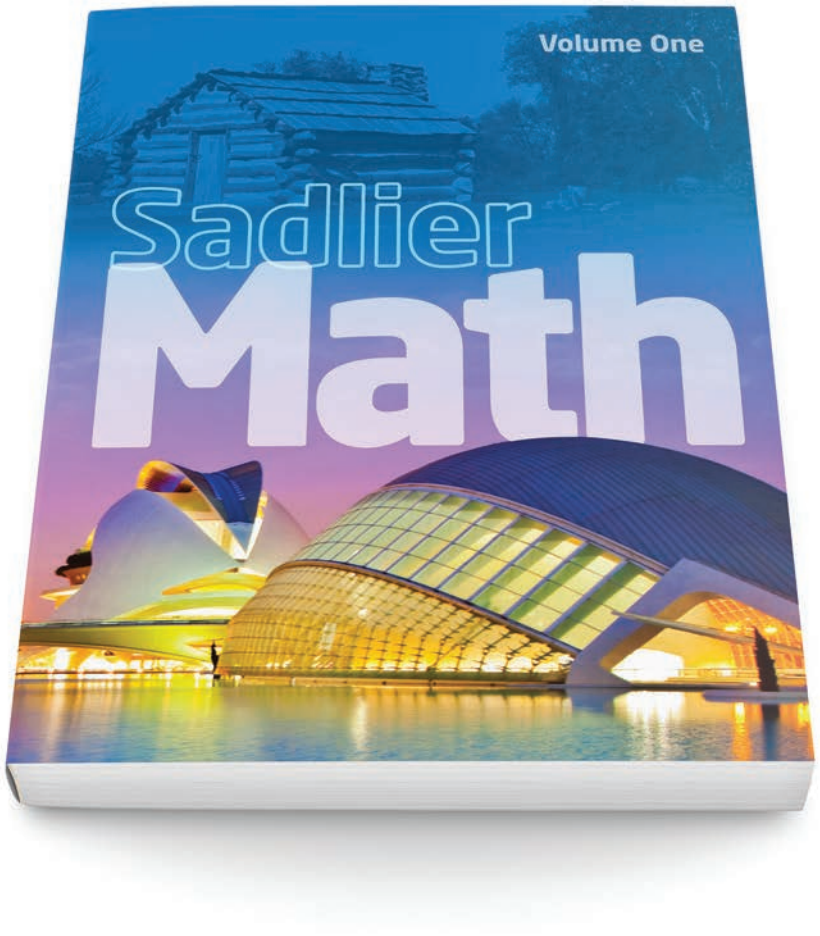
Sadlier Math™

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	*Sadlier Math*, 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 Within 20** • 1-1 Addition Concepts—pp. 3–6 • 1-2 Put Together—pp. 7–10 • 1-7 Three Addends—pp. 29–32 • 1-9 Solve for Unknown Addends—pp. 39–42 **Chapter 2 Subtraction Within 20** • 2-1 Subtraction Concepts—pp. 53–56 • 2-2 Take Apart—pp. 57–60 • 2-3 Subtract to Compare—pp. 61–64 • 2-10 Solve for Unknowns—pp. 91–94 • 2-12 Problem Solving: Work Backward—pp. 99–104 **Chapter 4 Addition: Two-Digit Numbers** • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179–182
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 Within 20** • 1-7 Three Addends—pp. 29–32 • 1-8 Problem Solving: The Four-Step Process—pp. 33–38 **Chapter 2 Subtraction Within 20** • 2-12 Problem Solving: Work Backward—pp. 99–104 **Chapter 4 Addition: Two-Digit Numbers** • 4-8 Three Addends—pp. 175–178 **Chapter 5 Subtractions: Two-Digit Numbers** • 5-5 Two-Digit Subtraction with Regrouping—pp. 213–216 • 5-7 Break Apart to Subtract—pp. 221–224 • 5-9 Problem Solving: Write and Solve an Equation—pp. 229–234

NY-2.OA OPERATIONS AND ALGEBRAIC THINKING

Grade 2 Content Standards	*Sadlier Math*, Grade 2
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.	**Chapter 1 Addition Within 20** • 1-3 Related Addition Facts—pp. 11–14 • 1-4 Count On to Add—pp. 15–18 • 1-5 Doubles and Near Doubles—pp. 19–22 • 1-6 Make 10 to Add—pp. 23–26 • 1-7 Three Addends—pp. 29–32 • 1-8 Problem Solving: The Four-Step Process—pp. 33–38 • 1-9 Solve for Unknown Addends—pp. 39–42 • 1-10 Patterns in Addition—pp. 43–46 **Chapter 2 Subtraction Within 20** • 2-2 Take Apart—pp. 57–60 • 2-4 Count On to Subtract—pp. 65–68 • 2-5 Related Subtraction Facts—pp. 69–72 • 2-6 Relate Addition and Subtraction—pp. 73–76 • 2-7 Fact Families—pp. 77–80 • 2-8 Think Addition to Subtract—pp. 83–86 • 2-9 Use Addition to Check—pp. 87–90 • 2-10 Solve for Unknowns—pp. 91–94 • 2-11 Make 10 to Subtract—pp. 95–98 • 2-12 Problem Solving: Work Backward—pp. 99–104
NY-2.OA.2b Know from memory all sums within 20 of two one-digit numbers.	**Chapter 1 Addition Within 20** • 1-1 Addition Concepts—pp. 3-6 • 1-2 Put Together—pp. 7-10 • 1-3 Related Addition Facts—pp. 11-14 • 1-4 Count On to Add—pp. 15-18 • 1-5 Doubles and Near Doubles—pp. 19-22 • 1-6 Make 10 to Add—pp. 23-26

NY-2.OA OPERATIONS AND ALGEBRAIC THINKING

Grade 2 Content Standards	*Sadlier Math*, Grade 2
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 10 Foundations for Multiplication** • 10-1 Odd and Even Numbers—pp. 429–432 • 10-2 Represent Even Numbers—pp. 433–436
NY-2.OA.3b Write an equation to express an even number as a sum of two equal addends.	**Chapter 1 Addition Within 20** • 1-5 Doubles and Near Doubles—pp. 19-22 **Chapter 10 Foundations for Multiplication** • 10-2 Represent Even Numbers—pp. 433–436
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 10 Foundations for Multiplication** • 10-3 Arrays: Repeated Addition—pp. 439–442 • 10-4 Arrays: Show the Same Number—pp. 443–446 • 10-5 Problem Solving: Draw a Picture—pp. 447–452

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, 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.	**Chapter 7 Place Value to 1000** • 7-2 Hundreds, Tens and Ones—pp. 307-310 • 7-3 Place Value in Three-Digit Numbers—pp. 307-310 • 7-4 Expanded Form with Hundreds, Tens, and Ones—pp. 311-314
NY-2.NBT.1a Understand 100 can be thought of as a bundle of ten tens, called a "hundred." **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 7 Place Value to 1000** • 7-1 Hundreds—pp. 299-302

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
NY-2.NBT.2 Count within 1000; skip-count by 5's, 10's, and 100's.	**Chapter 3 Place Value to 100** • 3-5 Counting Patterns by 2s, 5s, and 10s—pp. 129-132 **Chapter 7 Place Value to 1000** • 7-5 Skip Count Within 1000—pp. 317-320
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	**Chapter 3 Place Value to 100** • 3-1 Tens and Ones—pp. 111-114 • 3-2 Expanded Form—pp. 115-118 **Chapter 7 Place Value to 1000** • 7-2 Hundreds, Tens and Ones—pp. 307-310 • 7-3 Place Value in Three-Digit Numbers—pp. 307-310 • 7-4 Expanded Form with Hundreds, Tens, and Ones—pp. 311-314
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.	**Chapter 7 Place Value to 1000** • 7-6 Compare Numbers Within 1000—pp. 321-324 • 7-7 Order Numbers within 1000—pp. 325-328
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. 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.	**Chapter 1 Addition Within 20** • 1-1 Addition Concepts—pp. 3-6 • 1-2 Put Together—pp. 7-10 • 1-3 Related Addition Facts—pp. 11-14 • 1-4 Count On to Add—pp. 15-18 • 1-5 Doubles and Near Doubles—pp. 19-22 • 1-6 Make 10 to Add—pp. 23-26 • 1-7 Three Addends—pp. 29-32 • 1-8 Problems Solving: The Four-Step Process—pp. 33-38 • 1-9 Solve for Unknown Addends—pp. 39-42 • 1-10 Patterns in Addition—pp. 43-46 **Chapter 2 Subtraction Within 20** • 2-1 Subtraction Concepts—pp. 53–56 • 2-2 Take Apart—pp. 57–60 • 2-3 Subtract to Compare—pp. 61–64

continued

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 2-4 Count On to Subtract—pp. 65–68 • 2-5 Related Subtraction Facts—pp. 69–72 • 2-6 Relate Addition and Subtraction—pp. 73–76 • 2-7 Fact Families—pp. 77–80 • 2-8 Think Addition to Subtract—pp. 83–86 • 2-9 Use Addition to Check—pp. 87–90 • 2-10 Solve for Unknowns—pp. 91–94 • 2-11 Make 10 to Subtract—pp. 95–98 • 2-12 Problem Solving: Work Backward—pp. 99–104 **Chapter 4 Addition: Two-Digit Numbers** • 4-1 Use Models: Add Tens and Ones—pp. 145–148 • 4-2 Add Tens and Ones—pp. 149–152 • 4-3 Regroup Ones as Tens—pp. 155–158 • 4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159–162 • 4-5 Two-Digit Addition with Regrouping—pp. 163–166 • 4-6 Rewrite Two-Digit Addition—pp. 167–170 • 4-7 Break Apart to Add—pp. 171–174 • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179–182 • 4-10 Problem Solving: Find Needed Information—pp. 183–188 **Chapter 5 Subtractions: Two-Digit Numbers** • 5-1 Use Models: Subtract Tens and Ones—pp. 195–198 • 5-2 Subtract Tens and Ones—pp. 199–202 • 5-3 Regroup Tens as Ones—pp. 205–208 • 5-4 Use Models: Two-Digit Subtraction with Regrouping—pp. 209–212 • 5-5 Two-Digit Subtraction with Regrouping—pp. 213–216 • 5-6 Rewrite Two-Digit Subtraction—pp. 217–220 • 5-7 Break Apart to Subtract—pp. 221–224 • 5-8 Add to Check—pp. 225–228 • 5-9 Problem Solving: Write and Solve an Equation—pp. 229–234

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
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** • 4-1 Use Models: Add Tens and Ones—pp. 145–148 • 4-2 Add Tens and Ones—pp. 149–152 • 4-3 Regroup Ones as Tens—pp. 155–158 • 4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159–162 • 4-5 Two-Digit Addition with Regrouping—pp. 163–166 • 4-6 Rewrite Two-Digit Addition—pp. 167–170 • 4-7 Break Apart to Add—pp. 171–174 • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179–182 • 4-10 Problem Solving: Find Needed Information—pp. 183–188
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 1 Addition Within 20** • 1-1 Addition Concepts—pp. 3-6 • 1-2 Put Together—pp. 7-10 • 1-3 Related Addition Facts—pp. 11-14 • 1-4 Count On to Add—pp. 15-18 • 1-5 Doubles and Near Doubles—pp. 19-22 • 1-6 Make 10 to Add—pp. 23-26 • 1-7 Three Addends—pp. 29-32 • 1-8 Problems Solving: The Four-Step Process—pp. 33-38 • 1-9 Solve for Unknown Addends—pp. 39-42 • 1-10 Patterns in Addition—pp. 43-46 **Chapter 2 Subtraction Within 20** • 2-1 Subtraction Concepts—pp. 53–56 • 2-2 Take Apart—pp. 57–60 • 2-3 Subtract to Compare—pp. 61–64 • 2-4 Count On to Subtract—pp. 65–68 • 2-5 Related Subtraction Facts—pp. 69–72 • 2-6 Relate Addition and Subtraction—pp. 73–76 • 2-7 Fact Families—pp. 77–80 • 2-8 Think Addition to Subtract—pp. 83–86 • 2-9 Use Addition to Check—pp. 87–90 *continued*

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 2-10 Solve for Unknowns—pp. 91–94 • 2-11 Make 10 to Subtract—pp. 95–98 **Chapter 4 Addition: Two-Digit Numbers** • 4-1 Use Models: Add Tens and Ones—pp. 145–148 • 4-2 Add Tens and Ones—pp. 149–152 • 4-3 Regroup Ones as Tens—pp. 155–158 • 4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159–162 • 4-5 Two-Digit Addition with Regrouping—pp. 163–166 • 4-6 Rewrite Two-Digit Addition—pp. 167–170 • 4-7 Break Apart to Add—pp. 171–174 • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179-182 **Chapter 5 Subtractions: Two-Digit Numbers** • 5-1 Use Models: Subtract Tens and Ones—pp. 195–198 • 5-2 Subtract Tens and Ones—pp. 199–202 • 5-3 Regroup Tens as Ones—pp. 205–208 • 5-4 Use Models: Two-Digit Subtraction with Regrouping—pp. 209–212 • 5-5 Two-Digit Subtraction with Regrouping—pp. 213–216 • 5-6 Rewrite Two-Digit Subtraction—pp. 217–220 • 5-7 Break Apart to Subtract—pp. 221–224 • 5-8 Add to Check—pp. 225–228 **Chapter 7 Place Value to 1000** • 7-8 Problem Solving: Use a Table—pp. 329-334 **Chapter 8 Addition: Three-Digit Numbers** • 8-1 Mental Math: Add 1, 10, or 100—pp. 341–344 • 8-2 Add Hundreds, Tens and Ones—pp. 345–348 • 8-3 Add: Regroup Ones as Tens—pp. 349–352 • 8-4 Regroup Tens as Hundreds Using Models—pp. 353–356 • 8-5 Add: Regroup Tens as Hundreds—pp. 357–360 • 8-6 Add: Regroup Twice—pp. 363–366 *continued*

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 8-7 Problem Solving: Make an Organized List—pp. 367–372 • 8-8 Use Properties to Add—pp. 373–376 **Chapter 9 Subtraction: Three-Digit Numbers** • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383–386 • 9-2 Subtract Hundreds, Tens and Ones—pp. 387–390 • 9-3 Subtract: Regroup Tens as Ones—pp. 391–394 • 9-4 Regroup Hundreds as Tens Using Models—pp. 395–398 • 9-5 Subtract: Regroup Hundreds as Tens—pp. 399–402 • 9-6 Subtract: Regroup Twice—pp. 405–408 • 9-7 Subtract: Regroup with Zeros—pp. 409–412 • 9-8 Problem Solving: More Than One Way—pp. 413–418 • 9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419–422
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 4 Addition: Two-Digit Numbers** • 4-1 Use Models: Add Tens and Ones—pp. 145–148 • 4-2 Add Tens and Ones—pp. 149–152 • 4-3 Regroup Ones as Tens—pp. 155–158 • 4-4 Use Models: Two-Digit Addition with Regrouping—pp. 159–162 • 4-5 Two-Digit Addition with Regrouping—pp. 163–166 • 4-6 Rewrite Two-Digit Addition—pp. 167–170 • 4-7 Break Apart to Add—pp. 171–174 • 4-8 Three Addends—pp. 175–178 • 4-9 Four Addends—pp. 179-182 **Chapter 5 Subtractions: Two-Digit Numbers** • 5-1 Use Models: Subtract Tens and Ones—pp. 195–198 • 5-2 Subtract Tens and Ones—pp. 199–202 • 5-3 Regroup Tens as Ones—pp. 205–208 • 5-4 Use Models: Two-Digit Subtraction with Regrouping—pp. 209–212 *continued*

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
	• 5-5 Two-Digit Subtraction with Regrouping—pp. 213–216 **Chapter 8 Addition: Three-Digit Numbers** • 8-1 Mental Math: Add 1, 10, or 100—pp. 341–344 • 8-2 Add Hundreds, Tens and Ones—pp. 345–348 • 8-3 Add: Regroup Ones as Tens—pp. 349–352 • 8-4 Regroup Tens as Hundreds Using Models—pp. 353–356 • 8-5 Add: Regroup Tens as Hundreds—pp. 357–360 • 8-6 Add: Regroup Twice—pp. 363–366 • 8-7 Problem Solving: Make an Organized List—pp. 367–372 • 8-8 Use Properties to Add—pp. 373–376 **Chapter 9 Subtraction: Three-Digit Numbers** • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383–386 • 9-2 Subtract Hundreds, Tens and Ones—pp. 387–390 • 9-3 Subtract: Regroup Tens as Ones—pp. 391–394 • 9-4 Regroup Hundreds as Tens Using Models—pp. 395–398 • 9-5 Subtract: Regroup Hundreds as Tens—pp. 399–402 • 9-6 Subtract: Regroup Twice—pp. 405–408 • 9-7 Subtract: Regroup with Zeros—pp. 409–412 • 9-8 Problem Solving: More Than One Way—pp. 413–418 • 9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419–422
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 8 Addition: Three-Digit Numbers** • 8-1 Mental Math: Add 1, 10, or 100—pp. 341–344 **Chapter 9 Subtraction: Three-Digit Numbers** • 9-1 Mental Math: Subtract 1, 10, or 100—pp. 383–386

NY-2.NBT NUMBER AND OPERATIONS IN BASE TEN

Grade 2 Content Standards	*Sadlier Math*, Grade 2
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 5 Subtractions: Two-Digit Numbers** • 5-7 Break Apart to Subtract—pp. 221–224 **Chapter 8 Addition: Three-Digit Numbers** • 8-2 Add Hundreds, Tens and Ones—pp. 345–348 • 8-3 Add: Regroup Ones as Tens—pp. 349–352 • 8-4 Regroup Tens as Hundreds Using Models—pp. 353–356 • 8-5 Add: Regroup Tens as Hundreds—pp. 357–360 • 8-6 Add: Regroup Twice—pp. 363–366 • 8-7 Problem Solving: Make an Organized List—pp. 367–372 • 8-8 Use Properties to Add—pp. 373–376 **Chapter 9 Subtraction: Three-Digit Numbers** • 9-2 Subtract Hundreds, Tens and Ones—pp. 387–390 • 9-3 Subtract: Regroup Tens as Ones—pp. 391–394 • 9-4 Regroup Hundreds as Tens Using Models—pp. 395–398 • 9-5 Subtract: Regroup Hundreds as Tens—pp. 399–402 • 9-6 Subtract: Regroup Twice—pp. 405–408 • 9-7 Subtract: Regroup with Zeros—pp. 409–412 • 9-8 Problem Solving: More Than One Way—pp. 413–418 • 9-9 Use Addition to Check Subtraction: Three-Digit Numbers—pp. 419–422

NY-2.MD MEASUREMENT AND DATA

Grade 2 Content Standards	*Sadlier Math*, 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 6 Measurement** • 6-1 Inches—pp. 241–244 • 6-2 Feet and Yards—pp. 245–248 • 6-3 Customary: Choose Tools and Units of Measure—pp. 249–252 • 6-4 Centimeters—pp. 253–256 • 6-5 Meters—pp. 257–260 • 6-6 Metric: Choose Tools and Units of Measure—pp. 261–264
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 6 Measurement** • 6-7 Measure Using Different Units—pp. 267–270
NY-2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	**Chapter 6 Measurement** • 6-1 Inches—pp. 241–244 • 6-2 Feet and Yards—pp. 245–248 • 6-4 Centimeters—pp. 253–256 • 6-5 Meters—pp. 257–260
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 6 Measurement** • 6-8 Compare Lengths—pp. 271–274 • 6-9 Add and Subtract Lengths—pp. 275–278
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 6 Measurement** • 6-9 Add and Subtract Lengths—pp. 275–278 • 6-10 Problem Solving: More Than One Way—pp. 279–284

NY-2.MD MEASUREMENT AND DATA

Grade 2 Content Standards	*Sadlier Math*, 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 6 Measurement** • 6-11 Represent Whole Numbers on a Line Diagram—pp. 285–288 • 6-12 Add and Subtract on a Number Line Diagram—pp. 289–292
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.	**Chapter 12 Money and Time** • 12-9 Hour and Half Hour—pp. 531–534 • 12-10 Five Minutes—pp. 535–538 • 12-11 A.M. and P.M.—pp. 539–542 • 12-12 Problem Solving: Work Backward—pp. 543–548
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? **NY-2.MD.8b** Solve real world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies, using the ¢ (cent) symbol appropriately. Note: Students are not introduced to decimals, and therefore the dollar symbol, until Grade 4.	**Chapter 12 Money and Time** • 12-1 Pennies, Nickels, and Dimes—pp. 497–500 • 12-2 Quarters—pp. 501–504 • 12-3 Equal Amounts—pp. 505–508 • 12-4 Compare Money—pp. 509–512 • 12-5 Make Change—pp. 513–516 • 12-6 Add and Subtract Money—pp. 517–520 • 12-7 One Dollar—pp. 521–524
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 11 Data and Graphical Displays** • 11-1 Read Line Plots—pp. 459–462 • 11-2 Make Line Plots—pp. 463–466

NY-2.MD MEASUREMENT AND DATA

Grade 2 Content Standards	*Sadlier Math*, Grade 2
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.	**Chapter 11 Data and Graphical Displays** • 11-3 Read Picture Graphs—pp. 467–470 • 11-4 Make Picture Graphs—pp. 471–474 • 11-5 Read Bar Graphs—pp. 477–480 • 11-6 Make Bar Graphs—pp. 481–484 • 11-7 Problem Solving: Choose a Model—pp. 485–490

NY-2.G GEOMETRY

Grade 2 Content Standards	*Sadlier Math*, Grade 2
Reason with shapes and their attributes.	
NY-2.G.1 Classify two-dimensional figures as polygons or non-polygons.	**Chapter 13 Geometry** • 13-1 Identify Two-Dimensional Shapes—pp. 555–558 • 13-2 Draw Two-Dimensional Shapes—pp. 559–562
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 14 Equal Shares** • 14-1 Partition Rectangles into Rows and Columns—pp. 585–588
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.	**Chapter 14 Equal Shares** • 14-2 Halves—pp. 589–592 • 14-3 Thirds—pp. 595–598 • 14-4 Fourths—pp. 599–602