



Math Teachers Press, Inc.

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NEVADA MATHEMATICS STANDARDS CORRELATED TO *MOVING WITH MATH®* *EXTENSIONS GRADE 2*

		Student Book	Skill Builders
1.0	NUMBERS, NUMBER SENSE, AND COMPUTATION		
	Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.		
	Place Value		
1.2.1	Identify, use, and model place value positions of 1's, 10's and 100's.	26, 28, 30	5-1
	<ul style="list-style-type: none"> Identify the value of a given digit in the 1's, 10's and 100's place. 	27, 28	
	Fractions		
1.2.2	Identify equal parts of a whole.	64	41-1
	<ul style="list-style-type: none"> Identify and model the unit fractions $\frac{1}{2}$ and $\frac{1}{4}$ as equal parts of a whole or sets of objects. 	64	41-1
	Comparing and Ordering		
1.2.3	Read, write, compare, and order numbers from 0-999.	7	1-1, 5-2, 6-1
	<ul style="list-style-type: none"> Identify ordinal positions first to twentieth. Read and write number words to 20. Create, compare, and describe sets of objects and numbers from 0-999 as greater than, less than, or equal to ($>$, $<$, $=$). 	22 1, 6 4	13-1 1-1, 7-1 9-1
	Counting		
1.2.4	Use number patterns to skip count.	23	30-1
	Facts		
1.2.5	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts.	16, 31-36	18-2, 19-2
	<ul style="list-style-type: none"> Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts. 	35, 36	18-2, 19-2
	Estimating and Estimation Strategies		

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1.2.6	Estimate the number of objects in a set to 20 and verify by counting.	25	
	Computation		
1.2.7	Add and subtract one- and two-digit numbers without regrouping.	10, 11, 14, 15, 41-44, 47-49	16-1 to 16-4, 19-1, 20-1, 25-1
	Solving Problems and Number Theory		
1.2.8	Generate and solve one-step addition and subtraction problems based on practical situations.	9, 13, 17, 18	27-1, 28-1, 29-1, 29-2
	<ul style="list-style-type: none"> Model addition and subtraction in a variety of ways using pictorial representations and symbols to illustrate subtraction of sets, comparison of sets, and missing addends. 	9-12, 14-16, 40	17-1
	^a Reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction and equality.	10, 14	27-1, 28-1
2.0	PATTERNS, FUNCTIONS, AND ALGEBRA		
	Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.		
	Patterns		
2.2.1	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives.	24	14-1
	<ul style="list-style-type: none"> Use patterns and their extensions to solve problems. 		
	Variables and Unknowns		
2.2.2	Model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction.	38	16-4
	Number Sentences, Expressions, and Polynomials		
2.2.3	Complete number sentences with the appropriate words and symbols (+, -, =).	17, 18	29-1
	<ul style="list-style-type: none"> Represent mathematical situations using numbers, symbols, and words. 	10-18	27-1, 28-1
	Comparison, Estimation, and Conversion		
3.2.1	Compare, order, and describe objects by various measurable attributes for length, weight, and temperature.		10-1, 11-1, 12-1
	Precision in Measurements		
3.2.2	Compare objects to standard whole units to find objects that are greater than, less than, and/or equal to a given unit.		

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3.0	MEASUREMENT		
	Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.		
	Money		
3.2.4	Determine the value of any given set of coins.	56-59	47-1
	<ul style="list-style-type: none"> Use decimals to show money amounts. 	60	48-2
	<ul style="list-style-type: none"> Recognize equivalent combinations of coins. 	56, 58, 59	47-1
	Time		
3.2.6	Read time to the nearest half hour and quarter hour.	54, 55	49-2
	<ul style="list-style-type: none"> Use elapsed time in one hour increments, beginning on the hour to determine start, end, and elapsed time. 		
	<ul style="list-style-type: none"> Recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day. 		
4.0	SPATIAL RELATIONSHIPS, GEOMETRY AND LOGIC		
	Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.		
	Two-Dimensional Shapes		
4.2.1	Describe, sketch, and compare two-dimensional shapes regardless of orientation.	62, 63	37-1
	Congruence, Similarity, and Transformations		
4.2.2	Identify congruent and similar shapes (circles, triangles, and rectangles including squares).	63	43-1
	Coordinate Geometry and Lines of Symmetry		
4.2.3	Identify figures with symmetry as they appear in the environment.		41-2
	Three-Dimensional Figures		
4.2.4	Identify, name, sort, and describe two- and three-dimensional geometric figures and objects including circle/sphere and square/cube.		37-2
	Logic		
4.2.9	Sort and classify objects by two or more attributes.	5 (T.G.)	
5.0	DATA ANALYSIS		

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	Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.		
	Data Collection and Organization		
5.2.1	Collect, record, and classify data in response to questions posed by teacher and/or students.		50-3
	<ul style="list-style-type: none"> Use tables, pictographs, and bar graphs to represent data. 		50-2
	Experimental and Theoretical Probability		
5.2.5	Use informal concepts of probability (certain and impossible) to make predictions about future events.		50-3
	PROBLEM SOLVING		
	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts in order to:		
	- Formulate their own problems		
	- Find solutions to problems from everyday situations		
	- Develop and apply strategies to solve a variety of problems		
	- Integrate mathematical reasoning, communication and connections		
	<ul style="list-style-type: none"> Apply previous experience and knowledge to new problem solving situations 	33, 34	22-1
	<ul style="list-style-type: none"> Explain and verify results with respect to the original problem 	37 (T.G.)	
	<ul style="list-style-type: none"> Try more than one strategy when the first strategy proves to be unproductive 	38 (T.G.)	
	<ul style="list-style-type: none"> Use technology, including calculators, to develop mathematical concepts 	36 (T.G.)	
	MATHEMATICAL COMMUNICATION		
	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing in order to		
	- Translate information into mathematical language and symbols		
	- Process information mathematically		
	- Present results in written, oral, and visual formats		
	- Discuss and exchange ideas about mathematics as a part of learning		
	- Read a variety of fiction and nonfiction texts to learn about mathematics		

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- Use mathematical notation to communicate and explain problems		
• Use inquiry techniques to solve mathematical problems	throughout	
• Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas	throughout	
• Identify and translate key words and phrases that imply mathematical operation	9, 39, 40	27-1, 28-1, 29-2
• Use everyday language, both orally and in writing to communicate strategies and solutions to mathematical problems	throughout	
MATHEMATICAL REASONING		
Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas in order to:		
- Reinforce and extend their logical reasoning abilities		
- Reflect on, clarify, and justify their thinking		
- Ask questions to extend their thinking		
- Use patterns and relationships to analyze mathematical situations		
- Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
• Draw logical conclusions about mathematical problems	40	
• Discuss the steps used to solve a mathematical problem	37, 38	
• Justify and explain the solution to problems using physical models.	37, 38	
MATHEMATICAL CONNECTIONS		
Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole in order to:		
- Link new concepts to prior knowledge		
- Identify relationships between content strands		
- Integrate mathematics with other disciplines		
- Allow the flexibility to approach problems in a variety of ways within and beyond the field of mathematics		
• Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science		50-2
• Identify mathematics used in everyday life.	37, 38, 57	27-1, 28-1, 50-2