



# Math Teachers Press, Inc.

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## VIRGINIA MATHEMATICS STANDARDS OF LEARNING CORRELATED TO MOVING WITH MATH FOUNDATIONS LEVEL A - GRADE 2

		<b>A1 Number Sense Student Book Skill Builders (SB)</b>	<b>A2 Addition &amp; Subtraction Student Book Skill Builders (SB)</b>	<b>A3 Fractions, Geometry &amp; Measurement Student Book Skill Builders (SB)</b>
<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;	70, 73, 74, 78 <b>SB:</b> 45-1, 46-2		
<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, less than, or equal to</i> ).	37, 48, 63 <b>SB:</b> 6-2, 8-1, 8-2		
<b>2.2</b>	The student will			
<b>a.</b>	identify the ordinal positions first through twentieth, using an ordered set of objects; and	39, 40 <b>SB:</b> 7-1		
<b>b.</b>	write the ordinal numbers.			
<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;			62-64, 66 <b>SB:</b> 25-1, 25-2, 25-3
<b>b.</b>	write the fractions; and			<b>SB:</b> 25-1, 25-2, 25-5
<b>c.</b>	compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.			65
<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;	53-56 <b>SB:</b> 10-1, 10-2		
<b>b.</b>	count backward by tens from 100; and	<b>SB:</b> 10-7		
<b>c.</b>	recognize even and odd numbers.	57 <b>SB:</b> 9-4		
<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.		25-28, 34, 36 <b>SB:</b> 27-6, 29-4	
<b>2.6</b>	The student, given two whole numbers whose sum is 99 or less, will			
<b>a.</b>	estimate the sum; and		45, 69 <b>SB:</b> 39-4	
<b>b.</b>	find the sum, using various methods of calculation.		45, 53, 54 <b>SB:</b> 30-1, 30-3	
<b>2.7</b>	The student, given two whole numbers, each of which is 99 or less, will			

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<b>a.</b>	estimate the difference; and		25, 69	
<b>b.</b>	find the difference, using various methods of calculation.		56-58 <b>SB:</b> 34-1, 34-2	
<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, and bar graphs.		63, 64 <b>SB:</b> 32-2, 42-4	
<b>2.9</b>	The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.		17, 18, 23, 31 <b>SB:</b> 29-1, 29-6	
	<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			34, 36 <b>SB:</b> 22-4, 23-1, 24-1
<b>b.</b>	correctly use the cent symbol (¢), dollar symbol (\$), and decimal point (.)			67 <b>SB:</b> 23-2
<b>2.11</b>	The student will estimate and measure			
<b>a.</b>	length to the nearest centimeter and inch;			49, 50, 52 <b>SB:</b> 19-3, 19-4
<b>b.</b>	weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and			60, 61 <b>SB:</b> 20-2, 20-4
<b>c.</b>	liquid volume in cups, pints, quarts, gallons, and liters.			58, 59 <b>SB:</b> 20-1
<b>2.12</b>	The student will tell and write time to the nearest five minutes, using analog and digital clocks.			25, 26 <b>SB:</b> 18-3
<b>2.13</b>	The student will			

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<b>a.</b>	determine past and future days of the week; and	6		
<b>b.</b>	identify specific days and dates on a given calendar.	6, 7 <b>SB:</b> 17-1		
<b>2.14</b>	The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.			28 <b>SB:</b> 18-8
<b>GEOMETRY</b>				
<b>2.15</b>	The student will			
<b>a.</b>	draw a line of symmetry in a figure; and			9 <b>SB:</b> 43-1
<b>b.</b>	identify and create figures with at least one line of symmetry.			9 <b>SB:</b> 43-1
<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).			19-21 <b>SB:</b> 15-1
<b>PROBABILITY AND STATISTICS</b>				
<b>2.17</b>	The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.		21 (T.G.)	
<b>2.18</b>	The student will use data from experiments to predict outcomes when the experiment is repeated.			70 <b>SB:</b> 21-1, 21-5
<b>2.19</b>	The student will analyze data displayed in picture graphs, pictographs, and bar graphs.	34 <b>SB:</b> 38-2, 38-3		73-75 <b>SB:</b> 38-8
<b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>				
<b>2.20</b>	The student will identify, create, and extend a wide variety of patterns.	12, 17, 52 <b>SB:</b> 2-1, 9-1, 9-2		
<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.		33, 43-45 <b>SB:</b> 28-13, 42-1, 42-3	
<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.		12, 24 <b>SB:</b> 28-16	