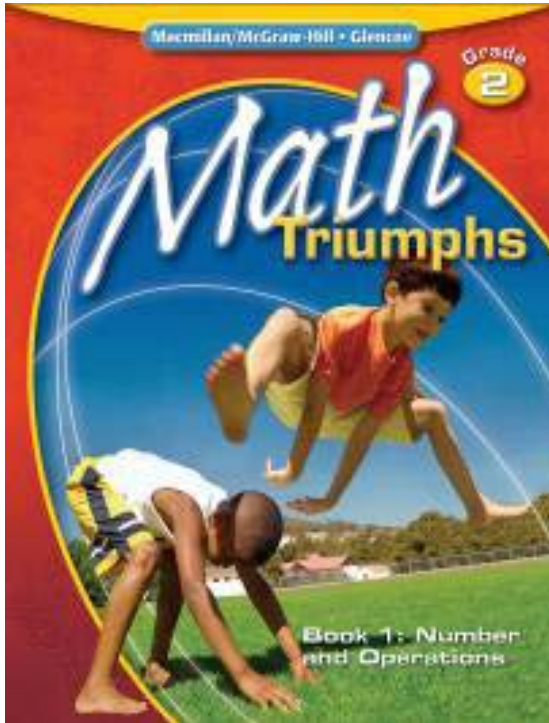


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Second Grade Mathematics
Grade Level Content
Expectations



Math
Triumphs

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STANDARDS	PAGE REFERENCES
NUMBER AND OPERATIONS	
Count, write, and order numbers	
<p>N.ME.02.01 Count to 1000 by 1's, 10's and 100's starting from any number in the sequence.</p> <p>G2-FP4C/G2-FP6C</p>	<p>Student Edition: 35-36, 39-40 <i>Key Concept</i> 33, 37, 71 <i>Problem-Solving Practice</i> 73 <i>Step-by-Step Practice</i> 34</p> <p>Teacher Edition: AE 34; CRM A16-A17, A31-A35; ELS 37, 71; GP 73; PSP 73; T 37; UM 35</p>

Codes used for Teacher Edition pages are the initial caps of headings on that page.

Correlation codes beginning with "G2" refer to the Focal Point. Full descriptions of the Focal Points are located in the front matter of all *Math Triumphs* © 2009 Teacher Editions.

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STANDARDS	PAGE REFERENCES
<p>N.ME.02.02 Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent.</p> <p>G2-FP1/G2-FP4C</p>	<p>Student Edition: 73-74, 83-84 <i>Example 72</i> <i>Key Concept 71, 75, 81</i> <i>Progress Check 79</i> <i>Step-by-Step Practice 76</i></p> <p>Teacher Edition: A 84; AE 76; ATGI 73; CRM A20-A23, A52-A60; I 71; IS 72; T 81; UM 73, 77</p>
<p>N.ME.02.03 Compare and order numbers to 1000; use the symbols > and <.</p> <p>G2-FP1/G2-FP6C</p>	<p>Student Edition: 101-102, 105-106, 111-112, 115-116, 121-122, 125-126 <i>Chapter Test 131</i> <i>Key Concept 99, 103, 109, 113, 119, 123</i> <i>Step-by-Step Practice 100, 104, 110, 114, 120, 124</i></p> <p>Teacher Edition: A 116; AA 131; AE 100, 110, 124; ATGI 111, 115; CRM A74-A97; ELS 99, 103; IS 114; MCN 104; T 99, 109, 113, 119, 123; UM 111, 115, 125</p>
<p>N.ME.02.04 Count orally by 3's and 4's starting with 0, and by 2's, 5's, and 10's starting from any whole number.*</p> <p>G2-FP1/G2-FP4C/G2-FP6C</p>	<p>Student Edition: <i>Example 194</i> <i>Key Concept 193</i> <i>Step-by-Step Practice 28, 38</i></p> <p>Teacher Edition: A 30, 36, 40; ELS 27, 33; GP 29; IS 28; MC 40; MCN 28, 38; T 193; UM 29</p>

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STANDARDS	PAGE REFERENCES
Understand place value	
<p>N.ME.02.05 Express numbers through 999 using place value, e.g., 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials.*</p> <p>G2-FP1/G2-FP4C/G2-FP6C</p>	<p>Student Edition: 57-58, 73-74 <i>Key Concept</i> 51, 61, 65, 71 <i>Problem-Solving Practice</i> 53, 57, 67 <i>Progress Check</i> 79 <i>Step-by-Step Practice</i> 52, 62, 66, 71</p> <p>Teacher Edition: A 54, 58, 68, 74; AE 72; ELS 51, 71; IS 52, 66; MC 68, 74; MCN 72; PSP 53, 57, 67; UM 53, 57, 67</p>
Add and subtract whole numbers	
<p>N.FL.02.06 Decompose 100 into addition pairs, e.g., $99 + 1$, $98 + 2$...</p> <p>G2-FP1/G2-FP6C</p>	<p>Student Edition: <i>Problem-Solving Practice</i> 233</p> <p>Teacher Edition: UM 233</p>
<p>N.MR.02.07 Find the distance between numbers on the number line, e.g., how far is 79 from 26?</p> <p>G2-FP2</p>	<p>Student Edition: 143-144 <i>Example</i> 158 <i>Key Concept</i> 157, 231 <i>Step-by-Step Practice</i> 158</p> <p>Teacher Edition: AE 158; CRM A118-A119, A125</p>
<p>N.MR.02.08 Find missing values in open sentences, e.g., $42 + \underline{\quad} = 57$; use relationship between addition and subtraction.</p> <p>G2-FP2</p>	<p>Student Edition: <i>Example</i> 168 <i>Key Concept</i> 167 <i>Problem Solving Practice</i> 169 <i>Step-by-Step Practice</i> 168</p> <p>Teacher Edition: PSP 169; MC 238; T 167</p>

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STANDARDS	PAGE REFERENCES
<p>N.MR.02.09 <i>Given a contextual situation that involves addition and subtraction using numbers through 99: model using objects or pictures; explain in words; record using numbers and symbols; solve.*</i></p> <p>G2-FP2/G2-FP4C</p>	<p>Student Edition: <i>Problem-Solving Practice</i> 143, 149, 169, 185, 195, 205 <i>Progress Check</i> 197 <i>Writing in Math</i> 144, 150, 182, 196, 206</p> <p>Teacher Edition: CRM A112; PSP 143, 149, 169, 185, 195, 205; UM 185</p>
<p>N.FL.02.10 <i>Add .fluently two numbers through 99, using strategies including formal algorithms; subtract .fluently two numbers through 99.*</i></p> <p>G2-FP2</p>	<p>Student Edition: 181-182, 191-192, 198, 205-206, 223-224, 243-244 <i>Key Concept</i> 179, 189, 203, 221, 241 <i>Step-by-Step Practice</i> 180, 190, 204, 222, 242</p> <p>Teacher Edition: A 182, 192, 224; AE 180, 222; CRM A137, A142-A145, A171-A173; IS 190; T 179, 189, 203, 221</p>
<p>N.FL.02.11 <i>Estimate the sum of two numbers with three digits.*</i></p> <p>G2-FP2</p>	<p>Estimating sums with two digits can be used to show sums of three digit estimation.</p> <p>Student Edition: 199-202</p>
<p>N.FL.02.12 Calculate mentally sums and differences involving: three-digit numbers and ones; three-digit numbers and tens; three-digit numbers and hundreds.</p> <p>G2-FP2</p>	<p>Student Edition: 233-234, 237-238 <i>Example</i> 236 <i>Key Concept</i> 235 <i>Step-by-Step Practice</i> 236</p> <p>Teacher Edition: AE 236; I 235; MCN 236</p>

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STANDARDS	PAGE REFERENCES
Understand meaning of multiplication and division	
<p>N.MR.02.13 Understand multiplication as the result of counting the total number of objects in a set of equal groups, e.g., 3×5 gives the number of objects in 3 groups of 5 objects, or $3 \times 5 = 5 + 5 + 5 = 15$.</p> <p>G2-FP2</p>	<p>Repeated addition is introduced on the following pages.</p> <p>Student Edition: 195-196</p> <p><i>Example 194</i> <i>Key Concept 193</i> <i>Problem-Solving Practice 195</i> <i>Step-by-Step Practice 194</i></p> <p>Teacher Edition: CRM A147; ELS 193; IS 194; MC 196; PSP 195; T 193; UM 195</p>
<p>N.MR.02.14 Represent multiplication using area and array models.</p> <p>G2-FP2</p>	<p>Teacher Edition: UM 195</p>
<p>N.MR.02.15 Understand division (\div) as another way of expressing multiplication, using fact families within the 5×5 multiplication table; emphasize that division “undoes” multiplication, e.g., $2 \times 3 = 6$ can be rewritten as $6 \div 2 = 3$ or $6 \div 3 = 2$.</p> <p>G2-FP2</p>	<p>The following activity can be used during classroom discussion to introduce this standard.</p> <p>Teacher Edition: MC 196</p>
<p>N.MR.02.16 <i>Given a situation involving groups of equal size or of sharing equally, represent with objects, words, and symbols; solve.*</i></p> <p>G2-FP2</p>	<p>Student Edition: <i>Problem-Solving Practice 195</i> <i>Writing in Math 196</i></p> <p>Teacher Edition: PSP 195</p>
<p>N.MR.02.17 <i>Develop strategies for .fluently multiplying numbers up to 5×5.*</i></p> <p>G2-FP2</p>	<p>The following activity can be used during classroom discussion to introduce this standard.</p> <p>Teacher Edition: UM 195 (multiplication strategy)</p>

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STANDARDS	PAGE REFERENCES
Work with unit fractions	
<p>N.ME.02.18 Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ by folding strips.</p> <p>G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>N.ME.02.19 Recognize, name, and write commonly used fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$.</p> <p>G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>N.ME.02.20 Place 0 and halves, e.g., $\frac{1}{2}$, $1\frac{1}{2}$, $2\frac{1}{2}$, on the number line; relate to a ruler.</p> <p>G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>N.ME.02.21 For unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p> <p>G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>N.ME.02.22 Recognize that fractions such as $\frac{2}{2}$, $\frac{3}{3}$, and $\frac{4}{4}$ are equal to the whole (one).</p> <p>G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>

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STANDARDS	PAGE REFERENCES
MEASUREMENT	
Measure, add, and subtract length	
<p>M.UN.02.01 Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit and using abbreviations: cm, m, in, ft, yd.</p> <p>G2-FP3/G2-FP5C</p>	<p>Student Edition: 307-308, 310, 334 <i>Key Concept</i> 301, 305, 315, 321 <i>Step-by-Step Practice</i> 302, 306, 316, 322</p> <p>Teacher Edition: A 304, 308, 318, 324; CRM A225-A231, A236-A241, A249, A251; ELS 321; IS 302, 322; T 305; UM 323</p>
<p>M.PS.02.02 Compare lengths; add and subtract lengths (no conversion of units).</p> <p>G2-FP2/G2-FP5C</p>	<p>Student Edition: 333 <i>Key Concept</i> 329 <i>Problem-Solving Practice</i> 331 <i>Step-by-Step Practice</i> 330</p> <p>Teacher Edition: AE 330; CRM A242-A243, A248, A250; ELS 329; IS 330; PSP 331; UM 331</p>
Understand the concept of area	
<p>M.UN.02.03 Measure area using non-standard units to the nearest whole unit.</p> <p>G2-FP3/G2-FP5C</p>	<p>Student Edition: <i>Key Concept</i> 343 <i>Problem-Solving Practice</i> 345 <i>Step-by-Step Practice</i> 344</p> <p>Teacher Edition: CRM A255, A257-A260, A263; PSP 345</p>
<p>M.TE.02.04 Find the area of a rectangle with whole number side lengths by covering with unit squares and counting, or by using a grid of unit squares; write the area as a product.</p> <p>G2-FP3/G2-FP5C</p>	<p>Student Edition: <i>Step-by-Step Practice</i> 364</p>

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STANDARDS	PAGE REFERENCES
Tell time and solve time problems	
<p>M.UN.02.05 Using both A.M. and P.M., tell and write time from the clock face in 5 minute intervals and from digital clocks to the minute; include reading time: 9:15 as nine-.fifteen and 9:50 as nine-fifty. Interpret time both as minutes after the hour and minutes before the next hour, e.g., 8:50 as eight-.fifty and ten to nine. Show times by drawing hands on clock face.</p> <p>G2-FP3/G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>M.UN.02.06 Use the concept of duration of time, e.g., determine what time it will be half an hour from 10:15.</p> <p>G2-FP3/G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
Record, add and subtract money	
<p>M.UN.02.07 Read and write amounts of money using decimal notations, e.g., \$1.15.</p> <p>G2-FP3/G2-FP5C</p>	<p>This concept can be introduced using the following pages.</p> <p>Student Edition: <i>Problem-Solving Practice 73</i></p> <p>Teacher Edition: PSP 73; UM 185, 237</p>
<p>M.PS.02.08 Add and subtract money in mixed units, e.g., \$2.50 + 60 cents and \$5.75 - \$3, but not \$2.50 + \$3.10.</p> <p>G2-FP4C/G2-FP6C</p>	<p>Student Edition: <i>Problem-Solving Practice 73</i></p> <p>Teacher Edition: PSP 73; UM 185, 237</p>
Read thermometers	
<p>M.UN.02.09 Read temperature using the scale on a thermometer in degrees Fahrenheit.</p> <p>G2-FP4C/G2-FP6C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>

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STANDARDS	PAGE REFERENCES
Solve measurement problems	
<p>M.PS.02.10 Solve simple word problems involving length and money.</p> <p>G2-FP4C/G2-FP6C/G2-FP3/G2-FP5C</p>	<p>Student Edition: 41, 46 <i>Problem-Solving Practice</i> 57, 73, 261, 265, 275, 289 <i>Writing in Math</i> 36, 40, 84, 265</p> <p>Teacher Edition: IS 38; PSP 57, 73, 261, 265, 275, 289</p>
<p>M.TE.02.11 Determine perimeters of rectangles and triangles by adding lengths of sides, recognizing the meaning of perimeter.*</p> <p>G2-FP3C, G2-FP4, G2-FP5C</p>	<p>Student Edition: <i>Could be introduced with:</i> <i>Compare Sizes</i> 367-368</p> <p>Teacher Edition: AE 368; T 367</p>
GEOMETRY	
Identify and describe shapes	
<p>G.GS.02.01 Identify, describe, and compare familiar two-dimensional and three-dimensional shapes, such as triangles, rectangles, squares, circles, semi-circles, spheres, and rectangular prisms.</p> <p>G2-FP5C</p>	<p>Student Edition: 357, 359-362, 365-366, 369-370 <i>Examples</i> 358, 364, 368 <i>Get Ready</i> 342 <i>Key Concept</i> 357, 363, 367 <i>Step-by-Step Practice</i> 358, 364, 368 <i>Test Practice</i> 381 #1</p> <p>Teacher Edition: A 360, 366, 370; AE 358, 364; ATGI 359, 369; ELS 343, 357, 363; IS 358, 368; T 357, 364, 368</p>

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STANDARDS	PAGE REFERENCES
<p>G.GS.02.02 Explore and predict the results of putting together and taking apart two-dimensional and three-dimensional shapes.</p> <p>G2-FP5C</p>	<p>Student Edition: 345-346, 349-350, 355-356, 373-374 <i>Examples</i> 344, 348, 354 <i>Key Concept</i> 343, 347, 353, 371 <i>Problem-Solving Practice</i> 345, 349, 355 <i>Step-by-Step Practice</i> 344, 348, 354</p> <p>Teacher Edition: A 346; AE 344, 348; CRM A255-A256, A258; IS 344; PSP 345, 349, 355; T 343, 347, 353</p>
<p>G.GS.02.04 Distinguish between curves and straight lines and between curved surfaces and flat surfaces.</p> <p>G2-FP5C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>G.SR.02.05 Classify familiar plane and solid objects, e.g., square, rectangle, rhombus, cube, pyramid, prism, cone, cylinder, and sphere, by common attributes such as shape, size, color, roundness, or number of corners and explain which attributes are being used for classification.</p> <p>G2-FP5C</p>	<p>Student Edition: 357-358 <i>Get Ready</i> 342 <i>Key Concept</i> 357 <i>Vocabulary</i> 347</p> <p>Teacher Edition: I 347; T 357</p>
<p>G.TR.02.06 Recognize that shapes that have been slid, turned, or flipped are the same shape, e.g., a square rotated 45° is still a square.</p> <p>G2-FP5C</p>	<p>Student Edition: 360</p> <p>Teacher Edition: CRM A268, A270; IS 358</p>

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STANDARDS	PAGE REFERENCES
Use coordinate systems	
<p>G.LO.02.07 Find and name locations using simple coordinate systems such as maps and first quadrant grids.</p> <p>G2-FP5C</p>	<p>Student Edition: 283, 285-286, 292, 294, 296, 298</p> <p><i>Example 284</i> <i>Key Concept 283</i> <i>Problem-Solving Practice 285</i> <i>Progress Check 291 #3</i> <i>Step-by-Step Practice 284</i></p> <p>Teacher Edition: A 286; AE 284; CRM A213-A216; ELS 283; I 283; IS 284; PSP 285; T 283</p>
DATA AND PROBABILITY	
Create, interpret, and solve problems involving pictographs	
<p>D.RE.02.01 Make pictographs using a scale representation, using scales where symbols equal more than one.</p> <p>G2-FP1/G2-FP4C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>D.RE.02.02 Read and interpret pictographs with scales, using scale factors of 2 and 3.</p> <p>G2-FP4C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>
<p>D.RE.02.03 Solve problems using information in pictographs; include scales such as each represents 2 apples; avoid cases.</p> <p>G2-FP4C</p>	<p>This standard falls outside the scope of <i>Math Triumphs Grade 2</i> © 2009.</p>

**revised expectations in italics*