SADLIER

Progress Mathematics

Standards-Based Instruction & Practice

Aligned to the

South Carolina College- and Career-Ready Standards for Mathematics

Grade 2

Contents

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Number Sense and Base Ten

Standards		Sadlier *Progress Mathematics*, Grade 2	
The student will:			
2.NSBT.1	Understand place value through 999 by demonstrating that:		
	a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred";	**Lesson 6**	**Place Value: Hundreds, Tens, and Ones**—pp. 56–63
	b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;	**Lesson 6**	**Place Value: Hundreds, Tens, and Ones**—pp. 56–63
	c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).	**Lesson 6**	**Place Value: Hundreds, Tens, and Ones**—pp. 56–63
2.NSBT.2	Count by tens and hundreds to 1,000 starting with any number.	**Lesson 7**	**Skip Count by 5s, 10s, and 100s**—pp. 64–71
2.NSBT.3	Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	**Lesson 8**	**Read and Write Numbers to 1,000**—pp. 72–79
2.NSBT.4	Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).	**Lesson 9**	**Compare Numbers**—pp. 80–87
2.NSBT.5	Add and subtract fluently through 99 using knowledge of place value and properties of operations.	**Lesson 10**	**Add Two-Digit Numbers**—pp. 88–95
		Lesson 11	**Subtract Two-Digit Numbers**—pp. 96–103
2.NSBT.6	Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.	**Lesson 12**	**Add More than Two Numbers**—pp. 104–111
2.NSBT.7	Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.	**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.NSBT.8	Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.	**Lesson 15**	**Mentally Add and Subtract 10 or 100**—pp. 128–145

Algebraic Thinking and Operations

Standards		Sadlier *Progress Mathematics*, Grade 2	
The student will:			
2.ATO.1	Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.	**Lesson 1**	**Problem Solving: Addition**—pp. 10–17
		Lesson 2	**Problem Solving: Subtraction**—pp. 18–25
2.ATO.2	Demonstrate fluency with addition and related subtraction facts through 20.	**Lesson 3**	**Addition and Subtraction Facts to 20** (fluency)—pp. 26–33
2.ATO.3	Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).	**Lesson 4**	**Odd and Even Numbers**—pp. 34–41
2.ATO.4	Use repeated addition to find the total number of objects arranged in a rectangular array 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

Geometry

Standards		Sadlier *Progress Mathematics*, Grade 2	
The student will:			
2.G.1	Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	**Lesson 28**	**Identify and Draw Shapes**—pp. 248–255
2.G.2	Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.	**Lesson 29**	**Partition Rectangles into Same-Size**—pp. 256–263
2.G.3	Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words *halves*, *fourths*, *a half of*, and *a fourth of*. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.	**Lesson 30**	**Equal Shares**—pp. 264–271

Measurement and Data Analysis

Standards		Sadlier *Progress Mathematics*, Grade 2	
The student will:			
2.MDA.1	Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.	**Lesson 16**	**Measure Length: Inches and Feet**—pp. 146–153
		Lesson 17	**Measure Length: Centimeters and Meters**—pp. 154–161
2.MDA.2	Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.	**Lesson 18**	**Use Different Units to Measure Length**—pp. 162–169
2.MDA.3	Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).	**Lesson 19**	**Estimate Length**—pp. 170–177
2.MDA.4	Measure to determine how much longer one object is than another, using standard length units.	**Lesson 20**	**Compare Lengths**—pp. 178–185
2.MDA.5	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 through 99 on a number line diagram.	**Lesson 22**	**Number Line Diagrams**—pp. 194–201
2.MDA.6	Use analog and digital clocks to tell and record time to the nearest five-minute interval using *a.m.* and *p.m.*	**Lesson 23**	**Tell and Write Time**—pp. 202–209
2.MDA.7	Solve real-world/story problems involving dollar bills using the $ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.	**Lesson 24**	**Money**—pp. 210–217
2.MDA.8	Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.	**Lesson 25**	**Line Plots**—pp. 218–225
2.MDA.9	Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.	**Lesson 25**	**Line Plots**—pp. 218–225
		Lesson 26	**Picture Graphs**—pp. 226–233
		Lesson 27	**Bar Graphs**—pp. 234–247
2.MDA.10	Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.	**Lesson 25**	**Line Plots**—pp. 218–225
		Lesson 26	**Picture Graphs**—pp. 226–233
		Lesson 27	**Bar Graphs**—pp. 234–247