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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: 323-324 Mid-Chapter Test 325-326 Chapter Test 337-338</p> <p>Teacher Edition: CCL 309G; CP 311; FMC 323A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 3-4, 5-6, A1-A2</p> <p>Teacher Guide: T3-T4, T5-T6, A3-A4</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 the *Math Connects* Teacher Edition.

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: 315-316, 319-320 Chapter Review 338 #14-16 Game Time 322 Mid-Chapter Check 325</p> <p>Teacher Edition: CP 311; FMC 315A, 319A, 323A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 3-4, 5-6, 7-8, 11-12, 15-16, 17-18, 21-22, A1-A2, A5-A6</p> <p>Teacher Guide: T3-T4, T5-T6, T7-T8, T11-T12, T15-T16, T17-T18, T21-T22, A3-A4, A7-A8</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: 35-36, 329-330, 331-332 Chapter Review 48 #15-18, 338 Extra Practice 37 Spiral Review 70 #19-22 Test Practice 339 #5</p> <p>Teacher Edition: CCL 13H(H), 309H(H); FMC 35A, 329A, 331A; 5MC 333A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 17-18</p> <p>Teacher Guide: T17-T18</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: 39-40, 43-44, 208 #9, 211-212, 310 #11, 470, 475-476 Chapter Review 48 #20-21 Spiral Review 70 #27-28</p> <p>Teacher Edition: A 212; DI 475B(AL); FMC 43A, 475A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 5-6, A1-A2</p> <p>Teacher Guide: T5-T6, A3-A4</p>

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: 17-20, 21-22, 313-314, 315-316, 319-320, 323-324 Chapter Review 47 #6-7, 337 Game Time 322 Mid-Chapter Check 31, 325 #3-4 Problem Solving 45-46 Spiral Review 32 CS8</p> <p>Teacher Edition: CCL 13G(R), 309H(S); FMC 17A, 21A, 313A, 315A, 319A, 323A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 3-4, 7-8, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, A5-A6</p> <p>Teacher Guide: T3-T4, T7-T8, T11-T12, T13-T14, T15-T16, T17-T18, T19-T20, T21-T22, A7-A8</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: 43-44 (with teacher assistance) Test Practice 50 #8</p> <p>Teacher Edition: FMC 43A</p> <p>Michigan Map for Success: Lesson 1 (MI 21 – MI 22)</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: 57-58, 87-88 Chapter Review 79 #4, 109 #4-5 Spiral Review 96 #18-21 Test Practice 81 #4, 111 #2</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 53-54, 55-56</p> <p>Teacher Guide: T53-T54, T55-T56</p>

STANDARDS	PAGE REFERENCES
<p>N.MR.02.08 Find missing values in open sentences, e.g., $42 + \quad = 57$; use relationship between addition and subtraction.</p> <p>G2-FP2</p>	<p>Student Edition: 101-102, 174 #8 H.O.T. Problems 56, 72, 90</p> <p>Teacher Edition: FMC 101A; 5MC 103A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 35-36, 39-40, 45-46, 47-48, 49-50, 55-56, 57-58, 59-60</p> <p>Teacher Guide: T35-T36, T39-T40, T45-T46, T47-T48, T49-T50, T55-T56, T57-T58, T59-T60</p>
<p>N.MR.02.09 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.</p> <p>G2-FP2/G2-FP4C</p>	<p>Student Edition: 175 Data File 74, 92 H.O.T. Problems 90, 158, 182 Problem Solving 77-78, 80, 107-108, 110, 148, 150, 169-170, 201-202 Problem-Solving Investigation 75-76, 106-107 Problem-Solving Strategy 61-62, 93-94, 186-187 Start Smart #2 Test Practice 82 #9, #12, 112 #12</p> <p>Teacher Edition: CCL 51H(R), 83H(R), 143G(S)</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 35-36, 37-38, 39-40, 41-42, 46, 47-48, 49-50, 51-52, 55-56, 58, 59-60, 61-62, A22</p> <p>Teacher Guide: T35-T36, T37-T38, T39-T40, T41-T42, T45-T46, T47-T48, T49-T50, T51-T52, T55-T56, T57-T58, T59-T60, T61-T62, A23-A24</p>

STANDARDS	PAGE REFERENCES
<p>N.FL.02.10 Add fluently two numbers through 99, using strategies including formal algorithms; subtract .fluently two numbers through 99.</p> <p>G2-FP2</p>	<p>Student Edition: 57-58, 63-64, 71-72, 87-88, 89-90, 91-92, 103-104, 144, 147-148, 149-150, 157-158, 176, 179-180, 189-190, 191-192</p> <p>Extra Practice 65, 161 Mid-Chapter Check 69 Problem Solving 77-78, 107-108, 169-170 Spiral Review 188 Test Practice 111 #6, 112 #8, 173-174</p> <p>Teacher Edition: CCL 51G(SS)(S), 51H(R), 83H(R), 143G(S); FMC 57A, 63A, 71A, 87A, 89A, 91A, 103A, 147A, 149A, 157A, 189A, 190A</p> <p>Impact Mathematics Grade 2 Student Edition: 35-36, 39-40, 45-46, 47-48, 49-50, 55-56, 57-58, 59-60 Teacher Guide: T35-T36, T39-T40, T45-T46, T47-T48, T49-T50, T55-T56, T57-T58, T59-T60</p>
<p>N.FL.02.11 Estimate the sum of two numbers with three digits.</p> <p>G2-FP2</p>	<p>Student Edition: 447-448 Mid-Chapter Check 449 Spiral Review 450</p> <p>Teacher Edition: FMC 447A</p> <p>Impact Mathematics Grade 2 Student Edition: 47, 51-52, A18 Teacher Guide: T47, T51-T52, A19-A20</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: 439-440, 441-442, 443-444, 451-452, 453-454, 457-458 Chapter Review 466 Mid-Chapter Check 449 Extra Practice 455 Game 456 Spiral Review 463 TP 467-468</p> <p>Teacher Edition: FMC 441A, 443A, 451A</p>

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>Student Edition: 473-474, 475-476, 479-480 Chapter Review 495 Extra Practice 483 Mid-Chapter Check 485 Problem Solving 493-494 Problem-Solving Investigation 491-492 Problem-Solving Strategy 477-478 CS11-CS12</p> <p>Teacher Edition: A 480; BMV 473A; CCL 469G(A), 469H(H); FMC 475A, 479A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: A26</p> <p>Teacher Guide: A27-A28</p>
<p>N.MR.02.14 Represent multiplication using area and array models.</p> <p>G2-FP2</p>	<p>Student Edition: 481-482 Chapter Review 495 Game 484 Mid-Chapter Check 485</p> <p>Teacher Edition: FMC 481A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: A26</p> <p>Teacher Guide: A27-A28</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>Student Edition: 487-488, 489-490 Looking Ahead LA3-LA4, LA5-LA6 Problem Solving 493-494</p> <p>Teacher Edition: BMV 487A; FMC LA3A, LA5A</p>

STANDARDS	PAGE REFERENCES
<p>N.MR.02.16 Given a situation involving groups of equal size or of sharing equally, represent with objects, words, and symbols; solve.</p> <p>G2-FP2</p>	<p>Student Edition: 475-476, 479-480, 489-490 Chapter Review 496 #10-13 Extra Practice 483 Looking Ahead LA3-LA4 Mid-Chapter Check 485 #1 Test Practice 497-498</p> <p>Teacher Edition: BMV 475A; FMC 475A, 479A, 489A, LA3A</p>
<p>N.MR.02.17 Develop strategies for .fluently multiplying numbers up to 5 x 5.</p> <p>G2-FP2</p>	<p>Student Edition: 473-474, 475-476, 479-480, 481-482 Problem-Solving Strategy 477-478 CS11-CS12</p> <p>Teacher Edition: CP 471; FMC 475A, 479A, 481A</p>
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>Student Edition: 280, 283-284, 285-286 Chapter Review 305 Extra Practice 295 Game Time 296 Mid-Chapter Check 291 Problem-Solving Project P7-P10, P11-P14</p> <p>Teacher Edition: CCL 279H(SS); CP 281; FMC 283A; 5MC 285A</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>Student Edition: 283-284, 285-286, 287-288, 289-290, 301-302, 303-304 Chapter Review 305 Game Time 296 Mid-Chapter Check 291 Problem-Solving Project P7-P10, P11-P14, P15-P16 Test Practice 307-308</p> <p>Teacher Edition: CCL 279G(M); CP 281; FMC 283A, 285A, 297A</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>Student Edition: 283-284, LA9-LA10</p> <p>Teacher Edition: FMC 283A</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 283-284, 293-294</p> <p>Teacher Edition: FMC 283A, 293A</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>Student Edition: 289-290 Chapter Review 305 Mid-Chapter Check 291</p> <p>Teacher Edition: FMC 289A</p>
<p>MEASUREMENT</p>	
<p>Measure, add, and subtract length</p>	
<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: 381-382, 387-388, 391-392, 393-394 Mid-Chapter Review 389 Chapter Review 401 #5-6 Extra Practice 383 Test Practice 403</p> <p>Teacher Edition: CCL 375G(A)(LA), 375H(H); CP 377; FMC 381A, 387A, 391A; 5MC 395A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 63-64, 69-70, 71-72, 79-80, A30</p> <p>Teacher Guide: T63-T64, T69-T70, T71-T72, T79-T80, A31-A32</p>
<p>M.PS.02.02 Compare lengths; add and subtract lengths (no conversion of units).</p> <p>G2-FP2/G2-FP5C</p>	<p>Teacher Edition: CP 377</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 65-66, 67-68, 75-76, 77-78, 79-80, 81-82, A30</p> <p>Teacher Guide: T65-T66, T67-T68, T75-T76, T77-T78, T79-T80, T81-T82, A31-A32</p>

STANDARDS	PAGE REFERENCES
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: 395-396 Chapter Review 402 Problem-Solving Project P17 Test Practice 404 #12</p> <p>Teacher Edition: DI 395B; 5MC 397A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 65-66, 67-68, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, A30</p> <p>Teacher Guide: T65-T66, T67-T68, T71-T72, T73-T74, T75-T76, T77-T78, T79-T80, T81-T82, A31-A32</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: 395-396 Test Practice 404 #12</p> <p>Teacher Edition: LU 395A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: A26</p> <p>Teacher Guide: A37-A28</p>
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>Student Edition: 242, 253-254, 259-260, 261-262 Chapter Review 275-276 Game Time 264 Mid-Chapter Check 257 Test Practice 277 #1, 278 #8</p> <p>Teacher Edition: BMV 259A; CCL 241G(SS), 253B(ELL); CP 243; DI 261B; FMC 259A; 5MC 255A</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 249-252 Problem-Solving Investigation 271-272 Problem-Solving Project P4 Problem-Solving Strategy 255-256 Test Practice 277 #4</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>Student Edition: 223-226 Game 228 Problem-Solving Project P5, P8 CS9-CS10</p> <p>Teacher Edition: CCL 207G(R)(LA): CP 209; FMC 223A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 23-24, 25-26, 27-28, 29-30, 31-32, A9-A10</p> <p>Teacher Guide: T23-T24, T25-T26, T27-T28, T29-T30, T31-T32, A11-A12</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: 229-230, 231-232 Problem Solving 235-236 Problem-Solving Investigation 328 #4 Problem-Solving Project P8</p> <p>Teacher Edition: CP 209; FMC 229A, 231A; LU 219A</p> <p>Michigan Map for Success: Lesson 2 (MI 23 – MI 25)</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>Student Edition: 245-248, 265-266, 267-268 Mid-Chapter Check 257 Problem Solving 276 Test Practice 277-278</p> <p>Teacher Edition: BMV 245A; CP 243</p>

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: Data File 226, 380 H.O.T. Problems 394 Problem Solving 230, 232, 235-236, 238, 382, 392 Problem-Solving Investigation 233-234 Problem-Solving Project P8 Test Practice 239-240</p> <p>Teacher Edition: CP 209</p> <p>Impact Mathematics Grade 2 Student Edition: 25-26, 28, 29-30, 31-32, 48 #16, 49, 52, 79-80, 82, A9-A10 Teacher Guide: T25-T26, T27-T28, T29-T30, T31-T32, T49-T52, T79-T80, T81-T82, A11-A12</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>Michigan Map for Success: Lesson 3 (MI 26 – MI 28)</p>

STANDARDS	PAGE REFERENCES
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: 345-346, 351-352, 360-361, 369-370 Mid-Chapter Review 355 Chapter Review 371 Problem Solving 269-270 Problem-Solving Project P7-P10 Test Practice 373-374</p> <p>Teacher Edition: CCL 341H(S); CP 343; FMC 345A, 351A; 5MC 347A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 83-84, 85-86, 87-88, 89-90, 91-92, A33-A34, A37-A38</p> <p>Teacher Guide: T83-T84, T85-T86, T87-T88, T89-T90, T91-T92, A35-A36, A39-A40</p>
<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: 341, 361-362 Chapter Review 372 Test Practice 374 #5</p> <p>Teacher Edition: CCL 341G(R)(A); CP 343; FMC 361A</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 95-96, 97-98, 102, A37-A38</p> <p>Teacher Guide: T95-T96, T97-T98, A39-A40</p>

STANDARDS	PAGE REFERENCES
<p>G.GS.02.04 Distinguish between curves and straight lines and between curved surfaces and flat surfaces.</p> <p>G2-FP5C</p>	<p>Student Edition: 347-348 Start Smart 9-10 Extra Practice 349 Game 350</p> <p>Teacher Edition: BMV 351A; CP 343; DI 351B(ELL); RMV 359A; T 347</p> <p>Impact Mathematics Grade 2 Student Edition: 85-86, 87-88 Teacher Guide: T85-T86, T87-T88</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: 347-348, 357-358 Game Time 350 Start Smart 9-10 Test Practice 373</p> <p>Teacher Edition: CP 343; FMC 347A, 357A</p> <p>Impact Mathematics Grade 2 Student Edition: 85-86, 87-88, 89-90, 91-92, A33-A34 Teacher Guide: T85-T86, T87-T88, T89-T90, T91-T92, A35-A36</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: CS6 Problem Solving 201-202</p> <p>Teacher Edition: CP 343</p> <p>Impact Mathematics Grade 2 Student Edition: 99-100, 101-102 Teacher Guide: T99-T100, T101-T102</p>

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: 365-366, 367-368</p> <p>Teacher Edition: FMC 367A</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>Student Edition: 119-120 Spiral Review 326 CS1-CS2</p> <p>Teacher Edition: CCL 113H(A); FMC 119A; 5MC 121A</p> <p>Teacher Resource: Skill Practice 12</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 49-50, 52</p> <p>Teacher Guide: T49-T50, T51-T52</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>Student Edition: 119-120, 121-122 Concepts and Skills Bank CS1-CS2 Spiral Review 326 Test Practice 173 #1</p> <p>Teacher Edition: FMC 119A, 121A</p> <p>Teacher Resource: Skill Practice 12</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 119-120, 121-122 Concepts and Skills Bank CS1-CS2 Spiral Review 326 Test Practice 173 #1</p> <p>Teacher Resource: Skill Practice 12</p> <p>Impact Mathematics Grade 2</p> <p>Student Edition: 49</p>