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Nebraska Academic Standards Correlated to *Moving with Math Foundations A Grade 2*

		A1 *Number Sense* Student Book Skill Builders (SB)	A2 *Addition & Subtraction* Student Book Skill Builders (SB)	A3 *Fractions, Geometry & Measurement* Student Book Skill Builders (SB)
MA 2.1.	**Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA 2.1.1	**Number System**			
	Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.			
MA 2.1.1.a	Read and write numbers 0 -1,000 (e.g., count numbers from 400 - 500; write numbers from 400 - 500)	29, 45, 49, 70, 71, 72, 78 **SB:** 8-9, 46-1, 46-2		
MA 2.1.1.b	Count by multiples of 2 up to 100	55 **SB:** 10-2		
MA 2.1.1.c	Count backwards from 20 - 0	**SB:** 10-7		
MA 2.1.1.d	Connect number words to the quantities they represent 0 - 100	30, 45 **SB:** 4-1, 4-2		
MA 2.1.1.e	Demonstrate multiple equivalent representations for numbers 1 - 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)	75 **SB:** 45-2		
MA 2.1.1.f	Compare and order whole numbers 0 - 1,000	37, 48, 63 **SB:** 8-1, 8-2, 8-11		
MA 2.1.1.g	Demonstrate relative position of whole numbers 0 - 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)	76		
MA 2.1.1.h	Use visual models to represent fractions of one-half as a part of a whole			62, 63 **SB:** 25-1

MA 2.1.2	**Operations**			
	Students will demonstrate the meaning of addition and subtraction with whole numbers.			
MA 2.1.2.a	Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if 2 + 3 = 5 then 5 - 3 = 2)		17, 18, 31 **SB:** 28-3, 29-1	
MA 2.1.2.b	Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if 3 + ___= 7, then 7 - 3 = ___)		33 **SB:** 28-13	
MA 2.1.3	**Computation**			
	Students will compute fluently and accurately using appropriate strategies and tools.			
MA 2.1.3.a	Fluently add whole number facts with sums to 20		10, 27 **SB:** 27-4, 27-6	
MA 2.1.3.b	Fluently subtract whole number facts with differences from 20		23, 30 **SB:** 29-3, 29-4	
MA 2.1.3.c	Add and subtract three-digit whole numbers with regrouping		71, 72 **SB:** 32-7	
MA 2.1.3.d	Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)		4, 5, 9, 14, 25, 26 **SB:** 26-3, 26-7, 28-2, 29-2	
MA 2.1.4	**Estimation**			
	Students will estimate and check reasonableness of answers using appropriate strategies and tools.			
MA 2.1.4.a	Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results		45, 69 **SB:** 39-4	
MA 2.1.4.b	Estimate the number of objects in a group	65, 66		
MA 2.2	**Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA2.2.1	**Characteristics**			

	Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.			
MA 2.2.1.a	Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)			3-5 **SB:** 13-1
MA 2.2.1.b	Determine if two shapes are congruent			10 **SB:** 44-1, 44-4
MA 2.2.1.c	Compare two-dimensional shapes (e.g., trapezoid, parallelogram)			3 **SB:** 13-1
MA 2.2.1.d	Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)			16-18 **SB:** 14-1, 14-2
MA 2.2.2	**Coordinate Geometry**			
	Students will describe direction on a positive number line.			
MA 2.2.2.a	Identify numbers using location on a vertical number line			77 **SB:** 38-6
MA 2.2.2.b	Compare whole numbers using location on a horizontal number line	46		
MA 2.2.2.c	Identify the direction moved for adding and subtracting using a horizontal number line		14, 22, 24 **SB:** 27-2, 29-2	
MA 2.2.3	**Transformations**			
	Students will identify lines of symmetry.			
MA 2.2.3.a	Identify lines of symmetry in two-dimensional shapes			9
MA 2.2.3.b	Draw line of symmetry in two-dimensional shapes			**SB:** 43-1
MA 2.2.4	**Spatial Modeling**			
	Students will create two-dimensional shapes.			
MA 2.2.4.a	Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)			13
MA 2.2.5	**Measurement**			
	Students will measure using standard units, time and money.			
MA 2.2.5.a	Count mixed coins to $1.00			32, 34 **SB:** 22-4, 23-1
MA 2.2.5.b	Identify time to 5 minute intervals			26 **SB:** 18-3

MA 2.2.5.c	Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)			23-25, 28, 50, 52 **SB:** 18-8, 19-3, 19-4, 19-7
MA 2.2.5.d	Measure length using feet and yards			51
MA2.25.e	Compare and order objects using inches, feet and yards.			**SB:** 19-7
MA 2.3	**Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA 2.3.1	**Relationships**			
	Students will identify, describe, and extend relationships.			
MA 2.3.1.a	Create and describe patterns using concrete and pictorial representations	12, 17 **SB:** 2-1		
MA 2.3.2	**Modeling in Context**			
	Students will use objects, pictures, and symbols as models to represent mathematical situations.			
MA 2.3.2.a	Model situations that involve the addition and subtraction of whole numbers 0 - 100, using objects and number lines		22, 24, 49, 50, 55, 60 **SB:** 27-2, 32-1, 34-2, 36-1	
MA 2.3.2.b	Describe and model quantitative change involving addition (e.g., a student grew 2 inches)			15 **SB:** 9-11
MA 2.3.3	**Procedures**			
	Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.			
MA 2.3.3.a	Use symbolic representations of the commutative property of addition (e.g., 2 + 3 = ___ + 2)		7 **SB:** 26-1	
MA 2.4	**Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**			
MA 2.4.1	**Display and Analysis**			

	Students will organize, display, compare, and interpret data.				
MA 2.4.1.a	Represent data using pictographs				73
MA 2.4.1.b	Interpret data using pictographs (e.g., more; 2 less; 12 altogether)	33 **SB:** 38-2			73 **SB:** 38-8
MA 2.4.2	**Predictions and Inferences**				
	Mastery not expected at this level.				
MA 2.4.3	**Probability**				
	Mastery not expected at this level.				