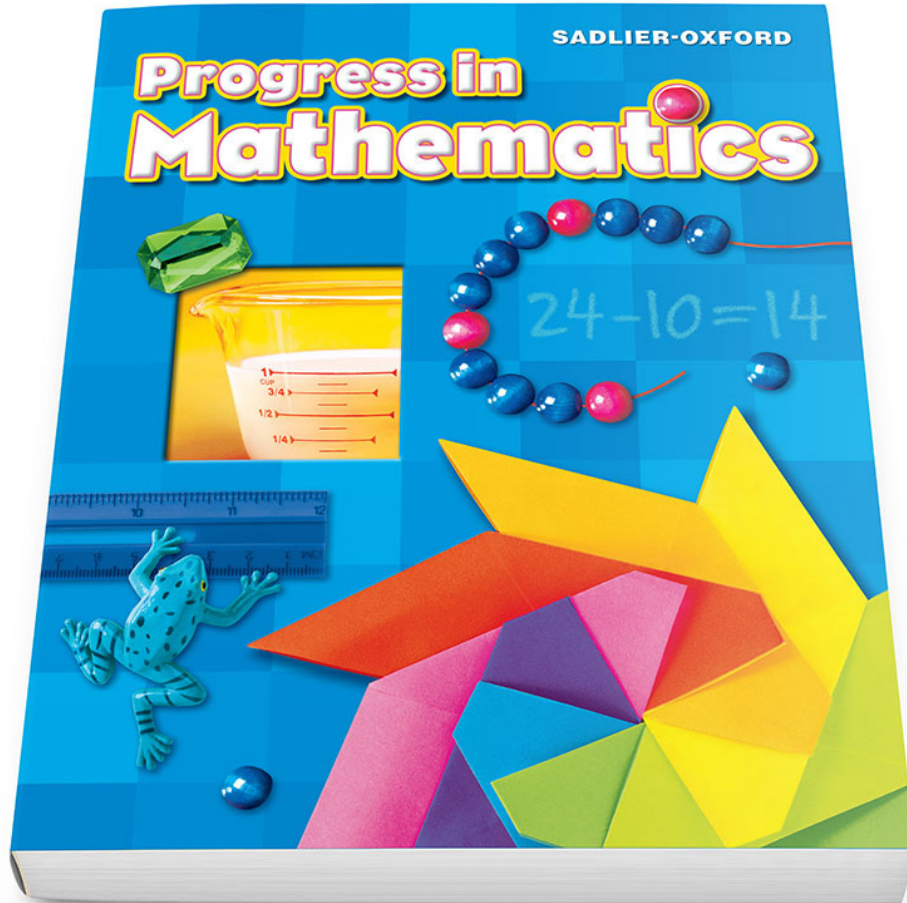# *Progress in Mathematics*

Correlation to the New York State Next Generation Mathematics Learning Standards (2017)

Grade 2

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NY-2.OA   OPERATIONS AND ALGEBRAIC THINKING

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2

Represent and solve problems involving addition and subtraction.

NY-2.OA.1

NY-2.OA.1a Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.	**Chapter 1 Addition and Subtraction Facts** 1-1 Addition Concepts—pp. 3–4 1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6 1-7 Doubles Facts—pp. 17–18 *1-11A Add or Subtract to Compare—Online *1-16B Writing a Number Sentence—Online *1-18A Use a Bar Model—Online 1-19 Fact Patterns—pp. 45–46 **Chapter 4 Addition: Two-Digit Numbers** 4-1 Add Ones and Tens—pp. 155–156 4-2 Mental Math Addition—pp. 157–158 4-4 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 161–162 4-6 Regroup Ones as Tens—pp. 165–166 *4-6A Mental Math: Add Two-Digit Numbers— Online *4-6B Mental Math: Use Comparisons—Online 4-9 Three Addends—pp. 173–174 **Chapter 5 Subtraction: Two-Digit Numbers** 5-2 Mental Math Subtraction—pp. 197–198 5-3 Ways to Make Numbers—pp. 199–200 5-4 Regroup Tens as Ones: Use Models—pp. 201–202 5-5 Regroup Tens as Ones: Model and Record— pp. 203–204 5-10 Subtraction Practice—pp. 215–216 5-11 Chain Operations—pp. 217–218 5-13 Choose the Method—p. 223–224 5-14 Mixed Practice—pp. 225–22

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NY-2.OA — OPERATIONS AND ALGEBRAIC THINKING

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2
NY-2.OA.1b Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.	**Chapter 1 Addition and Subtraction Facts** *1-20A Two-Step Problems—Online **Chapter 4 Addition: Two-Digit Numbers** 4-12 Problem Solving Strategy: Use More Than One Step—pp. 181–182 **Chapter 11 Measurement** *11-18A Solve Two-Step Problems—Online

Add and subtract within 20.

NY-2.OA.2

NY-2.OA.2a Fluently add and subtract within 20 using mental strategies. Strategies could include: • counting on; • making ten; • decomposing a number leading to a ten; • using the relationship between addition and subtraction; and • creating equivalent but easier or known sums. Note: Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.	**Skills Update** Addition Facts to 10—p. A Subtraction Facts to 10—p. B **Chapter 1 Addition and Subtraction Facts** 1-1 Addition Concepts—pp. 3–4 1-3 Related Addition Facts—pp. 7–8 1-4 Count On to Add—pp. 9–10 1-5 Extend Facts to 20—pp. 11–12 1-6 Make 10 to Add—pp. 15–16 1-8 Doubles + 1, Doubles –1—pp. 19–20 1-9 Three Addends—pp. 21–22 1-10 Four Addends—pp. 23–24 1-12 Count Back to Subtract—pp. 29–30 1-13 Related Subtraction Facts—pp. 31–32 1-14 Relate Addition and Subtraction—pp. 33–34 *1-14A Think Addition to Subtract—Online 1-15 Use Addition to Check—pp. 35–36 1-16 Count Up to Subtract—pp. 39–40 *1-16A Make 10 to Subtract—Online *1-16B Writing a Number Sentence—Online 1-17 Fact Families—pp. 41–42 1-18 Missing Addends—pp. 43–44 *1-18A Use a Bar Model—Online 1-19 Fact Patterns—pp. 45–46

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NY-2.OA   OPERATIONS AND ALGEBRAIC THINKING

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2
NY-2.OA.2b Know from memory all sums within 20 of two one-digit numbers.	**Skills Update** Addition Facts to 10—p. A **Chapter 1 Addition and Subtraction Facts** 1-3 Related Addition Facts—pp. 7–8 1-4 Count On to Add—pp. 9–10 1-5 Extend Facts to 20—pp. 11–12 1-6 Make 10 to Add—pp. 15–16 1-8 Doubles + 1, Doubles –1—pp. 19–20 1-17 Fact Families—pp. 41–42 1-18 Missing Addends—pp. 43–44 1-19 Fact Patterns—pp. 45–46

Work with equal groups of objects to gain foundations for multiplication.

NY-2.OA.3

NY-2.OA.3a 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 2's.	**Chapter 2 Place Value to 100** *2-12A Model Even and Odd—Online 2-13 Even and Odd Numbers—pp. 93–94
NY-2.OA.3b Write an equation to express an even number as a sum of two equal addends.	**Chapter 2 Place Value to 100** *2-12A Model Even and Odd—Online
NY-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.	**Chapter 12 Multiplication and Division** *12-1A Use an Array Model—Online 12-6 Multiply Groups of 5 (arrays)—pp. 559–560 12-7 Related Multiplication Facts (arrays)—pp. 561–562

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NY-2.NBT   NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2

Understand place value.

NY-2.NBT.1 Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.

e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

NY-2.NBT.1a Understand 100 can be thought of as a bundle of ten tens, called a "hundred."	**Chapter 2 Place Value to 100** 2-1 Tens and Ones—pp. 65–66 2-2 Place Value—pp. 67–68 **Chapter 8 Place Value to 1000** 8-1 Hundreds—pp. 349–350 *8-1A Make Hundreds—Online 8-2 Hundreds, Tens, and Ones—pp. 351–352 8-3 Place Value of Three–Digit Numbers—pp. 353–354 8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356
NY-2.NBT.1b Understand 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).	**Chapter 8 Place Value to 1000** 8-1 Hundreds—pp. 349–350 *8-1A Make Hundreds—Online 8-2 Hundreds, Tens, and Ones—pp. 351–352 8-3 Place Value of Three–Digit Numbers—pp. 353–354 8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356
NY-2.NBT.2 Count within 1000; skip-count by 5's, 10's, and 100's.	**Chapter 2 Place Value to 100** 2-15 Counting Patterns (hundred chart)—pp. 97–98 **Chapter 8 Place Value to 1000** 8-1 Hundreds—pp. 349–350 *8-4A Skip Count to 1000 (5s, 10s, 100s)—Online 8-5 Counting Patterns with 3–Digit Numbers—pp. 357–358 **Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-2 Count On 1, 10, and 100—pp. 385–386

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NY-2.NBT   NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2
NY-2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. e.g., expanded form: 237 = 200 + 30 + 7	**Skills Update** Number Words to Twenty—p. C **Chapter 2 Place Value to 100** 2-3 Number Words Twenty to Forty–Nine—pp. 69–70 2-4 Number Words Fifty to Ninety–Nine—pp. 71–72 2-7 Expanded Form—pp. 77–78 Enrichment: Ways to Make Larger Numbers (expanded form)—p. 110 **Chapter 8 Place Value to 1000** 8-1 Hundreds—pp. 349–350 *8-1A Make Hundreds—Online 8-2 Hundreds, Tens, and Ones—pp. 351–352 8-3 Place Value of Three–Digit Numbers—pp. 353–354 8-4 Expanded Form with Hundreds, Tens, and Ones—pp. 355–356
NY-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.	**Skills Update** Greater or Less—p. D **Chapter 2 Place Value to 100** 2-8 Compare Numbers—pp. 81–82 **Chapter 8 Place Value to 1000** *8-5A Use Benchmark Numbers to Compare—Online 8-6 Compare Numbers to 1000—pp. 361–362 8-7 Order to 1000—pp. 363–364

Use place value understanding and properties of operations to add and subtract.

NY-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. *continued*	**Chapter 4 Addition: Two-Digit Numbers** 4-1 Add Ones and Tens—pp. 155–156 4-2 Mental Math Addition—pp. 157–158 4-3 Regroup Ones as Tens: Use Models—pp. 159–160 *continued*

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NY-2.NBT   NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2
Notes: Students should be taught to use strategies based on place value, properties of operations, and the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.	4-4 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 161–162 4-5 Regroup Ones as Tens: Model and Record—pp. 163–164 4-6 Regroup Ones as Tens—pp. 165–166 *4-6A Mental Math: Add Two-Digit Numbers—Online *4-6B Mental Math: Use Comparisons—Online 4-7 Estimate Sums—pp. 169–170 4-8 Rewrite Two–Digit Addition—pp. 171–172 4-9 Three Addends—pp. 173–174 4-10 Add: Choose the Method—pp. 177–178 **Chapter 5 Subtraction: Two-Digit Numbers** 5-1 Subtract Tens and Ones—p. 195 5-2 Mental Math Subtraction—pp. 197–198 5-3 Ways to Make Numbers—pp. 199–200 5-4 Regroup Tens as Ones: Use Models—pp. 201–202 5-5 Regroup Tens as Ones: Model and Record—pp. 203–204 5-6 Regroup Tens as Ones—pp. 205–206 *5-6A Mental Math: Subtract Two-Digit Numbers—Online 5-7 Estimate Differences—pp. 209–210 5-8 Rewrite Two–Digit Subtraction—pp. 211–212 5-9 Add to Check—pp. 213–214 5-10 Subtraction Practice—pp. 215–216
NY-2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	**Chapter 4 Addition: Two-Digit Numbers** 4-9 Three Addends—pp. 173–174 *4-9A Four Addends—Online

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NY-2.NBT   NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2

NY-2.NBT.7

NY-2.NBT.7a Add and subtract within 1000, using • concrete models or drawings, and • strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation. Notes: Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, and the relationship between addition and subtraction. When solving any problem, students can choose to use a concrete model or a drawing. Their strategy must be based on place value, properties of operations, and/or the relationship between addition and subtraction. A *written representation* is any way of representing a strategy using words, pictures, or numbers.	**Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-1 Add Hundreds, Tens, and Ones—pp. 383–384 9-2 Count On 1, 10, and 100—pp. 385–386 9-3 Add: Regroup Ones as Tens—pp. 387–388 9-4 Regroup Tens as Hundreds Using Models—pp. 389–390 9-5 Add: Regroup Tens as Hundreds—pp. 391–392 9-6 Add: Regroup Twice—pp. 393–394 *9-6A Using Properties to Add—Online 9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408 9-12 Count Back 1, 10, and 100—pp. 409–410 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-14 Regroup Hundreds as Tens Using Models—pp. 413–414 9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416
NY-2.NBT.7b Understand that in adding or subtracting up to three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.	**Chapter 1 Addition and Subtraction Facts** 1-6 Make 10 to Add—pp. 15–16 *1-16A Make 10 to Subtract—Online **Chapter 4 Addition: Two-Digit Numbers** *4-6A Mental Math: Add Two-Digit Numbers (break apart addends)—Online *4-6B Mental Math: Use Comparisons—Online 4-9 Three Addends—pp. 173–174 *4-9A Four Addends—Online **Chapter 5 Subtraction: Two-Digit Numbers** *5-6A Mental Math: Subtract Two-Digit Numbers—Online *continued*

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NY-2.NBT   NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2
	Chapter 9 Addition and Subtraction: Three-Digit Numbers 9-1 Add Hundreds, Tens, and Ones—pp. 383–384 9-3 Add: Regroup Ones as Tens—pp. 387–388 9-4 Regroup Tens as Hundreds Using Models—pp. 389–390 9-5 Add: Regroup Tens as Hundreds—pp. 391–392 *9-5A Draw Pictures to Add—Online 9-6 Add: Regroup Twice—pp. 393–394 *9-6A Using Properties to Add—Online 9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-14 Regroup Hundreds as Tens Using Models—pp. 413–414 *9-14A Draw Pictures to Subtract—Online 9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416 9-16 Subtract: Regroup Twice—pp. 417–418

Use place value understanding and properties of operations to add and subtract.	
NY-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.	**Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-2 Count On 1, 10, and 100—pp. 385–386 *9-5A Draw Pictures to Add—Online 9-12 Count Back 1, 10, and 100—pp. 409–410 *9-14A Draw Pictures to Subtract—Online
NY-2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. Note: Explanations may be supported by drawings or objects.	**Chapter 1 Addition and Subtraction Facts** 1-6 Make 10 to Add—pp. 15–16 1-14 Relate Addition and Subtraction—pp. 33–34 *1-14A Think Addition to Subtract—Online 1-15 Use Addition to Check—pp. 35–36 *1-16A Make 10 to Subtract—Online 1-19 Fact Patterns—pp. 45–46 *continued*

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NY-2.NBT — NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2
	Chapter 4 Addition: Two-Digit Numbers 4-1 Add Ones and Tens—pp. 155–156 *4-9A Four Addends—Online 4-3 Regroup Ones as Tens: Use Models—pp. 159–160 4-5 Regroup Ones as Tens: Model and Record—pp. 163–164 4-6 Regroup Ones as Tens—pp. 165–166 4-9 Three Addends—pp. 173–174 *4-9A Four Addends—Online **Chapter 5 Subtraction: Two-Digit Numbers** 5-1 Subtract Tens and Ones—p. 195 5-3 Ways to Make Numbers—pp. 199–200 5-4 Regroup Tens as Ones: Use Models—pp. 201–202 5-5 Regroup Tens as Ones: Model and Record—pp. 203–204 5-6 Regroup Tens as Ones—pp. 205–206 5-9 Add to Check—pp. 213–214 **Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-1 Add Hundreds, Tens, and Ones—pp. 383–384 9-2 Count On 1, 10, and 100—pp. 385–386 9-3 Add: Regroup Ones as Tens—pp. 387–388 9-4 Regroup Tens as Hundreds Using Models—pp. 389–390 9-5 Add: Regroup Tens as Hundreds—pp. 391–392 *9-5A Draw Pictures to Add—Online 9-12 Count Back 1, 10, and 100—pp. 409–410 9-13 Subtract: Regroup Tens as Ones—pp. 411–412 9-14 Regroup Hundreds as Tens Using Models—pp. 413–414 *9-14A Draw Pictures to Subtract—Online 9-15 Subtract: Regroup Hundreds as Tens—pp. 415–416 9-16 Subtract: Regroup Twice—pp. 417–418 *9-16A Add to Check Subtraction—Online

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NY-2.MD — MEASUREMENT AND DATA

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2

Measure and estimate lengths in standard units.

NY-2.MD.1 Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Chapter 11 Measurement** 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 11-17 Choose Tools and Units of Measure—pp. 529–530
NY-2.MD.2 Measure the length of an object twice, using different "length units" for the two measurements; describe how the two measurements relate to the size of the unit chosen.	**Chapter 11 Measurement** *11-4A Measure Length—Online
NY-2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	**Chapter 11 Measurement** 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514
NY-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."	**Chapter 11 Measurement** *11-4A Measure Length—Online

Relate addition and subtraction to length.

NY-2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. e.g., using drawings and equations with a symbol for the unknown number to represent the problem.	**Chapter 11 Measurement** 11-3 Half Inch—pp. 495–496 *11-4B Relate Addition and Subtraction to Length—Online 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514

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NY-2.MD	MEASUREMENT AND DATA
Grade 2 Content Standards	***Progress in Mathematics*, Grade 2**

NY-2.MD.6 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line.	**Chapter 1 Addition and Subtraction Facts** 1-4 Count On to Add—pp. 9–10 1-12 Count Back to Subtract—pp. 29–30 1-16 Count Up to Subtract—pp. 39–40 **Chapter 2 Place Value to 100** 2-9 Order Using a Number Line—pp. 83–84 **Chapter 10 Fractions and Probability** *10-2A Whole Numbers and the Number Line—Online

Work with time and money.

NY-2.MD.7 Tell and write time from analog and digital clocks in five-minute increments, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, quarter past, half past, and quarter to.	**Skills Update** Clock Sense: Hours—p. J **Chapter 7 Money and Time** 7-10 Hour and Half Hour—pp. 313–314 7-11 Five Minutes—pp. 315–316 *7-13A A.M. and P.M.—Online
NY-2.MD.8	
NY-2.MD.8a Count a mixed collection of coins whose sum is less than or equal to one dollar. e.g., If you have 2 quarters, 2 dimes and 3 pennies, how many cents do you have?	**Skills Update** Penny, Nickel, Dime—p. I **Chapter 7 Money and Time** 7-1 Pennies, Nickels, and Dimes—pp. 291–292 7-2 Quarters—p. 293 7-5 Compare Money—pp. 301–302 7-6 Make Change—pp. 303–304 7-8 One Dollar—p. 307 7-9 Dollars and Cents—pp. 309–310 Read Aloud: "The Time Machine" (value of groups of coins)—pp. 341-344
NY-2.MD.8b Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately. *continued*	**Chapter 7 Money and Time** *7-9A Money Problems—Online 7-7 Add and Subtract Money—pp. 305–306 7-18 Problem Solving Strategy: Guess and Test (coins)—pp. 331–332 *continued*

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NY-2.MD — MEASUREMENT AND DATA

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2
Note: Students are not introduced to decimals, and therefore the dollar symbol, until Grade 4.	7-19 Problem Solving Applications: Mixed Strategies (money)—pp. 333–334 **Chapter 9 Addition and Subtraction: Three-Digit Numbers** 9-7 Add Money: No Regrouping—pp. 397–398 9-9 Add Money: Regroup Dimes or Pennies—pp. 401–402 9-10 Add Money: Regroup Twice—pp. 403–404 9-17 Subtract Money: Regroup Dollars or Dimes—pp. 421–422 9-18 Subtract Money: Regroup Twice—pp. 423–424

Represent and interpret data.

NY-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. Present the measurement data in a line plot, where the horizontal scale is marked off in whole-number units.	**Chapter 3 Data and Graphs: Using Operations** 3-9 Line Plots—pp. 133–134 **Chapter 11 Measurement** *11-17A Measurement and Data—Online
NY-2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a picture graph or a bar graph.	**Skills Update** Tallying—p. E **Chapter 3 Data and Graphs: Using Operations** 3-2 Pictographs—pp. 117–118 3-3 Bar Graphs—pp. 119–120 3-4 Surveys (make a bar graph)—pp. 121–122 3-5 Range, Mode, and Median—pp. 123–124 3-6 Understand Data—pp. 125–126 3-7 Compare Data—pp. 129–130 3-11 Problem Solving Strategy: Use a Graph—pp. 137–138

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NY-2.G — GEOMETRY

Grade 2 Content Standards	*Progress in Mathematics*, Grade 2

Reason with shapes and their attributes.

NY-2.G.1 Classify two-dimensional figures as polygons or non-polygons.	**Chapter 6 Geometry**
	6-3 Explore Plane Figures—pp. 251–252
	6-4 Plane Figures—pp. 253–254
	*6-4A Identify and Draw Plane Figures—Online
	*6-4B Attributes of Plane Figures—Online
	
	See also Grade 1
	  Chapter 7 Geometry
	   7-1 Open and Closed Figures—pp. 297–298
	   7-2 Sides and Corners—pp. 299–300
	   *7-2A Reason with Shapes—Online
	   7-3 Sorting Plane Figures—pp. 301–302
	
	See also Grade 3
	  Chapter 9 Geometry
	   9-3 Polygons and Circles—pp. 308–309

NY-2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Chapter 11 Measurement** 11-12 Area—pp. 517–518 *11-12A Rectangles and Area—Online
NY-2.G.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words *halves, thirds, half of, a third of,* etc. Describe the whole as *two halves, three thirds, four fourths*. Recognize that equal shares of identical wholes need not have the same shape.	**Skills Update** Equal Parts—p. K **Chapter 10 Fractions and Probability** 10-1 Fractions: 1/2, 1/4, 1/8—pp. 445–446 *10-1A Fractions: 1/2, 1/3, 1/4—Online 10-2 More Fractions—pp. 447–448 10-3 Compare Fractions—pp. 449–450 10-4 Order Fractions—pp. 451–452 10-5 Other Fractions—pp. 453–454 10-6 Fractions Equal to 1—pp. 457–458 10-8 Equal Fractions of a Whole—pp. 461–462