



# Math Teachers Press, Inc.

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

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## VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO MOVING WITH MATH EXTENSIONS GRADE 2

		Student Book	Skill Builders
<b>NUMBER AND NUMBER SENSE</b>			
<b>2.1</b>	The student will		
<b>a.</b>	read, write, and identify the place value of each digit in a three-digit numeral, using numeration models;	28, 30	5-1, 7-2
<b>b.</b>	round two-digit numbers to the nearest ten; and		
<b>c.</b>	compare two whole numbers between 0 and 999, using symbols ( $>$ , $<$ , or $=$ ) and words ( <i>greater than</i> , <i>less than</i> , or <i>equal to</i> ).	3, 4	9-1
<b>2.2</b>	The student will		
<b>a.</b>	identify the ordinal positions first through twentieth, using an ordered set of objects; and	22	13-1
<b>b.</b>	write the ordinal numbers.	22	
<b>2.3</b>	The student will		
<b>a.</b>	identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;	64	41-1, 42-1
<b>b.</b>	write the fractions; and		41-1, 42-1
<b>c.</b>	compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.		
<b>2.4</b>	The student will		
<b>a.</b>	count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10;	19, 23	30-1
<b>b.</b>	count backward by tens from 100; and		
<b>c.</b>	recognize even and odd numbers.	23 (T.G.)	30-2
<b>COMPUTATION AND ESTIMATION</b>			
<b>2.5</b>	The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.	33, 35, 36	18-2, 19-2
<b>2.6</b>	The student, given two whole numbers whose sum is 99 or less, will		
<b>a.</b>	estimate the sum; and		24-4
<b>b.</b>	find the sum, using various methods of calculation.	41-46	20-1, 21-2, 22-1
<b>2.7</b>	The student, given two whole numbers, each of which is 99 or less, will		
<b>a.</b>	estimate the difference; and		29-3
<b>b.</b>	find the difference, using various methods of calculation.	47-53	25-1, 25-2

		<b>Student Book</b>	<b>Skill Builders</b>
<b>2.8</b>	The student will create and solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, bar graphs, and bar graphs.		
<b>2.9</b>	The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.	16	16-3
<b>MEASUREMENT</b>			
<b>2.10</b>	The student will		
<b>a.</b>	count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and	58	48-1
<b>b.</b>	correctly use the cent symbol (¢), dollar symbol (\$), and decimal point (.).	60	48-2
<b>2.11</b>	The student will estimate and measure		
<b>a.</b>	length to the nearest centimeter and inch;	61	50-1
<b>b.</b>	weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and		
<b>c.</b>	liquid volume in cups, pints, quarts, gallons, and liters.		
<b>2.12</b>	The student will tell and write time to the nearest five minutes, using analog and digital clocks.	54, 55	49-2
<b>2.13</b>	The student will		
<b>a.</b>	determine past and future days of the week; and		
<b>b.</b>	identify specific days and dates on a given calendar.		
<b>2.14</b>	The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.		49-4
<b>GEOMETRY</b>			
<b>2.15</b>	The student will		
<b>a.</b>	draw a line of symmetry in a figure; and		41-2, 42-2
<b>b.</b>	identify and create figures with at least one line of symmetry		
<b>2.16</b>	The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).		
<b>PROBABILITY AND STATISTICS</b>			
<b>2.17</b>	The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.		
<b>2.18</b>	The student will use data from experiments to predict outcomes when the experiment is repeated.		50-3
<b>2.19</b>	The student will analyze data displayed in picture graphs, pictographs, and bar graphs.		29-1, 50-2
<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>			
<b>2.20</b>	The student will identify, create, and extend a wide variety of patterns.	24	14-1

		<b>Student Book</b>	<b>Skill Builders</b>
<b>2.21</b>	The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences.	39, 40	27-1, 28-1
<b>2.22</b>	The student will demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol $\neq$ indicates that quantities are not equivalent.	17, 18	