



# Math Teachers Press, Inc.

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

## VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO MOVING WITH MATH FOUNDATIONS LEVEL A - GRADE 2

		<b>A1 Number Sense Student Book Skill Builders (SB)</b>	<b>A2 Addition &amp; Subtraction Student Book Skill Builders (SB)</b>	<b>A3 Fractions, Geometry &amp; Measurement Student Book Skill Builders (SB)</b>
	<b>NUMBER AND NUMBER SENSE</b>			
<b>2.1</b>	The student will			
<b>a.</b>	read, write, and identify the place and value of each digit in a three-digit numeral, with and without models;	70, 73, 74, 75, 77, 78 <b>SB:</b> 45-1, 45-2, 46-2, 46-5		
<b>b.</b>	identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;	67, 76 <b>SB:</b> 8-3	<b>SB:</b> 36-6	
<b>c.</b>	compare and order whole numbers between 0 and 999; and	36, 37, 38, 46, 48, 49, 63, 64, 67 <b>SB:</b> 5-3, 6-1, 6-2, 8-1, 8-2, 8-3, 8-4, 8-8, 8-9, 8-11		
<b>d.</b>	round two-digit numbers to the nearest ten.			41
<b>2.2</b>	The student will			
<b>a.</b>	count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;	45, 53-56 <b>SB:</b> 10-1, 10-2, 10-4		
<b>b.</b>	count backward by tens from 120; and	<b>SB:</b> 10-7		
<b>c.</b>	use objects to determine whether a number is even or odd.	57		
<b>2.3</b>	The student will			
<b>a.</b>	count and identify the ordinal positions first through twentieth, using an ordered set of objects; and	39, 40 <b>SB:</b> 7-1		
<b>b.</b>	write the ordinal numbers, 1st through 20th.			
<b>2.4</b>	The student will			
<b>a.</b>	name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths;			63, 64, 66 <b>SB:</b> 25-1, 25-2, 25-3, 25-4, 25-5
<b>b.</b>	represent fractional parts with models and with symbols; and			63, 64 <b>SB:</b> 25-1, 25-2

		<b>A1</b> <i>Number Sense</i> Student Book Skill Builders (SB)	<b>A2</b> <i>Addition &amp; Subtraction</i> Student Book Skill Builders (SB)	<b>A3</b> <i>Fractions, Geometry &amp; Measurement</i> Student Book Skill Builders (SB)
<b>c.</b>	compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.			65
<b>COMPUTATION AND ESTIMATION</b>				
<b>2.5</b>	The student will			
<b>a.</b>	recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and		17, 18, 23, 24, 31, 33, 39, 41, 43 <b>SB:</b> 39-7	31 <b>SB:</b> 42-5
<b>b.</b>	demonstrate fluency with addition and subtraction within 20.		10, 25-28, 34, 36 <b>SB:</b> 26-4, 26-5, 27-4, 27-6, 27-8, 28-4, 28-5, 29-4, 29-5, 29-8, 29-10	
<b>2.6</b>	The student will			
<b>a.</b>	estimate sum and differences;		42, 45, 69 <b>SB:</b> 39-4	42
<b>b.</b>	determine sums and differences, using various models; and		4-10, 12-18, 21-36, 49-68, 71, 72 <b>SB:</b> 26-3, 26-7, 26-8, 27-2, 28-2, 28-7, 28-8, 28-9, 28-13, 29-2, 29-3, 30-1, 30-3, 31-1, 32-1, 32-3, 32-4, 32-7, 34-1, 34-2, 35-1, 36-1, 36-2, 36-4, 47-1, 47-2, 47-4, 48-1	
<b>c.</b>	create and solve single-step and two-step practical problems involving addition and subtraction.		3, 11, 39-44, 46, 63, 64 <b>SB:</b> 26-6, 30-1, 32-2, 39-1, 39-2, 39-7, 39-8, 39-10, 40-1, 41-1, 42-1, 42-3, 42-4	42-46
<b>MEASUREMENT AND GEOMETRY</b>				
<b>2.7</b>	The student will			
<b>a.</b>	count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and	31, 33 <b>SB:</b> 22-1		29, 30, 32-36 <b>SB:</b> 22-4, 23-1, 24-1
<b>b.</b>	use the cent symbol (¢), dollar symbol (\$), and decimal point (.) to write a value of money.			37, 67 <b>SB:</b> 23-2
<b>2.8</b>	The student will estimate and measure			
<b>a.</b>	length to the nearest inch;			49, 50 <b>SB:</b> 19-3, 19-7

		<b>A1</b> <b>Number Sense</b> <b>Student Book</b> <b>Skill Builders (SB)</b>	<b>A2</b> <b>Addition &amp;</b> <b>Subtraction</b> <b>Student Book</b> <b>Skill Builders (SB)</b>	<b>A3</b> <b>Fractions,</b> <b>Geometry &amp;</b> <b>Measurement</b> <b>Student Book</b> <b>Skill Builders (SB)</b>
<b>b.</b>	weight to the nearest pound.			60 <b>SB:</b> 20-2
<b>2.9</b>	The student will tell and write time to the nearest five minutes, using analog and digital clocks.			26 <b>SB:</b> 18-3
<b>2.10</b>	The student will			
<b>a.</b>	determine past and future days of the week; and	6 <b>SB:</b> 17-1		
<b>b.</b>	identify specific days and dates on a given calendar.	6, 7 <b>SB:</b> 17-1		
<b>2.11</b>	The student will read the temperature to the nearest 10 degrees.			28 <b>SB:</b> 18-8
<b>2.12.</b>	The student will			
<b>a.</b>	draw a line of symmetry in a figure; and			9 <b>SB:</b> 43-1
<b>b.</b>	identify and create figures with at least one line of symmetry.			9
<b>2.13</b>	The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).			3-8, 16-21 <b>SB:</b> 1-2, 13-1, 14-1, 14-2, 15-1
	<b>PROBABILITY AND STATISTICS</b>			
<b>2.14</b>	The student will use data from probability experiments to predict outcomes when the experiment is repeated.			68, 69, 70 <b>SB:</b> 21-1, 21-5
<b>2.15</b>	The student will			
<b>a.</b>	collect, organize, and represent data in pictographs and bar graphs; and	8, 10		8, 73-75 <b>SB:</b> 38-1
<b>b.</b>	read and interpret data represented in pictographs and bar graphs.	8, 10, 33, 34 <b>SB:</b> 38-2, 38-3		73, 74 <b>SB:</b> 38-8
	<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>			
<b>2.16</b>	The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.	12, 17, 47, 51, 52 <b>SB:</b> 2-1, 9-1, 9-2, 9-3		13, 15 <b>SB:</b> 2-3, 2-4, 9-8, 9-11
<b>2.17</b>	The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.		4, 12 <b>SB:</b> 28-16	