



# Math Teachers Press, Inc.

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## Kentucky Academic Standards for Mathematics Correlated to *Moving with Math Connections* Grade 2

|                   |   | <b>Lesson Plan Page</b> (located in <i>Teacher Resource Manual</i> ) & <b>Student Activity Book Page</b>   | <b>Skill Builder Page</b> (located in <i>Teacher Resource Manual</i> ) |
|-------------------|---|--|--|
|                   | <b>Operations and Algebraic Thinking</b>  |  |  |
|                   | <b>Cluster: Represent and solve problems involving addition and subtraction.</b>  |  |  |
| <b>KY.2.OA.1</b>  | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem. | 49, 51, 131, 132, 137-139, 141, 143, 145, 148, 149, 158, 160, 162, 163, 165-169, 179-183, 185-191, 194-198 | 29-13, 39-1 to 39-6, 40-1, 41-1, 42-1                                  |
|                   | <b>Cluster: Add and subtract within 20.</b>   |  |  |
| <b>KY.2.OA.2</b>  | Fluently add and subtract within 20 using mental strategies.  | 51-74, 132-142, 144, 146, 147, 150, 161, 177   | 26-1 to 26-6, 27-1 to 27-7, 28-1 to 28-8, 29-1 to 29-12, 33-1          |
|                   | <b>Cluster: Work with equal groups of objects to gain foundation for multiplication.</b>  |  |  |
| <b>KY.2.OA.3</b>  | Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.  | 84   | 9-3, 9-4   |
| <b>KY.2.OA.4</b>  | 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.  |  |  |
|                   | <b>Number and Operations in Base Ten</b>  |  |  |
|                   | <b>Cluster: Understand place value.</b>   |  |  |
| <b>KY.2.NBT.1</b> | Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases:   | 37-39, 85-88, 91-96, 222-224, 229  | 4-4, 11-1, 11-2, 45-1, 45-2  |
| <b>a.</b>         | 100 can be thought of as a bundle of ten tens — called a “hundred.”   | 153  | 8-1  |
| <b>b.</b>         | 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).  | 222-224, 229   | 45-2   |

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| <b>KY.2.NBT.2</b> | Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.   | 77-83, 91-94   | 8-4, 9-1, 9-5, 10-1, 10-2, 46-1  |
| <b>KY.2.NBT.3</b> | Read and write numbers to 1000 using base-ten numerals, number names and expanded form.   | 78, 86-88, 91-94, 96, 153-156, 177, 178, 222-225   | 4-4, 11-1 to 11-6, 21-4, 45-1, 45-2, 46-1                                |
| <b>KY.2.NBT.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.  | 33-34, 89, 90  | 3-1, 6-1, 8-3, 45-3  |
|                   | <b>Cluster: Use place value understanding and properties of operations to add and subtract.</b>   |  |  |
| <b>KY.2.NBT.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.  | 157-160, 163, 165-167, 170-173, 179, 181, 183, 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 48-8 |
| <b>KY.2.NBT.6</b> | Add up to four two-digit numbers using strategies based on place value and properties of operations.  | 174  | 49-1   |
| <b>KY.2.NBT.7</b> | Add and subtract within 1000.   |  |  |
| <b>a.</b>         | Represent and solve addition and subtraction problems using... <ul style="list-style-type: none"> <li>• concrete models or drawings;</li> <li>• strategies based on place value;</li> <li>• properties of operations;</li> <li>• the relationship between addition and subtraction and;</li> <li>• relate drawings and strategies to expressions or equations.</li> </ul> | 224, 229-233   | 32-5 to 32-7, 36-4   |
| <b>b.</b>         | Understand that in adding or subtracting 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.  | 230, 232   | 32-5, 32-6, 36-4 to 36-6   |
| <b>KY.2.NBT.8</b> | Mentally add 10 or 100 to a given number 100–900 and mentally subtract 10 or 100 from a given number 100–900.   |  |  |
| <b>KY.2.NBT.9</b> | Explain why addition and subtraction strategies work, using place value and the properties of operations.   | 55, 61, 67, 133, 160, 163, 164, 166, 167, 169, 171, 181, 183-185, 188, 197, 229                  |  |
|                   | <b>Cluster: Measure and estimate lengths in standard unit.</b>  |  |  |
| <b>KY.2.MD.1</b>  | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.  | 99, 117, 118, 120, 122   | 19-2, 19-5   |

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| <b>KY.2.MD.2</b>  | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.                                       |  |  |
| <b>KY.2.MD.3</b>  | Estimate lengths using units of inches, feet, yards, centimeters and meters.  | 117, 119, 120, 121   | 19-2   |
| <b>KY.2.MD.4</b>  | Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.  |  |  |
|                   | <b>Cluster: Relate addition and subtraction to length.</b>  |  |  |
| <b>KY.2.MD.5</b>  | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.        |  | 19-5   |
| <b>KY.2.MD.6</b>  | 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.            | 57, 66, 72, 74   | 26-2, 29-1   |
|                   | <b>Cluster: Work with time and money.</b>   |  |  |
| <b>KY.2.MD.7</b>  | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.   | 100, 102-105   | 18-1 to 18-3   |
| <b>KY.2.MD.8</b>  | Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the \$ and ¢ symbols appropriately (not including decimal notation).                                     | 70, 111, 113, 168, 179, 181, 188, 190, 196-198   | 28-6, 29-13, 35-1, 48-7  |
|                   | <b>Cluster: Understand and apply the statistics process.</b>  |  |  |
| <b>KY.2.MD.9</b>  | Investigate questions involving measurements.   | 120  |  |
| <b>a.</b>         | Identify a statistical question focused on measurements.  | 120  |  |
| <b>b.</b>         | Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.   | 120  |  |
| <b>c.</b>         | Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.   |  |  |
| <b>KY.2.MD.10</b> | Create a pictograph 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 bar graph. | 22-24, 44, 45, 120, 135, 226   | 38-1   |
|                   | <b>Geometry</b>   |  |  |
|                   | <b>Cluster: Reason with shapes and their attributes.</b>  |  |  |
| <b>KY-2.G.1</b>   | Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).                         | 3, 5, 7, 9-11, 15, 19-20   | 1-1, 14-1, 15-1, 44-1, 44-2                                    |
| <b>KY-2.G.2</b>   | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  |  |  |

|                 |  | <b>Lesson Plan Page</b> <i>(located in Teacher Resource Manual)</i> & <b>Student Activity Book Page</b> | <b>Skill Builder Page</b> <i>(located in Teacher Resource Manual)</i> |
|-----------------|--|---|---|
| <b>KY-2.G.3</b> | Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc.; and describe the whole as <i>two halves</i> , <i>three thirds</i> , <i>four fourths</i> . Recognize that equal shares of identical wholes need not have the same shape. | 201, 205-209  | 25-1, 25-3  |