



Math Teachers Press, Inc.

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Arizona Mathematics Standards Correlated to *Moving with Math Primary Connections Grade 2*

		Student Book	Skill Builders
STRAND 1: NUMBER AND OPERATION			
Concept 1: Number Sense			
PO.1	Express whole numbers 0 to 1000, in groups of hundreds, tens and ones using and connecting multiple representations.	92, 93	45-1, 45-2
PO.2	Count forward to 1000 and backward from 1000 by 1's, 10's and 100's using different starting points.	94, 95	10-2, 46-1
PO.3	identify numbers which are 100 more or less than a given number to 900.		
PO.4	Compare and order whole numbers through 1000 by applying the concept of place value.	89, 90	3-1
PO.5	Count money to \$1.00.	108-114	22-1, 23-1
PO.6	Sort whole numbers through 1000 into odd and even, and justify the sort.	84	9-3
Concept 2: Numerical Operations			
PO.1	Solve contextual problems using multiple representations involving		
•	addition and subtraction with one- and/or two-digit numbers,	51, 52, 60, 158, 179-181, 186	29-8, 30-1, 31-1, 34-1, 36-1
•	multiplication for 1's, 2's, 5's, and 10's and	234-238	50-1
•	adding and subtracting money to \$1.00.	198	32-3
PO.2	Demonstrate the ability to add and subtract whole numbers (to two digits) and decimals (in the context of money)		
•	with up to three addends and	147, 174	33-1, 49-1
•	to \$1.00.	198	
PO.3	Demonstrate fluency of addition and subtraction facts.	135	26-6, 27-4, 27-6, 28-5, 29-2, 29-6, 29-7
PO.4	Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.	67, 138	

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PO.5	Create and solve word problems based on addition and subtraction of two-digit numbers.		
PO.6	Demonstrate the concept of multiplication for 1's, 2's, 5's, and 10's.	234-238	50-1, 50-2, 50-4
PO.7	Describe the effect of operations (addition and subtraction) on the size of whole numbers.	138	
PO.8	Apply properties to solve addition/subtraction problems		
	<ul style="list-style-type: none"> identity property of addition/subtraction 	55	
	<ul style="list-style-type: none"> commutative property of addition, and 	56	26-1
	<ul style="list-style-type: none"> associative property of addition. 		
	Concept 3: Estimation		
PO.1	Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.	160, 173, 182	39-4
	STRAND 2: DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS		
	Concept 1: Data Analysis (Statistics)		
PO.1	Collect, record, organize, and display data using pictographs, frequency tables, or single bar graphs.	24, 45	
PO.2	Formulate and answer questions by interpreting displays of data, including pictographs, frequency tables, or single bar graphs.	22, 23, 226	42-2
	Concept 2: Probability		
	No performance objectives at this grade level.		
	Concept 3: Systematic Listing and Counting		
PO.1	List all possibilities in counting situations.	217, 218	21-4
PO.2	Solve a variety of problems based on the addition principle of counting.		
	Concept 4: Vertex-Edge Graphs		
PO.1	Color simple pictures or maps using the least number of colors and justify the coloring.		
PO.2	Build vertex-edge graphs using concrete materials and explore properties of vertex-edge graphs		
	<ul style="list-style-type: none"> number of vertices and edges 		
	<ul style="list-style-type: none"> neighboring vertices, and 		
	<ul style="list-style-type: none"> paths in a graph. 		

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PO.3	Construct simple vertex-edge graphs from simple pictures or maps.		
STRAND 3: PATTERNS, ALGEBRA, AND FUNCTIONS			
Concept 1: Patterns			
PO.1	Recognize, describe, extend, create, and find missing terms in a numerical or symbolic pattern.	13, 14, 46	2-1
PO.2	Explain the rule for a given numerical or symbolic pattern and verify that the rule works.	59	
Concept 2: Functions and Relationships			
PO.1	Describe a rule that represents a given relationship between two quantities using words or pictures.	59	
Concept 3: Algebraic Representations			
PO.1	Record equivalent forms of whole numbers to 1000 by constructing models and using numbers.	136, 146	
PO.2	Compare expressions using spoken words and the symbols =, ≠, <, and >.		
PO.3	Represent a word problem requiring addition or subtraction through 100 using an equation.	137	39-2
PO.4	Identify the value of an unknown number in an equation involving an addition or subtraction fact.	144	28-7, 28-8
Concept 4: Analysis of Change			
No performance objectives at this grade level.			
STRAND 4: GEOMETRY AND MEASUREMENT			
Concept 1: Geometric Properties			
PO.1	Describe and compare the attributes of polygons up to six sides using the terms side, vertex, point, and length.	3-5	
Concept 2: Transformation of Shapes			
PO.1	Identify, with justification, whether a 2-dimensional figure has lines of symmetry.	8	43-1
Concept 3: Coordinate Geometry			
No performance objective at this grade level.			
Concept 4: Measurement			
PO.1	Tell time to the nearest minute using analog and digital clocks.	105	18-2

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PO.2	Apply measurement skills to measure the attributes of an object (length, capacity, weight).	116-122, 125-128	19-1, 19-2, 20-1, 20-2
PO.3	Read temperatures on a thermometer using Fahrenheit and Celsius.	124	
PO.4	Demonstrate unit conversions		
•	1 foot = 12 inches,	119	
•	1 quart = 4 cups,	125	20-1
•	1 pound = 16 ounces,		
•	1 hour = 60 minutes	103	
•	1 day = 24 hours	107 (T.G.)	
•	1 week = 7 days	101 (T.G.)	17-1
•	1 year = 12 months.	101	
	STRAND 5: STRUCTURE AND LOGIC		
	Concept 1: Algorithms and Algorithmic Thinking		
	No performance objectives at this grade level		
	Concept 2: Logic, Reasoning, Problem Solving, and Proof		
PO.1	Identify the question(s) asked and any other questions that need to be answered in order to find a solution.	139	40-1
PO.2	Identify the given information that can be used to find a solution.	139, 162	
PO.3	Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.	143 (T.G.)	
PO.4	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	167	
PO.5	Explain and clarify mathematical thinking.	throughout	
PO.6	Determine whether a solution is reasonable.	160	