

MN Strand	Standards	Bridges Units	Number Corner	CCSS Correlations
2.1 Number & Operation	2.1.1 Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.	2, 3, 5, 7, 8	Sep–May	2.NBT.1, 2.NBT.3, 2.NBT.4, 2.NBT.8, 2.OA.3
	2.1.2 Demonstrate mastery of addition and subtraction basic facts; add and subtract 1- and 2-digit numbers in real-world and mathematical problems.	1, 2, 3, 4, 7	Sep–May	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.2
2.2 Algebra	2.2.1 Recognize, create, describe and use patterns and rules to solve real-world and mathematical problems.	2, 4, 5	Sep–Feb, April–May	2.NBT.2, 2.OA.4
	2.2.2 Use number sentences involving addition, subtraction, and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	2, 3, 4, 5, 7	Jan–May	2.OA.1, 2.OA.4
2.3 Geometry & Measurement	2.3.1 Identify, describe, and compare basic shapes according to their geometric attributes.	6	Oct– Dec, Feb, Apr	2.G.1, 2.G.2
	2.3.2 Understand length as a measurable attribute; use tools to measure length.	4, 7, 8	Nov, Apr, May	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6
	2.3.3 Use time and money in real-world and mathematical situations.	5, 7	Sep, Oct, Feb, March	2.MD.7, 2.MD.8

Notes:

2.1.1.4 Rounding to the nearest 10 and 100 is addressed in context in Units 5 & 7 and May Number Corner. For practice and assessment purposes, use Work Place 1A Round Ball Tens from Bridges grade 3 during Unit 3 and Work Place 1C Round Ball Hundreds from grade 3 during Unit 5.

2.2.1.1 Patterns involving repeated addition/subtraction, skip-counting and arrays of objects are practiced in Units 2, 4, & 5 and the Daily Rectangle activities in Number Corner.

2.2.2.1 In January, educators can replace page 2 of Number Corner Checkup 2 with the version included with this alignment guide to allow students to demonstrate proficiency in interpreting number sentences with unknowns represented by letters. (Only item 4 has been modified.)

2.3.1.2 Bridges includes prisms, cones, cylinders and spheres in the Unit 6 geometry activities and December & March Calendar Grid in Number Corner.

NAME _____

DATE _____

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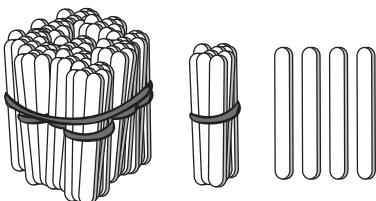
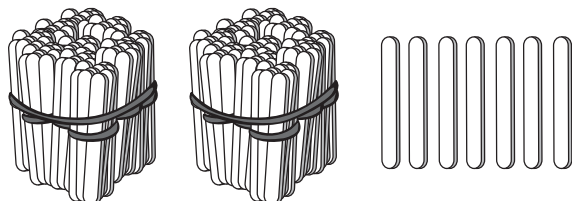
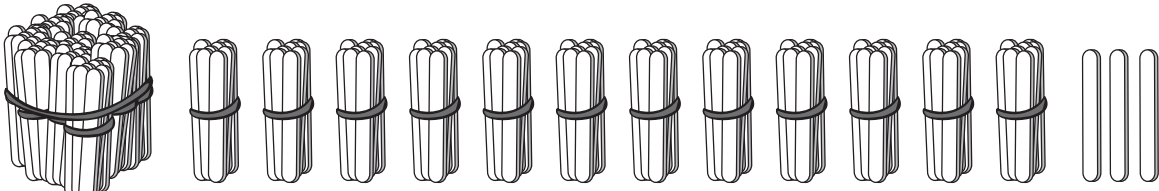
2 Dan doesn't know the answer to $6 + 7$, but he does know what $6 + 6$ is. Explain to Dan how he can use $6 + 6$ to help get the answer to $6 + 7$.

3 Lara knows the answer to $10 + 7$, but she doesn't know the answer to $9 + 7$. Explain to Lara how she can use $10 + 7$ to help get the answer to $9 + 7$.

4 For each problem, write the value of the letter.

$10 + a = 14$	$a = \underline{\hspace{2cm}}$	$p + 9 = 16$	$p = \underline{\hspace{2cm}}$
$8 + 9 = c$	$c = \underline{\hspace{2cm}}$	$14 = b + 7$	$b = \underline{\hspace{2cm}}$
$7 + n = 15$	$n = \underline{\hspace{2cm}}$	$m + 6 = 11$	$m = \underline{\hspace{2cm}}$

5 Write the number to tell how many sticks there are in each collection.
(There are 100 sticks in each large bundle and 10 sticks in each small bundle.)

<p>a</p>  <p style="text-align: center;">_____ sticks</p>	<p>b</p>  <p style="text-align: center;">_____ sticks</p>
<p>c</p>  <p style="text-align: center;">_____ sticks</p>	

(continued on next page)