



# Math Teachers Press, Inc.

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

		<b>Lesson Plan Page</b> <i>(located in Teacher Resource Manual)</i> <b>&amp; Student Activity Book Page</b>	<b>Skill Builder Page</b> <i>(located in Teacher Resource Manual)</i>
<b>Operations and Algebraic Thinking</b>			
<b>NY-2.OA</b>	<b>Represent and solve problems involving addition and subtraction.</b>		
<b>1a.</b>	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, 64, 70, 131, 137-139, 143-145, 160, 162, 165-170, 177, 182, 183, 185, 186, 189, 191, 194-197, 233	28-7, 39-1 to 39-6, 40-1, 41-1, 42-1, 47-4
<b>1b.</b>	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
<b>NY-2.OA</b>	<b>Add and subtract within 20.</b>		
<b>2a.</b>	Fluently add and subtract within 20 using mental strategies. Strategies could include: <ul style="list-style-type: none"> <li>• counting on;</li> <li>• making ten;</li> <li>• decomposing a number leading to a ten;</li> <li>• using the relationship between addition and subtraction; and</li> <li>• creating equivalent but easier or known sums</li> </ul>	52-60, 62-74, 132-136, 138, 140-142, 144-147, 150	26-1 to 26-5, 27-1, 27-3, 27-5, 27-7, 28-1 to 28-8, 29-1, 29-4, 29-5, 29-8, 29-10 to 29-12, 33-1, 42-1
<b>2b.</b>	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
<b>NY-2.OA</b>	<b>Work with equal groups of objects to gain foundations for multiplication.</b>		

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<b>3a.</b>	Determine whether a group of objects (up to 20) has an odd or even number of members.	84	9-3, 9-4
<b>3b</b>	Write an equation to express an even number as a sum of two equal addends.		
<b>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>NY-2.NBT</b>	<b>Understand place value.</b>		
<b>1</b>	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).	88, 89, 92, 94-96, 222-225	11-2, 45-1, 45-2
<b>2</b>	Count within 1000; skip-count by 5s, 10s, and 100s.	32, 46, 77-83, 85-87, 91, 93-95	8-2, 8-4, 9-1, 9-5, 10-1 10-2, 11-1, 46-1
<b>3</b>	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	29, 32, 37-42, 50, 78-81, 86-88, 92, 154-156, 178, 222-225	4-1, 4-2, 5-1, 9-1, 11-3 to 11-6, 45-1, 45-2
<b>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.	89, 90	8-3, 8-4, 45-3
<b>NY-2.NBT</b>	<b>Use place value understanding and properties of operations to add and subtract.</b>		
<b>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.	56, 157-159, 163, 164, 166-173, 179-181, 183-186, 192-197	26-1, 30-1, 31-1, 32-1 to 32-4, 34-1, 36-1, 36-3, 37-7, 47-1 to 47-6, 48-1 to 48-8
<b>6</b>	Add up to four two-digit numbers using strategies based on place value and properties of operations.	174	

		<b>Lesson Plan Page</b> (located in Teacher Resource Manual) <b>&amp; Student Activity Book Page</b>	<b>Skill Builder Page</b> (located in Teacher Resource Manual)
7a.	Add and subtract within 1000, using <ul style="list-style-type: none"> <li>• concrete models or drawings, and</li> <li>• strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</li> </ul> <p>Relate the strategy to a written representation.</p> <p><u>Note:</u> A <i>written representation</i> is any way of showing a strategy using words, pictures, or numbers.</p>	229-232	32-5, 32-6, 36-4 to 36-6, 49-1
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.	56, 58, 66-68, 133, 147, 196	
	<u>Note:</u> Explanations may be supported by drawings or objects.		
<b>Measurement and Data</b>			
<b>NY-2.MD</b>	<b>Measure and estimate lengths in standard units.</b>		
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, 117-122	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.	116	19-1, 19-3
3.	Estimate lengths using units of inches, feet, centimeters, and meters.	117-120	
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
<b>NY-2.MD</b>	<b>Relate addition and subtraction to length.</b>		
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
<b>NY-2.MD</b>	<b>Work with time and money.</b>		
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

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<b>8a.</b>	Count a mixed collection of coins whose sum is less than or equal to one dollar.	35, 108-111	22-1
<b>8b.</b>	Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately.	36, 70, 111, 113, 168, 173, 178, 183, 188, 190	28-6, 32-3, 35-1, 48-7
<b>NY-2.MD</b>	<b>Represent and interpret data.</b>		
<b>9.</b>	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.		
<b>10.</b>	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, 107, 120, 161, 189, 226	
	<b>Geometry</b>		
<b>NY-2.G.</b>	<b>Reason with shapes and their attributes.</b>		
<b>1.</b>	Classify two-dimensional figures as polygons or non-polygons.	2	
<b>2.</b>	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	238	50-2
<b>3.</b>	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