Math Teachers Press, Inc.

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

Nebraska Mathematics Standards Correlated to
Moving with Math Connections Grade 2

		Student Book	Skill Builders
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)	87, 93, 225	
MA 2.1.1.b	Count by multiples of 2 up to 100	83	10-2
MA 2.1.1.c	Count backwards from 20 - 0	32 (T.G.)	
MA 2.1.1.d	Connect number words to the quantities they represent 0 - 100	82	
MA 2.1.1.e	Demonstrate multiple equivalent representations for numbers 1 - 1000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)	92 (T.G.)	
MA 2.1.1.f	Compare and order whole numbers 0 - 1,000	89	3-1, 8-3, 9-1, 45-3
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)	90	
MA 2.1.1.h	Use visual models to represent fractions of one-half as a part of a whole	205, 206	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)	138	28-4
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 = ___)	144	28-7, 28-8, 29-8
MA 2.1.3	**Computation**		
	Students will compute fluently and accurately using appropriate strategies and tools.		

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MA A 2.1.3.a	Fluently add whole number facts with sums to 20	135	26-6, 27-4, 27-6
MA 2.1.3.b	Fluently subtract whole number facts with differences from 20	146	28-5, 29-6, 29-7
MA 2.1.3.c	Add and subtract three-digit whole numbers with regrouping	230, 232	36-5
MA 2.1.3.d	use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)	52	48-8
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	145, 160, 173, 182	
MA 2.1.4.b	Estimate the number of objects in a group	85	8-2
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.**		
MA 2.2.1	**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	
MA 2.2.1.b	Determine if two shapes are congruent	10, 11	44-1
MA 2.2.1.c	Compare two-dimensional shapes (e.g., trapezoid, parallelogram)	3, 7	
MA 2.2.1.d	Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)	17-19	14-1
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	228	38-2
MA 2.2.2.b	Compare whole numbers using location on a horizontal number line	41	
MA 2.2.2.c	Identify the direction moved for adding and subtracting using a horizontal number line	157, 179	26-2, 29-1
MA 2.2.3	**Transformations**		
	Students will identify lines of symmetry.		
MA 2.2.3.a	Identify lines of symmetry in two-dimensional shapes	8	

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MA 2.2.3.b	Draw a line of symmetry in two-dimensional shapes	8 (T.G.)	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)	5 (T.G.)	
MA 2.2.5	**Measurement**		
	Students will measure using standard units, time and money.		
MA 2.2.5.a	Count mixed coins up to $1.00	108-110	22-1, 23-1
MA 2.2.5.b	Identify time to 5 minute intervals	104, 105	18-2
MA 2.2.5.c	Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)	115, 118, 124, 125	19-2, 20-1
MA 2.2.5.d	Measure length using feet and yards	119	
MA 2.2.5.e	Compare and order objects using inches, feet and yards	119 (T.G.)	
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	13, 14	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	157, 159, 165, 179, 181, 185	27-1
MA 2.3.2.b	Describe and model quantitative change involving addition (e.g., a student grew 2 inches)		
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)	56	

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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	22	38-1
MA 2.4.1.b	Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)	22	
MA 2.4.2	**Predictions and Inferences**		
	Mastery not expected at this level.		
MA 2.4.3	**Probability**		
	Mastery not expected at this level.		