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Correlation of *Moving with Math® Foundations Level A* to California Standards for Grade 2

| | A1 <i>Number Sense</i> Student Book Skill Builders (SB) | A2 <i>Addition & Subtraction</i> Student Book Skill Builders (SB) | A3 <i>Fractions, Geometry & Measurement</i> Student Book Skill Builders (SB) |
|---|---|---|--|
| NUMBER SENSE | | | |
| 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000: | | | |
| 1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit. | 29, 45, 49, 70-74 SB: 11-4, 45-1, 46-1, 46-2, 46-5 | 70 SB: 11-6, 45-3, 46-3 | SB: 45-4, 46-4 |
| 1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5 \text{ ones}$) to represent numbers (to 1,000). | 75, 77, 78 SB: 45-1, 45-2, 46-1, 46-2, 46-5 | SB: 45-3, 46-3 | SB: 4-5, 11-8, 46-4 |
| 1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$. | 38, 48, 63, 64 SB: 6-1, 6-2, 8-1, 8-2 | SB: 6-3 | SB: 6-4 |
| 2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers: | | | |

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| 2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions. | | 17, 18, 23, 31 SB: 28-3, 29-1, 29-6 | 43 SB: 36-5 |
| 2.2 Find the sum or difference of two whole numbers up to three digits long. | | 71, 72 SB: 30-1, 30-3, 31-1, 32-1, 32-2, 32-7, 35-1, 36-1, 36-2, 36-4 | 40, 42-44 SB: 30-2, 31-2, 32-5, 36-5 |
| 2.3 use mental arithmetic to find the sum or difference of two two-digit numbers. | | 52 SB: 32-1 | 41, 42 |
| 3.0 Students model and solve simple problems involving multiplication and division: | | | |
| 3.1 Use repeated addition, arrays, and counting by multiples to do multiplication. | | 73-76 SB: 50-1, 50-2 | SB: 50-4 |
| 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division. | | 77, 78 SB: 37-1 | SB: 37-2 |
| 3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory. | | SB: 50-3 | |
| 4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole: | | | |
| 4.1 Recognize, name, and compare unit fractions from $1/12$ to $1/2$. | | | 62-65 SB: 25-1, 25-2, 25-4 to 25-7 |

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| 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls). | | | 62-66 SB: 25-1 to 25-7 |
| 4.3 Know that when all fractional parts are included, such as four-fourths, the results is equal to the whole and to one. | | | 62-65 SB: 25-4 |
| 5.0 Students model and solve problems by representing, adding, and subtracting amounts of money: | | | |
| 5.1 Solve problems using combinations of coins and bills. | | | 38 SB: 23-3, 24-2 |
| 5.2 Know and use the decimal notation and the dollar and cent symbols for money. | | | 37, 67 SB: 23-2, 24-2 |
| 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places: | | | |
| 6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch). | | | 50, 52 SB: 19-3 |
| ALGEBRA AND FUNCTIONS | | | |
| 1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction: | | | |

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| 1. Use the commutative and 1 associative rules to simplify mental calculations and to check results. | | 7 SB: 26-1 | |
| 1. Relate problem situations to 2 number sentences involving addition and subtraction. | | 39-46 SB: 39-2, 39-7, 39-10, 42-1, 42- 3 | 31, 42-46 SB: 39-9, 39- 11, 39-13, 40- 2, 41-2 |
| 1. Solve addition and subtraction 3 problems by using data from simple charts, picture graphs, and number sentences. | | 3, 12, 39-44, 63, 64 SB: 28-7, 32-2 | 31, 44-46 SB: 39-9, 39-13 |
| | | | |
| MEASUREMENT AND GEOMETRY | | | |
| 1. Students understand that 0 measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured: | | | |
| 1. Measure the length of objects by 1 iterating (repeating) a nonstandard or standard unit. | | | 48-50, 52 SB: 19-1, 19-2 |
| 1. Use different units to measure 2 the same object and predict whether the measure will be greater or smaller when a different unit is used. | | | 53, 54 (T.G.) |
| 1. Measure the length of an object 3 to the nearest inch and/or centimeter. | | | 49, 50, 52 SB: 19-3, 19-4 |
| 1. Tell time to the nearest quarter 4 hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). | 7 | | 24-26 SB: 18-1 to 18- 4 |

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| 1. Determine the duration of 5 intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.) | | | 27 SB: 18-5 |
| 2. Students identify and describe 0 the attributes of common figures in the plane and of common objects in space: | | | |
| 2. Describe and classify plane and 1 solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices. | | | 3-6, 16-21 SB: 13-1, 14-2, 15-1 |
| 2. Put shapes together and take 2 them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle.) | | | 12-14 SB: 44-2, 44-3 |
| STATISTICS, DATA ANALYSIS, AND PROBABILITY | | | |
| 1. Students collect numerical data 0 and record, organize, display, and interpret the data on bar graphs and other representations: | | | |
| 1. Record numerical data in 1 systematic ways, keeping track of what has been counted. | 8, 10 | | 70 |
| 1. Represent the same data set in 2 more than one way (e.g., bar graphs and charts with tallies). | 8 | | 74, 75 |
| 1. Identify features of data sets 3 (range and mode). | | | 73 SB: 38-7 |
| 1. Ask and answer simple questions 4 related to data representations. | 33, 34 SB: 38-2, 38-3 | 63, 64 SB: 38-4, 38-5 | 73, 74 |

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| 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways: | | | |
| 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns. | 47, 52 SB: 2-1, 9-1 to 9-3 | | 15 SB: 2-3, 9-8 |
| 2.2 Solve problems involving simple number patterns. | SB: 8-4 | SB: 9-6, 10-3, 27-3 | SB: 9-8 |
| MATHEMATICAL REASONING | | | |
| 1.0 Students make decisions about how to set up a problem: | | | |
| 1.1 Determine the approach, materials, and strategies to be used. | | 39-46 | SB: 39-9, 39-12 |
| 1.2 Use tools, such as manipulatives or sketches, to model problems. | Throughout | Throughout | Throughout |
| 2.0 Students solve problems and justify their reasoning: | | | |
| 2.1 Defend the reasoning used and justify the procedures selected. | | | 42 (T.G.) |
| 2.2 Make precise calculations and check the validity of the results in the context of the problem. | | 42, 54 | 43 (T.G.) |
| 3.0 Students note connections between one problem and another. | Throughout | Throughout | Throughout |