



Math Teachers Press, Inc.

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VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO *MOVING WITH MATH EXTENSIONS 2nd Edition GRADE 2*

		Lesson Plan/ Student Book	Skill Builders
NUMBER AND NUMBER SENSE			
2.1	The student will		
a.	read, write, and identify the place and value of each digit in a three-digit numeral, with and without models;	42	45-1, 45-2, 45-5, 45-6, 46-1
b.	identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;	44	36-4
c.	compare and order whole numbers between 0 and 999; and	2, 6, 43	6-1, 8-3, 45-3, 45-8
d.	round two-digit numbers to the nearest ten.		39-4
2.2	The student will		
a.	count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;	24, 25	10-1, 45-4
b.	count backward by tens from 120; and		
c.	use objects to determine whether a number is even or odd.	7	9-3, 9-4, 9-5
2.3	The student will		
a.	count and identify the ordinal positions first through twentieth, using an ordered set of objects; and	3	7-1
b.	write the ordinal numbers, 1st through 20th.		
2.4	The student will		
a.	name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths;	61	25-1
b.	represent fractional parts with models and with symbols; and	61, 62	
c.	compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.		25-1
COMPUTATION AND ESTIMATION			
2.5	The student will		
a.	recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and	20, 21, 22	28-3, 28-4
b.	demonstrate fluency with addition and subtraction within 20.	9, 10, 13, 14, 16, 17	26-2 to 26-4, 27-1, 27-2, 28-1, 28-2, 29-1, 29-2
2.6	The student will		
a.	estimate sum and differences;	18, 40	39-2, 39-3, 39-5, 39-6

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b.	determine sums and differences, using various models; and	9-17, 28-32, 34-39, 45	26-2 to 26-4, 27-1, 27-2, 28-1, 28-2, 29-1 to 29-3, 30-1, 30-2, 31-1, 32-1, 32-2, 32-4, 34-1, 34-2, 35-1, 36-1 to 36-6, 47-1, 47-2, 48-1, 48-3, 48-4, 48-5
c.	create and solve single-step and two-step practical problems involving addition and subtraction.	9, 10, 13, 14, 16, 20-23, 28-39	26-1, 28-1, 28-4, 29-2, 30-1, 32-1, 34-2, 36-1, 36-5, 36-6, 39-1, 40-1, 41-1, 42-1, 42-2, 47-2, 48-1
MEASUREMENT AND GEOMETRY			
2.7	The student will		
a.	count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and	52	22-1, 23-1
b.	use the cent symbol, dollar symbol, and decimal point to write a value of money.	53	24-1
2.8	The student will estimate and measure		
a.	length to the nearest inch;	54, 55, 57	19-1, 19-3, 19-4, 19-8
b.	weight to the nearest pound.		20-3
2.9	The student will tell and write time to the nearest five minutes, using analog and digital clocks.	51	18-1, 18-4, 18-5
2.10	The student will		
a.	determine past and future days of the week; and	50	17-1
b.	identify specific days and dates on a given calendar.	50	17-1
2.11	The student will read the temperature to the nearest 10 degrees.		
2.12	The student will		
a.	draw a line of symmetry in a figure; and		43-1
b.	identify and create figures with at least one line of symmetry.		43-1
2.13	The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).	46-48	13-1, 14-1, 15-1
PROBABILITY AND STATISTICS			
2.14	The student will use data from probability experiments to predict outcomes when the experiment is repeated.	63	21-1
2.15	The student will		
a.	collect, organize, and represent data in pictographs and bar graphs; and	64	
b.	read and interpret data represented in pictographs and bar graphs.	64	38-1, 38-3
PATTERNS, FUNCTIONS, AND ALGEBRA			
2.16	The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.	8	2-1, 9-1

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2.17	The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.	21	