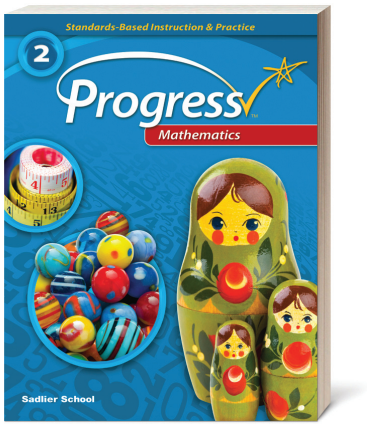
SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to

Ohio's Learning Standards

Mathematics | 2017

Grade 2

Contents

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Operations and Algebraic Thinking 2.OA

Standards		Sadlier *Progress Mathematics*, Grade 2	
Represent and solve problems involving addition and subtraction.			
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. See Table 1, page 95.	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17
		Lesson 2	**Problem Solving: Subtraction**—pp. 18–25
Add and subtract within 20.			
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.	**Lesson 3**	**Addition and Subtraction Facts to 20** (fluency)—pp. 26–33
Work with equal groups of objects to gain foundations for multiplication.			
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	**Lesson 4**	**Odd and Even Numbers**—pp. 34–41
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	**Lesson 5**	**Arrays**—pp. 42–55

Number and Operations in Base Ten 2.NBT

Standards		Sadlier *Progress Mathematics*, Grade 2	
Understand place value.			
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:		
	a. 100 can be thought of as a bundle of ten tens — called a "hundred."	**Lesson 6**	**Place Value: Hundreds, Tens, and Ones**—pp. 56–63

Number and Operations in Base Ten 2.NBT

Standards		Sadlier *Progress Mathematics*, Grade 2	
	b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	**Lesson 6**	**Place Value: Hundreds, Tens, and Ones**—pp. 56–63
2.NBT.2	Count forward and backward within 1,000 by ones, tens, and hundreds starting at any number; skip-count by 5s starting at any multiple of 5.	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71
2.NBT.3	Read and write numbers to 1,000 using base-ten numerals, number names, expanded form, and equivalent representations, e.g., 716 is 700 + 10 + 6, or 6 + 700 + 10, or 6 ones and 71 tens, etc.	**Lesson 8**	**Read and Write Numbers to 1,000**—pp. 72–79
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	**Lesson 9**	**Compare Numbers**—pp. 80–87
Use place value understanding and properties of operations to add and subtract.			
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Lesson 10**	**Add Two-Digit Numbers**—pp. 88–95
		Lesson 11	**Subtract Two-Digit Numbers**—pp. 96–103
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	**Lesson 12**	**Add More than Two Numbers**—pp. 104–111
2.NBT.7	Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, hundreds are added or subtracted from hundreds, tens are added or subtracted from tens, ones are added or subtracted from ones; and sometimes it is necessary to compose or decompose tens or hundreds.	**Lesson 13**	**Add Three-Digit Numbers within 1,000**—pp. 112–119
		Lesson 14	**Subtract Three- Digit Numbers within 1,000**—pp. 120–127
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	**Lesson 15**	**Mentally Add and Subtract 10 or 100**—pp. 128–145
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.	**Lesson 10**	**Add Two-Digit Numbers**—pp. 88–95
		Lesson 11	**Subtract Two-Digit Numbers**—pp. 96–103

Measurement and Data 2.MD

Standards		Sadlier *Progress Mathematics*, Grade 2	
Measure and estimate lengths in standard units.			
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Lesson 16**	**Measure Length: Inches and Feet**—pp. 146–153
		Lesson 17	**Measure Length: Centimeters and Meters**—pp. 154–161
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	**Lesson 18**	**Use Different Units to Measure Length**—pp. 162–169
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	**Lesson 19**	**Estimate Length**—pp. 170–177
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	**Lesson 20**	**Compare Lengths**—pp. 178–185
Relate addition and subtraction to length.			
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same whole number units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	**Lesson 21**	**Add and Subtract Lengths**—pp. 186–193
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.	**Lesson 22**	**Number Line Diagrams**—pp. 194–201
Work with time and money.			
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**Lesson 23**	**Tell and Write Time**—pp. 202–209
2.MD.8	Solve problems with money.		
	a. Identify nickels and quarters by name and value.	**Lesson 24**	**Money**—pp. 210–217
	b. Find the value of a collection of quarters, dimes, nickels, and pennies.	**Lesson 24**	**Money**—pp. 210–217

Measurement and Data 2.MD

Standards		Sadlier *Progress Mathematics*, Grade 2	
	c. Solve word problems by adding and subtracting within 100, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation).	**Lesson 24**	**Money**—pp. 210–217
Represent and interpret data.			
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by creating a line plot, where the horizontal scale is marked off in whole-number units.	**Lesson 25**	**Line Plots**—pp. 218–225
2.MD.10	Organize, represent, and interpret data with up to four categories; complete picture graphs when single-unit scales are provided; complete bar graphs when single-unit scales are provided; solve simple put-together, take-apart, and compare problems in a graph. See Table 1, page 95.	**Lesson 26**	**Picture Graphs**—pp. 226–233
		Lesson 27	**Bar Graphs**—pp. 234–247

Geometry 2.G

Standards		Sadlier *Progress Mathematics*, Grade 2	
Reason with shapes and their attributes.			
2.G.1	Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.	**Lesson 28**	**Identify and Draw Shapes**—pp. 248–255
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Lesson 29**	**Partition Rectangles into Same-Size**—pp. 256–263
2.G.3	Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words *halves, thirds,* or *fourths* and *quarters*, and use the phrases *half of*, *third of*, or *fourth of* and *quarter of*. Describe the whole as two halves, three thirds, or four fourths in real-world contexts. Recognize that equal shares of identical wholes need not have the same shape.	**Lesson 30**	**Equal Shares**—pp. 264–271