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Missouri Mathematics Learning Goals Correlated to *Moving with Math Primary Connections Grade 2*

		Student Book	Skill Builders
	CORE CONTENT A: BASE-TEN NUMERATION & PLACE VALUE		
1.	Understand and explain the relative magnitude of three-digit numbers.		
a.	Make connections among a variety of representations of three-digit whole numbers, including base-ten models, diagrams, words, and numeric forms.	92, 222-225	45-1, 45-2
b.	Read, write, compare, and order numbers through 1000 by using decades and hundreds as benchmarks (e.g., 270 is between 200 and 300).	93-95, 225	
2.	Understand and explain the values of the digits in three-digit numbers.		
a.	Recognize the place value (hundreds, tens, ones) and value of each digit in a number (e.g., the 6 in 678 represents 6 hundreds, 60 tens, or 600 ones).	92, 222-225	
b.	Translate among different numerical representations of a number (e.g., 678 is 6 hundreds plus 7 tens, plus 8 ones or 6 hundreds plus 6 tens plus 18 ones, or 4 hundreds plus 27 tens plus 8 ones).		
c.	Identify 10 more or 10 less and 100 more or 100 less than a given number for numbers to at least 1000.	164, 184	
	CORE CONTENT B: ADDITION & SUBTRACTION: BASIC FACTS FLUENCY & MULTI-DIGIT COMPUTATION		
1.	Understand and use efficient strategies for computing single-digit addition and subtraction facts.		
a.	Demonstrate proficiency with single-digit addition and related subtraction facts.	135, 142	26-6, 27-4, 27-6, 28-5, 29-3, 29-7
b.	Represent addition and subtraction situations by using objects, diagrams, words, expressions and equations and make connections among the representations.	51, 53, 61-64	29-13
c.	Explain and justify addition and subtraction strategies on the basis of place value concepts, properties of operations (identity, commutative, associative) and/or the inverse relationship between addition and subtraction.	54-56, 67, 78	26-1, 28-7, 29-8, 32-1

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2.	Understand, explain, and use a variety of strategies to proficiently compute multi-digit addition and subtraction problems (sums to 1000 and minuends to 100).		
a.	Analyze a variety of strategies (including a standard algorithm) for addition and subtraction in order to demonstrate their similarities and differences, and to draw conclusions about their efficiency, accuracy, and generalizability.	158, 159, 166, 181, 183	
b.	Demonstrate proficiency in adding and subtracting multi-digit numbers (sums to 1000 and minuends to 100).	168, 173, 188, 194	32-3, 32-5, 36-4, 36-5
c.	Estimate sums and differences and/or calculate them mentally depending on the context and numbers involved; use estimates to determine the reasonableness of the solutions.	160, 173, 182, 195	39-4
d.	Recognize and apply the meaning of relational signs (=, ≠, <, >) as distinct from operational signs (+, -) and interpret the meaning of these symbols as true or false in a variety of equations (e.g., 3 + 4 = 7 is true; 3 + 4 = 8 is false.)	89	6-1
e.	Find the unknown quantity in simple equations that involve addition and subtraction (e.g., 6 + 4 = ___; 8 = 14 - ___; 8 + 4 = ___ + 2; ___= 15 - 2).	52, 56, 144	28-7, 28-8
f.	Create contextual problems for a variety of mathematical situations (combining, missing addend, separating, comparing, and relating parts with wholes) involving numbers for which any one of the quantities is unknown.	137-139, 143, 144	
g.	Solve contextual problems for a variety of mathematical situations (combining, missing addends, separating, comparing, and relating parts with wholes) involving numbers for which any one of the quantities is unknown.	137-139, 143, 144	39-1, 39-2
	CORE CONTENT C: LINEAR MEASUREMENT		
1.	Understand and explain that the measurement process involves choosing a unit, comparing the unit to the object, and determining the number of units needed to find the length.		
a.	Choose and use nonstandard and standard units (customary and metric) to measure length to the nearest whole unit.	116-122	19-1, 19-2, 19-3
b.	Estimate length by using nonstandard units and standard units (inches and centimeters).	118, 120, 122	19-1, 19-2
c.	Use many copies of the same unit or iterate a single unit to measure the length of an object longer than the unit.	117	
d.	Realize that when multiple identical units are used for measurement, they must match up with the beginning of the object being measured and there can be no gaps or overlaps between units.	117	
e.	Use direct comparison and measurement along with concepts of the transitive property (a>b, b>c, so a>c) when comparing and ordering objects by the attribute of length.		
f.	Describe the inverse relationship between the size of a unit and the number of units to measure an object.		

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g.	Recognize each unit on a ruler as completing a linear distance (length) from the zero point, not a location on the tool.	118	19-2
	CORE CONTENT D: CATEGORICAL DATA		
1.	Understand and explain how to collect, represent, and interpret categorical data in response to questions posed by the class.		
a.	Collect categorical data by conducting classroom censuses based on questions posed by the class.	22, 23	38-1
b.	Use one-to-one correspondence in constructing frequency tables (with tallies or numbers), bar graphs, and picture graphs in order to represent and interpret the data.	22-24	38-1
c.	Make connections among the different representations of the same data and attend to the ideas of distribution and variation within the data set.	23, 24	
d.	Determine the mode (I.e., the most frequent data point) from a categorical data set (e.g., more students wearing "tennis shoes" than "flip-flops").	22	
e.	Compare responses (individual-to-individual and individual-to-group) and acknowledge that results may be different in another class or group.		