



Math Teachers Press, Inc.

4850 Park Glen Road, Minneapolis, MN 55416
 phone (800) 852-2435 fax (952) 546-7502

Indiana Academic Standards for Mathematics Correlated to *Moving with Math* CONNECTIONS Grade 2

		Lesson Plan/Student Activity Page	Skill Builders
2.NS	NUMBER SENSE		
1.	Count by ones, two, five, tens, and hundreds up to at least 1,000 from any given number.	78, 79, 80, 82, 83, 91, 93, 94, 95	10-2, 46-1
2.	Read and write numbers to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	29, 30, 38, 39, 40, 82, 86, 87, 88, 92, 93, 155, 156, 222-225	4-1, 4-2, 4-4, 11-1, 11-3, 11-4, 11-5, 45-1, 45-2
3.	Plot and compare whole numbers up to 1,000 on a number line.	41, 78	46-1
4.	Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.	43	7-1
5.	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).	84	9-3
6.	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones). Understand that 100 can be thought of as a group of ten tens - called a "hundred." Understand that 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, 95, 222, 223, 224	45-1, 45-2
7.	Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.		45-3
2.CA	COMPUTATION AND ALGEBRAIC THINKING		
1.	Add and subtract fluently within 100.	157-159, 163-172, 174, 179-181, 183-194, 196-198	27-4, 27-6, 28-5, 29-6, 29-7, 30-1, 31-1, 32-1, 32-2, 32-3, 34-1, 36-1, 36-2

		Lesson Plan/Student Activity Page	Skill Builders
2.	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.	137, 148, 158, 160, 165, 168, 169, 173, 180, 185, 188, 189, 190, 191, 233	28-7, 29-13, 39-4, 40-1, 41-1, 42-1
3.	Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem).		19-5
4.	Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting 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.	229-232	32-5, 36-4, 36-5
5.	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 groups.	235	50-4
6.	Show that the order in which two numbers are added (commutative property) and how the numbers grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.	56, 147	26-1
7.	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.		
2.G	GEOMETRY		
1.	Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.	3-5, 7, 17-19	1-1, 13-1, 14-1
2.	Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.	4, 5, 6, 9, 17, 18	
3.	Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.	7, 15, 16, 21	44-2, 44-3
4.	Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.	123	
5.	Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.	205-208	25-1, 25-5
2.M	MEASUREMENT		

		Lesson Plan/Student Activity Page	Skill Builders
1.	Describe the relationship among inch, foot, and yard. Describe the relationship between centimeter and meter.	119, 121	
2.	Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.	118, 119, 120, 121	19-2, 19-5
3.	Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen.	117	
4.	Estimate and measure volume (capacity) using cup and pints.	125	20-1
5.	Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.	104-107	18-2, 18-4
6.	Describe relationships of time, including: seconds in a minute, minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.	101, 103	17-1
7.	Find the value of a collection of pennies, nickels, dimes, quarters and dollars.	108-111, 114	22-1, 23-1, 24-1
2.DA	DATA ANALYSIS		
1.	Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take apart, and compare problems using information presented in the graphs.	22, 23, 24, 45	38-1