line February: Number Line May: Calendar Grid, Number Line

Standard	Descriptor	Citations	
2.N.1 Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.			
2.N.1.5	Use objects to determine whether a number is even or odd.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S1, M3–S2	**Number Corner** Teachers Guide: September: Daily Rectangle October: Daily Rectangle
2.N.1.6	Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.	*This standard is beyond the scope of the grade 2 curriculum.*	
2.N.1.7	Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., 425 > 276, 73 < 107, page 351 comes after page 350, 753 is between 700 and 800).	**Bridges in Mathematics** Teachers Guide: Unit 2: M1–S1, M1–S5 Unit 3: M3–S2 Unit 5: M1–S1, M1–S4, M1–S5, M2–S2 Unit 8: M1–S1, M1–S4	**Number Corner** Teachers Guide: October: Number Line

Standard	Descriptor	Citations	
2.N.2 Add and subtract one- and two-digit numbers in real-world and mathematical problems.			
2.N.2.1	Use the relationship between addition and subtraction to generate basic facts with sums and minuends of up to 20.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S1, M2–S5, M3–S1, M3–S2, M3–S3, M3–S4, M3–S5, M4–S1, M4–S2, M4–S3 Unit 2: M1–S2, M2–S3 Unit 4: M2–S4	**Number Corner** Teachers Guide: March: Computational Fluency
2.N.2.2	Demonstrate fluency with basic facts of addition and subtraction with sums and minuends of up to 20.	**Bridges in Mathematics** Teachers Guide: 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: M2–S1	**Number Corner** Teachers Guide: 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
2.N.2.3	Estimate sums and differences up to 100.	**Bridges in Mathematics** Teachers Guide: Unit 3: M2–S3 Unit 4: M1–S3, M1–S5 Unit 8: M1–S3, M1–S4, M1–S6	**Number Corner** Teachers Guide: March: Daily Rectangle
2.N.2.4	Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.	**Bridges in Mathematics** Teachers Guide: Unit 2: M1–S3, M1–S4, M2–S4 Unit 3: M1–S4, M1–S5, M3–S5 Unit 7: M2–S3, M3–S5	**Number Corner** Teachers Guide: February: Daily Rectangle March: Daily Rectangle

Standard	Descriptor	Citations	
2.N.2 Add and subtract one- and two-digit numbers in real-world and mathematical problems.			
2.N.2.5	Solve addition and subtraction problems involving whole numbers up to two digits.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S4, M4–S4 Unit 2: M1–S3, M1–S4, M3–S3, M3–S4, M3–S5, M3–S6 Unit 3: M1–S1, M1–S2, M1–S3, M2–S1, M2–S4, M2–S5, M2–S6, M2–S7, M4–S1 Unit 4: M3–S3, M3–S4, M3–S5 Unit 7: M2–S1	
2.N.2.6	Use concrete models and structured arrangements, such as repeated addition, arrays, and ten frames to develop an understanding of multiplication.	**Bridges in Mathematics** Teachers Guide: Unit 2: M4–S1, M4–S2, M4–S3 Unit 4: M4–S1, M4–S2, M4–S3, M4–S4 Unit 6: M2–S5	**Number Corner** Teachers Guide: October: Daily Rectangle November: Daily Rectangle December: Daily Rectangle January: Daily Rectangle April: Daily Rectangle May: Daily Rectangle

Standard	Descriptor	Citations	
2.N.3 Explore the foundational ideas of fractions.			
2.N.3.1	Identify the parts of a set and area that represent fractions for halves, thirds, and fourths.	**Bridges in Mathematics** Teachers Guide: Unit 6: M4–S1, M4–S2, M4–S3, M4–S4, M4–S5 Unit 7: M4–S2, M4–S4	**Number Corner** Teachers Guide: February: Calendar Grid April: Calendar Grid
2.N.3.2	Construct equal-sized portions through fair sharing (length, set, and area models for halves, thirds, and fourths).	**Bridges in Mathematics** Teachers Guide: Unit 6: M2–S5, M4–S1, M4–S2 Unit 7: M4–S1, M4–S2, M4–S4	

Standard	Descriptor	Citations	
2.N.4 Determine the value of a set of coins.			
2.N.4.1	Determine the value of a collection of coins up to one dollar using the cent symbol.	*Some sessions extend past one dollar.*	
		Bridges in Mathematics Teachers Guide: Unit 5: M2–S2, M2–S3, M2–S4, M2–S5, M2–S6	**Number Corner** Teachers Guide: March: Calendar Collector
2.N.4.2	Use a combination of coins to represent a given amount of money up to one dollar.	**Bridges in Mathematics** Teachers Guide: Unit 5: M2–S2, M2–S3, M2–S4, M2–S5, M2–S6	

2 3. Algebraic Reasoning & Algebra

Standard	Descriptor	Citations	
2.A.1 Describe the relationship found in patterns to solve real-world and mathematical problems.			
2.A.1.1	Represent, create, describe, complete, and extend increasing and decreasing patterns with quantity and numbers in a variety of contexts.	**Bridges in Mathematics** Teachers Guide: Unit 2: M4–S2, M4–S3 Unit 4: M4–S1, M4–S2, M4–S4 Unit 5: M4–S1, M4–S2	**Number Corner** Teachers Guide: September: Calendar Grid November: Calendar Grid
2.A.1.2	Represent and describe repeating patterns involving shapes in a variety of contexts.	**Bridges in Mathematics** Teachers Guide: Unit 5: M4–S3, M4–S4	**Number Corner** Teachers Guide: December: Calendar Grid

Standard	Descriptor	Citations	
2.A.2 Use number sentences involving unknowns to represent and solve real-world and mathematical problems.			
2.A.2.1	Use objects and number lines to represent number sentences.	**Bridges in Mathematics** Teachers Guide: Unit 1: M3–S4, M4–S4 Unit 3: M2–S4, M3–S1 Unit 7: M1–S3, M1–S4, M3–S4, M4–S5 Unit 8: M1–S3, M3–S5, M3–S6	
2.A.2.2	Generate models and situations to represent number sentences and vice versa.	**Bridges in Mathematics** Teachers Guide: Unit 1: M2–S1, M2–S2, M2–S4, M3–S2, M3–S4, M3–S5, M4–S1, M4–S2, M4–S4 Unit 2: M1–S2, M2–S4, M3–S3, M3–S4, M3–S5, M3–S6, M4–S1, M4–S2, M4–S3 Unit 3: M1–S1, M1–S3, M1–S4, M1–S5, M2–S1, M2–S2, M2–S3, M2–S4, M2–S5, M3–S1, M3–S2, M3–S2, M3–S5, M3–S6, M3–S7 Unit 4: M1–S3, M2–S3, M3–S2, M3–S4, M3–S5, M4–S1, M4–S2, M4–S3, M4–S4 Unit 7: M1–S1, M1–S5, M2–S2, M2–S3, M2–S4, M2–S5, M3–S2, M3–S3, M3–S4, M3–S5, M4–S1, M4–S4, M4–S5 Unit 8: M1–S1, M1–S3, M1–S5, M1–S6	
2.A.2.3	Apply the commutative property, identity property, and number sense to find values for unknowns that make addition and subtraction number sentences true or false.	**Bridges in Mathematics** Teachers Guide: Unit 1: M3–S3, M4–S4 Unit 2: M1–S3, M2–S4, M3–S3 Unit 3: M2–S1, M2–S2, M2–S3, M3–S3, M3–S5 Unit 7: M3–S3, M3–S4	**Number Corner** Teachers Guide: September: Computational Fluency October: Computational Fluency November: Computational Fluency

2 4. Geometry & Measurement

Standard	Descriptor	Citations	
2.GM.1 Analyze attributes of two- and three-dimensional figures and develop generalizations about their properties.			
2.GM.1.1	Recognize regular and irregular trapezoids and hexagons.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S2 Unit 6: M1–S1, M1–S3, M1–S4	
2.GM.1.2	Describe, compare, and classify two-dimensional figures according to their geometric attributes.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S2 Unit 6: M1–S2, M1–S3, M1–S4, M1–S5, M3–S1, M3–S5	**Number Corner** Teachers Guide: December: Calendar Grid
2.GM.1.3	Compose and decompose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S2 Unit 6: M1–S1, M2–S1, M2–S2, M2–S3, M2–S4, M3–S2, M3–S3, M3–S4	
2.GM.1.4	Sort three-dimensional shapes based on attributes such as number of faces, vertices, and edges.	**Number Corner** Teachers Guide: March: Calendar Grid	
2.GM.1.5	Recognize right angles and classify angles as smaller or larger than a right angle.	*Students do not explicitly classify angles as smaller or larger than a right angle.* **Number Corner** Teachers Guide: Unit 6: M1–S2, M1–S3, M1–S4, M3–S1, M3–S5	

Standard	Descriptor	Citations	
2.GM.2 Understand length as a measurable attribute and explore capacity.			
2.GM.2.1	Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.	**Bridges in Mathematics** Teachers Guide: Unit 4: M1–S1, M1–S2, M2–S1, M3–S1, M3–S2 Unit 7: M1–S4	**Number Corner** Teachers Guide: November: Calendar Collector
2.GM.2.2	Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit.	**Bridges in Mathematics** Teachers Guide: Unit 2: M3–S1, M3–S2 Unit 4: M1–S4, M1–S5, M1–S6, M2–S2, M2–S3 Unit 7: M1–S3, M1–S5 Unit 8: M2–S2, M2–S3, M3–S1, M3–S3	**Number Corner** Teachers Guide: April: Calendar Collector
2.GM.2.3	Explore how varying shapes and styles of containers can have the same capacity.	*This standard is beyond the scope of the grade 2 curriculum.*	

Standard	Descriptor	Citations	
2.GM.3 Tell time to the quarter hour.			
2.GM.3.1	Distinguish between a.m. and p.m.	**Bridges in Mathematics** Teachers Guide: Unit 2: M1–S1, M1–S3, M1–S6, M2–S2, M2–S4, M3–S2, M3–S4, M3–S6	**Number Corner** Teachers Guide: September: Calendar Collector February: Calendar Collector
2.GM.3.2	Read and write time to the quarter hour on an analog and digital clock.	*Students have the opportunity to tell time to the nearest 5 minutes.*	
		Bridges in Mathematics Teachers Guide: Unit 2: M1–S1, M1–S3, M1–S6, M2–S2, M2–S4, M3–S2, M3–S4, M3–S6	**Number Corner** Teachers Guide: September: Calendar Collector November: Calendar Grid

2 5. Data & Probability

Standard	Descriptor	Citations	
2.D.1 Collect, organize, and interpret data.			
2.D.1.1	Explain that the length of a bar in a bar graph and the number of objects in a pictograph represents the number of data points for a given category.	**Bridges in Mathematics** Teachers Guide: Unit 3: M4–S2	
2.D.1.2	Organize a collection of data with up to four categories using pictographs and bar graphs in intervals of 1s, 2s, 5s or 10s.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S4 Unit 3: M4–S2 Unit 8: M4–S3	**Number Corner** Teachers Guide: December: Calendar Collector
2.D.1.3	Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.	**Bridges in Mathematics** Teachers Guide: Unit 1: M4–S1, M4–S2 Unit 3: M4–S3	**Number Corner** Teachers Guide: January: Calendar Grid
2.D.1.4	Draw conclusions and make predictions from information in a pictograph and bar graph.	**Bridges in Mathematics** Teachers Guide: Unit 1: M1–S5, M4–S1, M4–S2 Unit 3: M4–S2 Unit 8: M4–S3	**Number Corner** Teachers Guide: January: Calendar Grid