



# Math Teachers Press, Inc.

4850 Park Glen Road, Minneapolis, MN 55416  
 phone (800) 852-2435 fax (952) 546-7502

## New York State Next Generation Mathematics Learning Standards Correlated to *Moving with Math Foundations* Grade 2

		A1 Number Sense Student Book/Skill Builder (SB)	A2 Addition & Subtraction Student Book/Skill Builders (SB)	A3 Fractions, Geometry & Measurement Student Book and Skill Builders (SB)
	<b>Operations and Algebraic Thinking</b>			
<b>2.OA</b>	Represent and solve problems involving addition and subtraction.			
<b>1a</b>	Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.		39-41, 43-45, 65 <b>SB:</b> 32-2, 3907, 39-10, 42-1, 42-3	44-46 <b>SB:</b> 39-12, 39-13
<b>1b</b>	Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.		46 <b>SB:</b> 39-8	
<b>2.OA</b>	<b>Add and subtract within 20.</b>			

2a	<p>Fluently add and subtract within 20 using mental strategies. Strategies could include:</p> <ul style="list-style-type: none"> <li>• counting on;</li> <li>• making ten; e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math></li> <li>• decomposing a number leading to a ten; e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math></li> <li>• using the relationship between addition and subtraction; and e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math></li> <li>• creating equivalent but easier or known sums</li> </ul>		<p>5, 8, 9, 10, 12-18, 21-26, 28, 30-36  <b>SB:</b> 26-2 to 26-5, 26-7, 26-9, 26-12, 27-1, 27-2, 27-4 to 27-10, 28-1 to 28-10, 28-15, 28-16, 29-1 to 29-6, 29-8, 29-10</p>	
2b	<p>Know from memory all sums within 20 of two one-digit numbers.</p>		<p>9, 15, 18, 28, 34, 36  <b>SB:</b> 26-4, 27-4, 27-6, 28-4, 29-4, 29-8, 29-10</p>	
2.OA	<p>Work with equal groups of objects to gain foundations for multiplication.</p>			
3a	<p>Determine whether a group of objects (up to 20) has an odd or even number of members.</p>	<p>57  <b>SB:</b> 9-4</p>		
3b	<p>Write an equation to express an even number as a sum of two equal addends.</p>			
4	<p>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.</p>		<p>73, 76  <b>SB:</b> 50-2, 50-3</p>	
		<p><b>A1</b>  <b>Number Sense Student Book/Skill Builder (SB)</b></p>	<p><b>A2</b>  <b>Addition &amp; Subtraction Student Book/Skill Builders (SB)</b></p>	<p><b>A3</b>  <b>Fractions, Geometry &amp; Measurement Student Book and Skill Builders (SB)</b></p>
	<p><b>Number and Operations in Base Ten</b></p>			
2.NBT	<p><b>Understand place value.</b></p>			

<b>1</b>	Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.	73-75 <b>SB:</b> 45-1		
<b>a)</b>	Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”	70, 71		
<b>b)</b>	Understand 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).	70		
<b>2</b>	Count within 1000; skip-count by 5s, 10s, and 100s.	53-55 <b>SB:</b> 10-1, 10-4, 10-6		
<b>3</b>	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	77-78 <b>SB:</b> 45-2, 46-1, 46-2, 46-5	70 <b>SB:</b> 45-3	
<b>4</b>	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<b>SB:</b> 8-11		
<b>2.NBT</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>			
<b>5</b>	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		49-61 <b>SB:</b> 31-1, 32-1 to 32-4, 32-6, 34-1, 34-2, 35-1, 36-1 to 36-3, 47-1 to 47-4, 47-6, 47-7, 48-1, 48-2, 48-4, 48-7	
<b>6</b>	Add up to four two-digit numbers using strategies based on place value and properties of operations.		64 <b>SB:</b> 49-1	

7a	<p>Add and subtract within 1000, using</p> <ul style="list-style-type: none"> <li>• concrete models or drawings, and</li> <li>• strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p>Relate the strategy to a written representation.</p> <p>Note: A written representation is any way of showing a strategy using words, pictures, or numbers.</p>		71, 72 <b>SB:</b> 32-7, 32-8, 36-4	
7b	Understand that in adding or subtracting up to 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.		71 <b>SB:</b> 32-7, 32-8	
8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.		<b>SB:</b> 36-6	
9	<p>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>Note: Explanations may be supported by drawings or objects.</p>		49-61, 65-68, 71, 72	
		<b>A1 Number Sense Student Book/Skill Builder (SB)</b>	<b>A2 Addition &amp; Subtraction Student Book/Skill Builders (SB)</b>	<b>A3 Fractions, Geometry &amp; Measurement Student Book and Skill Builders (SB)</b>
	<b>Measurement and Data</b>			
<b>2.MD</b>	<b>Measure and estimate lengths in standard units.</b>			

1	Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes			50-52 <b>SB:</b> 19-3, 19-4
2	Measure the length of an object twice, using different “length units” for the two measurements; describe how the two measurements relate to the size of the unit chosen.			
3	Estimate lengths using units of inches, feet, centimeters, and meters.			49, 50, 52, 53 <b>SB:</b> 19-3
4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard “length unit.”			<b>SB:</b> 19-7
<b>2.MD</b>	<b>Relate addition and subtraction to length.</b>			
5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.			
6	Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line.			
<b>2.MD</b>	<b>Work with time and money.</b>			
7	Tell and write time from analog and digital clocks in five minute increments, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, <i>quarter past</i> , <i>half past</i> , and <i>quarter to</i> .			26 <b>SB:</b> 18-3, 18-4
<b>8a</b>	Count a mixed collection of coins whose sum is less than or equal to one dollar.	31-33 <b>SB:</b> 22-1		29-37 <b>SB:</b> 22-4, 23-1, 23-3, 24-1

<b>8b</b>	Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.	32 <b>SB:</b> 22-2		31, 38 <b>SB:</b> 39-11, 39-13
<b>2.MD</b>	<b>Represent and interpret data.</b>			
<b>9</b>	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Present the measurement data in a line plot, where the horizontal scale is marked off in whole-number units.			
<b>10</b>	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 picture graph or a bar graph.	34 <b>SB:</b> 38-2, 38-3		8, 73-75 <b>SB:</b> 38-1, 38-8
		<b>A1 Number Sense Student Book/Skill Builder (SB)</b>	<b>A2 Addition &amp; Subtraction Student Book/Skill Builders (SB)</b>	<b>A3 Fractions, Geometry &amp; Measurement Student Book and Skill Builders (SB)</b>
	<b>Geometry</b>			
<b>2.G.</b>	<b>Reason with shapes and their attributes.</b>			
<b>1</b>	Classify two-dimensional figures as polygons or non-polygons.			
<b>2</b>	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.			57 <b>SB:</b> 20-5

3	<p>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. Describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>			62-64 <b>SB:</b> 25-1
---	--	--	--	--------------------------