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NORTH CAROLINA COURSE OF STUDY CORRELATED TO *MOVING WITH MATH® EXTENSIONS GRADE 2*

		Student Book	Skill Builders
STRANDS: NUMBER AND OPERATIONS, MEASUREMENT, GEOMETRY, DATA ANALYSIS AND PROBABILITY, ALGEBRA			
Competency Goal 1: The learner will read, write, and model and compute with whole numbers through 999.			
1	Develop number sense for whole numbers through 999.	5, 6, 19, 24-30	5-1, 5-2, 7-1, 8-1, 9-1
a.	Connect model, number word, and number using a variety of representations.	7, 8, 22, 24-30	13-1
b.	Read and write numbers.	5, 6, 19, 20, 21, 25-30	5-1, 5-2, 6-1, 7-1
c.	Compare and order.	2-4, 7	2-1, 3-1
d.	Rename.		
e.	Estimate.	25	4-1, 31-1, 31-2
f.	Use a variety of models to build understanding of place value (ones, tens, hundreds).	5, 6, 19, 26, 28-30	5-1, 5-2, 7-1, 8-1
1	Use area or region models and set models of fractions to explore part-whole relationships on contexts.	64	41-1, 41-2
a.	Represent fractions (halves, thirds, fourths) concretely and symbolically.	64	41-1, 41-2
b.	Compare fractions (halves, thirds, fourths) using models.	64	41-1, 41-2
c.	Make different representations of the same fraction.		
d.	Combine fractions to describe parts of a whole.	64	41-1, 41-2
1	Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).	12-18, 31-36, 40, 41, 64	15-1, 16-1 to 16-3, 18-1, 18-2, 19-1, 41-1, 42-1, 50-3
1	Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.	43-53	22-1, 22-2, 23-1, 24-1, 24-2, 24-4, 25-1, 25-2, 26-1, 26-3, 26-4
a.	Strategies for adding and subtracting numbers.	46-48, 50-52	24-1, 24-2, 24-4,
b.	Estimation of sums and differences in appropriate situations.	37-39	27-1, 28-1

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c.	Relationships between operations.	16, 32-38	16-3, 18-1, 19-1
1.1	Create and solve problems using strategies such as modeling, composing and decomposing quantities, using double, and making tens and hundreds.	31, 41-46	20-1, 21-1, 21-2, 23-1, 24-1, 24-2, 24-4
1.1	Define and recognize odd and even numbers.	23	30-2
	Competency Goal 2: The learner will recognize and use standard units of metric and customary measurement.		
2	Estimate and measure using appropriate units.	61	10-1, 12-1, 50-1
a.	Length (meters, centimeters, feet, inches, yards).	61	50-1
b.	Temperature (Fahrenheit).		49-4
2	Tell time at the five-minute intervals.	54, 55	49-2, 49-3
	Competency Goal 3: The learner will perform simple transformations.		
3	Combine simple figures to create a given shape.	62, 63	
3	Describe the change in attributes as two- and three-dimensional figures are cut and rearranged.	62	37-2, 44-1
3	identify and make:		
a.	Symmetric figures.	63	41-2, 42-2
b.	Congruent figures.	63	44-1, 45-1
	Competency Goal 4: The learner will understand and use data and simple probability concepts.		
4	Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, and 10's).		
4	Conduct simple probability experiments; describe the results and make predictions.		50-3
	Competency Goal 5: The learner will recognize and represent patterns and simple mathematical relationships.		
5	Identify, describe, translate, and extend repeating and growing patterns.	2, 6, 19, 23, 28, 29	2-1, 7-1, 8-1. 31-1,
5	Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.	38	