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Florida's B.E.S.T. Standards Mathematics
Correlated to Moving with Math CONNECTIONS Grade 2

		Lesson Plan Page *(located in Teacher Resource Manual)* **& Student Activity Book Page**	Skill Builder Page *(located in Teacher Resource Manual)*
	NUMBER SENSE AND OPERATIONS		
MA.2.NSO.1	**Understand the place value of three-digit numbers.**		
MA.2.NSO.1.1	Read and write numbers from 0 to 1,000 using standard form, expanded form and word form. *Example: The number four hundred thirteen written in standard form is 413 and in expanded form is 400 + 10 + 3.* *Example: The number seven hundred nine written in standard form is 709 and in expanded form is 700 + 9.*	29-31, 42, 50, 78, 80, 81, 92, 93, 95, 154, 155, 222-225	4-1, 4-2, 5-1, 7-1, 9-1, 21-4, 46-1
MA.2.NSO.1.2	Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations. *Example: The number 241 can be expressed as 2 hundreds + 4 tens + 1 one or as 24 tens + 1 one or as 241 ones.*	37-40, 78, 83, 85-88, 92, 94, 95, 154-156, 177, 178, 222-224	4-4, 11-1 to 11-6, 45-1, 45-2
MA.2.NSO.1.3	Plot, order and compare whole numbers up to 1,000. *Example: The numbers 424, 178 and 475 can be arranged in ascending order as 178, 424 and 475.*	33, 34, 78, 80, 89, 90, 94, 156	3-1, 6-1, 8-3, 8-4, 45-3, 46-1
MA.2.NSO.1.4	Round whole numbers from 0 to 100 to the nearest 10. *Example: The number 65 is rounded to 70 when rounded to the nearest 10.*		
MA.2.NSO.2	**Add and subtract two- and three-digit whole numbers.**		
MA.2.NSO.2.1	Recall addition facts with sums to 20 and related subtraction facts with automaticity.	52-74, 131-136, 138, 140-142, 144, 146, 147, 150	26-1 to 26-6, 27-1 to 27-6, 28-1, 28-3 to 28-6, 29-1 to 29-7, 29-10 to 29-12, 33-1

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MA.2.NSO.2.2	Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number. *Example: The number 236 is one hundred more than 136 because both numbers have the same digit in the ones and tens place, but differ in the hundreds place by one.*		
MA.2.NSO.2.3	Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability. *Example: The sum 41 + 23 can be found by using a number line and "jumping up" by two tens and then by three ones to "land" at 64.* *Example: The difference 87 – 25 can be found by subtracting 20 from 80 to get 60 and then 5 from 7 to get 2. Then add 60 and 2 to obtain 62.*	157-160, 163, 164, 166, 167, 170-174, 179-184, 186, 187, 192-197	30-1, 31-1, 32-1 to 32-4, 34-1, 36-1 to 36-3, 47-1 to 47-6, 48-1 to 48-7, 49-1
MA.2.NSO.2.4	Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000. *Example: The difference 612 – 17 can be found by rewriting it as 612 – 12 – 5 which is equivalent to 600 – 5 which is equivalent to 595.* *Example: The difference 1,000 – 17 can be found by using a number line and making a "jump" of 10 from 1,000 to 990 and then 7 "jumps" of 1 to 983.*	229-232	32-5 to 32-7, 36-4 to 36-6
	FRACTIONS		
MA.2.FR.1	**Develop an understanding of fractions.**		
MA.2.FR.1.1	Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.	201, 205-209	25-1, 25-2
MA.2.FR.1.2	Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes. *Example: A square cake can be cut into four equal-sized rectangular pieces or into four equal-sized triangular pieces.*		
	ALGEBRAIC REASONING		
MA.2.AR.1	**Solve addition problems with sums between 0 and 100 and related subtraction problems.**		

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MA.2.AR.1.1	Solve one- and two-step addition and subtraction real-world problems.	49, 51, 61, 137-139, 143, 145, 148, 149, 160, 161, 165-169, 184, 188-191, 198, 233	29-13, 39-1 to 39-4, 40-1, 41-1, 42-1
MA.2.AR.2	**Demonstrate an understanding of equality and addition and subtraction.**		
MA.2.AR.2.1	Determine and explain whether equations involving addition and subtraction are true or false. *Example: The equation 27 + 13 = 26 + 14 can be determined to be true because 26 is one less than 27 and 14 is one more than 13.*		
MA.2.AR.2.2	Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position. *Example: Determine the unknown in the equation 45 + = 23 + 46.*	144	28-7, 28-8, 29-8
MA.2.AR.3	**Develop an understanding of multiplication.**		
MA.2.AR.3.1	Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1. *Example: The number 8 is even because it can be represented as two equal groups of 4 or as the expression 4 + 4.* *Example: The number 9 is odd because it can be represented as two equal groups with one left over or as the expression 4 + 4 + 1.*	84	9-3, 9-4
MA.2.AR.3.2	Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	221, 234, 237	50-1, 50-4
	MEASUREMENT		
MA.2.M.1	**Measure the length of objects and solve problems involving length.**		
MA.2.M.1.1	Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.	117-122	19-2
MA.2.M.1.2	Measure the lengths of two objects using the same unit and determine the difference between their measurements.	116	19-1, 19-4

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MA.2.M.1.3	Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units. *Example: Jeff and Larry are making a rope swing. Jeff has a rope that is 48 inches long. Larry's rope is 9 inches shorter than Jeff's. How much rope do they have together to make the rope swing?*		19-5
MA.2.M.2	**Tell time and solve problems involving money.**		
MA.2.M.2.1	Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	100-105	18-1 to 18-3
MA.2.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	35, 36, 70, 108-114, 168, 188, 190, 198	22-1, 23-1, 24-1, 28-6, 35-1
	GEOMETRIC REASONING		
MA.2.GR.1	**Identify and analyze two-dimensional figures and identify lines of symmetry.**		
MA.2.GR.1.1	Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.	4, 5	
MA.2.GR.1.2	Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.	2-5, 7, 9	1-1
MA.2.GR.1.3	Identify line(s) of symmetry for a two-dimensional figure. *Example: Fold a rectangular piece of paper and determine whether the fold is a line of symmetry by matching the two halves exactly.*	8	43-1
MA.2.GR.2	**Describe perimeter and find the perimeter of polygons.**		
MA.2.GR.2.1	Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.		
MA.2.GR.2.2	Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.		
	DATA ANALYSIS AND PROBABILITY		

			Lesson Plan Page *(located in Teacher Resource Manual)* **& Student Activity Book Page**	Skill Builder Page *(located in Teacher Resource Manual)*
MA.2.DP.1	**Collect, categorize, represent and interpret data using appropriate titles, labels and units.**			
MA.2.DP.1.1	Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.		22-24, 44, 45, 226	38-1
MA.2.DP.1.2	Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.		22-24, 45, 161, 189, 226	42-2