



Math Teachers Press, Inc.

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LOUISIANA GRADE LEVEL EXPECTATIONS TO MOVING WITH MATH® *EXTENSIONS* GRADE 2

		Student Book	Skill Builders
NUMBER AND NUMBER RELATIONS			
1.	Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E)	5, 6, 19, 25-30	4-1, 5-1, 5-2, 8-1
2.	Model the concepts of thirds, fourths, fifths and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E)		41-1, 42-1
3.	Make reasonable estimates of the number of objects in a collection with fewer than 10 objects (N-2-E)	T.G. p. 3	46-1, 47-1, 48-1, 48-2
4.	count and write the value of amounts of money up to \$1.00 using ¢ and \$ (N-2-E) (N-6-E) (M-2-E) (M-5-E)	56-60	1-1, 2-1, 3-1, 7-1, 9-1
5.	Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)	1-4, 7, 20	
6.	From a given number, count forward and backward and count to 100 by 2's (N-3-E) (N-1-E) (N-4-E)	8, 11, 15, 17, 21, 23, 34, 41, 47, 50	5-2, 6-1, 16-2, 19-1, 30-1
7.	Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) (N-6-E) (N-7-E) (N-8-E) (N-9-E)	16, 35, 36	16-3, 18-2, 19-2
8.	Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E)	9, 12, 13, 31, 32, 37-40	15-1, 16-1, 27-1, 28-1, 29-1, 29-2
9.	Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E)	10, 14, 42-46, 48, 49, 51-53	17-1, 20-1, 21-1, 21-2, 22-1 to 22-3, 23-1, 24-1 to 24-4, 25-1 to 25-3, 26-2 to 26-4
10.	Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)		24-4, 29-3
11.	Use the concept of one-to-several correspondence to trade single items for a greater quantity of items with unequal value (1 nickel for 5 pennies, 1 dime for 2 nickels) (N-9-E)	T.G. p. 6, 51-53	26-1

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ALGEBRA			
12.	Use number sentences to represent real-life problems involving addition and subtraction (A-1-E) (A-2-E) (A-2-E)	9, 13, 16-18, 37, 38, 40	29-1, 29-2
13.	Find the missing number in an equation involving addition or subtraction (e.g., $\# + 4 = 7$, $8 - \# = 3$) (A-2-E) (N-4-E)	T.G. p. 10	16-4
MEASUREMENT			
14.	Measure and appropriately label measures of length and perimeter (i.e., inch, centimeter, foot), capacity (i.e., cup, quart, liter), and weight/mass (i.e., pound, kilogram) (M-1-E)	61	50-1
15.	Read a thermometer in degrees Fahrenheit and Celsius and interpret the temperature (M-1-E)		49-4
16.	Tell time to the nearest 5 minutes, and identify the time one hour before or after a given time (M-1-E) (M-3-E)	54-55	49-1 to 49-3
17.	Select and use appropriate tools and units to measure length, time, capacity, and weight (e.g., scales for pounds and kilograms; rulers for inches and centimeters; measuring containers for cup, quarts, and liters) (M-2-E)	55, 61	50-1
18.	Use non-standard units to cover a given region (M-2-E)	T.G. p. 61	
19.	Estimate length in standard units (inch, foot, and centimeter) (M-3-E)	61, T.G. p. 61	50-2
20.	Compare units within the same system (inch is shorter than a foot, minute is shorter than an hour, day is shorter than a month, cp holds less than a quart) (M-3-E)		
GEOMETRY			
21.	Compare and contrast 3-dimensional shapes (i.e., sphere, cube, cylinder, cone, prism, pyramid) according to their attributes (e.g., number of faces, shape of faces) (G-2-E)		37-2, 38-2, 39-2, 40-2
22.	Identify a reduction or enlargement of a given shape (G-2-E)	63, T.G. p. 63	37-2, 38-2, 39-2, 40-2, 43-1, 44-1, 45-1
23.	Identify congruent 3-dimensional solids in a variety of positions and orientations (G-3-E) (G-4-E) (G-2-E)		
24.	Identify and draw horizontal and vertical line segments (G-5-E)		
DATA ANALYSIS, PROBABILITY, AND DISCRETE MATH			
25.	Collect and organize data using observations, surveys, and experiments (D-1-E)	62	50-1
26.	Construct and read line plots and tables (D-2-E)		
27.	Interpret pictographs in which each picture represents more than one object (D-2-E)		50-1
28.	Generate questions that can be answered by collecting and analyzing data (D-3-E)		

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29.	Solve logic problems involving two sets by using elementary set logic (i.e., <i>and</i> , <i>or</i> , and <i>is/is not</i> statements) (D-3-E)		
PATTERNS, RELATIONS, AND FUNCTIONS			
30.	Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E)	24, 33	18-1, 30-1 to 30-3
31.	Recognize, extend, create, and explain patterns that involve simple rotations or size changes with geometric objects (P-1-E) (P-2-E)		14-1
32.	Recognize and apply patterns in problem solving in other content areas and real-life situations (P-3-E) (N-9-E)		