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

		Lesson Plan Page <i>(located in Teacher Resource Manual)</i> & Student Activity Book Page	Skill Builder Page <i>(located in Teacher Resource Manual)</i>
Operations and Algebraic Thinking			
NY-2.OA	Represent and solve problems involving addition and subtraction.		
1a.	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.	49, 51, 52, 61, 62, 70, 111, 131, 132, 137, 139, 141, 143-145, 148, 149, 160, 162, 165-170, 182, 183, 185-191, 195-198, 233	28-6, 29-13, 39-1 to 6, 40-1, 41-1, 42-1, 42-2
1b.	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.	148, 149, 190, 198	29-13
NY-2.OA	Add and subtract within 20.		
2a.	Fluently add and subtract within 20 using mental strategies. Strategies could include: <ul style="list-style-type: none"> • counting on; • making ten; • decomposing a number leading to a ten; • using the relationship between addition and subtraction; and • creating equivalent but easier or known sums 	53-69, 71-74, 131-136, 138, 140-142, 144-146, 147, 150	26-1 to 6, 27-1 to 4, 27-6, 28-1 to 8, 29-1 to 12, 33-1
2b.	Know from memory all sums within 20 of two one-digit numbers.	53-60, 62-69, 71-74, 131, 133-136, 142, 146	26-6, 27-2, 27-4, 27-6, 28-5, 29-2 to 29-4, 29-6, 29-7
NY-2.OA	Work with equal groups of objects to gain foundations for multiplication.		

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3a.	Determine whether a group of objects (up to 20) has an odd or even number of members.	84	9-3, 9-4
3b	Write an equation to express an even number as a sum of two equal addends.		
4	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.		
Number and Operations in Base Ten			
NY-2.NBT	Understand place value.		
1	Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones. a. Understand 100 can be thought of as a bundle of ten tens, called a “hundred.” 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).	92, 94-96, 222-225	8-1, 45-1, 45-2
2	Count within 1000; skip-count by 5s, 10s, and 100s.	77-83, 85-87, 91, 93-96	8-2, 8-4, 9-1, 9-5, 10-1 10-2, 46-1
3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	78-81, 86-88, 92, 95, 154-156, 178, 222-225	11-1 to 6, 21-4, 34-1, 48-1
4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	89, 90	6-1, 8-3, 8-4, 45-3
NY-2.NBT	Use place value understanding and properties of operations to add and subtract.		
5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	157-164,166-173, 177-187,192-197	26-1, 30-1, 31-1, 32-1 to 4, 34-1, 36-1 to 3, 47-1 to 6, 48-1 to 8
6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	174	49-1
7a.	Add and subtract within 1000, using • concrete models or drawings, and • strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation. <u>Note:</u> A <i>written representation</i> is any way of showing a strategy using words, pictures, or numbers.	229-233	32-5 to 7, 36-4 to 6

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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.	159, 160, 169-172, 181, 182, 191-194	36-5, 47-1 to 47-5, 48-2, 48-3
8.	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	91, 93, 95, 164	32-7
9.	Explain why addition and subtraction strategies work, using place value and the properties of operations. <u>Note:</u> Explanations may be supported by drawings or objects.	67, 133, 160, 171, 181, 194, 196, 229	
Measurement and Data			
NY-2.MD	Measure and estimate lengths in standard units.		
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.	99, 117-120, 122	19-2
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.	118-121	19-1, 19-2
4.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard “length unit.”		19-4
NY-2.MD	Relate addition and subtraction to length.		
5.	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.		19-5
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.	57, 66, 72-74, 140, 157, 159, 179, 181	26-2, 29-1, 48-1
NY-2.MD	Work with time and money.		
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> .	100, 102-107	18-1 to 18-4
8a.	Count a mixed collection of coins whose sum is less than or equal to one dollar.	35, 108-111	22-1
8b.	Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.	36, 70, 110, 111, 113, 168, 173, 188, 190	22-1, 23-1, 35-1
NY-2.MD	Represent and interpret data.		

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9.	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.		
10.	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.	22-24, 45, 120, 135, 226	
Geometry			
NY-2.G.	Reason with shapes and their attributes.		
1.	Classify two-dimensional figures as polygons or non-polygons.	2	
2.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		
3.	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 <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, 25-2