SADLIER

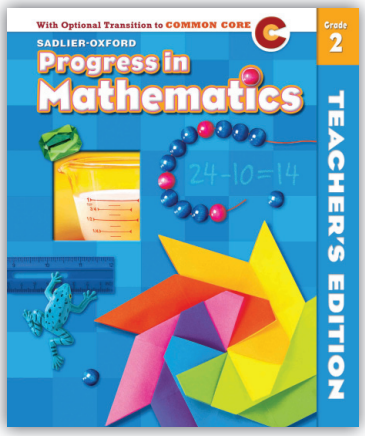
Progress in Mathematics

Correlated to the

Common Core State Standards

for Mathematics

GRADE 2



Sadlier
William H. Sadlier, Inc.
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800-221-5175

Operations and Algebraic Thinking 2.OA

Represent and solve problems involving addition and subtraction.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
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 below.}	
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.	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37 1-3 Related Addition Facts—pp. 7–8 1-4 Count On to Add— pp. 9–10 1-5 Extend Facts to 20 (addition sentences)—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 4-2 Mental Math Addition—pp. 157–158 4-3 Regroup Ones as Tens: Use Models—pp. 159–160 4-5 Regroup Ones as Tens: Model and Record—pp. 163–164 4-8 Rewrite Two–Digit Addition— pp. 171–172 4-10 Add: Choose the Method—pp. 177–178 4-11 Addition Practice—pp. 179–180 **Instruction** 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 *1-20A Two-Step Problems—Online 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 4-12 Problem Solving Strategy: Use More Than One Step—pp. 181–182 *11-18A Solve Two-Step Problems—Online

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Represent and solve problems involving addition and subtraction.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
	Application 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60 4-13 Problem Solving Applications: Mixed Strategies—pp. 183–184 Connection: Math and Social Studies—p. 186
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.	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37 1-19 Fact Patterns—pp. 45–46 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. 225–226 **Instruction** *1-11A Add or Subtract to Compare—Online 1-12 Count Back to Subtract—pp. 29–30 1-14 Relate Addition and Subtraction—pp. 33–34 1-15 Use Addition to Check—pp. 35–36 1-16 Count Up to Subtract—pp. 39–40 *1-16B Writing a Number Sentence—Online 1-18 Missing Addends—pp. 43–44 *1-18A Use a Bar Model—Online 1-20 Problem Solving Strategy: Choose the Operation—pp. 47–48 *1-20A Two-Step Problems—Online 5-1 Subtract Tens and Ones—p. 195 5-6 Regroup Tens as Ones—pp. 205–206 *5-6A Mental Math: Subtract Two-Digit Numbers—Online 5-8 Rewrite Two–Digit Subtraction—pp. 211–212 5-9 Add to Check—pp. 213–214 5-12 Problem Solving: Read and Write in Math: Ask a Question—pp. 221–222 *11-18A Solve Two-Step Problems—Online **Application** 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60 5-17 Problem Solving Applications: Mixed Strategies—pp. 231–

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Represent and solve problems involving addition and subtraction.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
	232 Connection: Math and Social Studies—p. 234 Read Aloud: "The Surprise"—pp. 239-242

Add and subtract within 20.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
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 below.]	
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Readiness** Skills Update: Addition Facts to 10—p. A **Instruction** 1-1 Addition Concepts—pp. 3–4 1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6 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 1-17 Fact Families—pp. 41–42 1-18 Missing Addends—pp. 43–44 1-19 Fact Patterns—pp. 45–46 **Application** 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50 Read Aloud: "The Watering Hole"—pp. 57-60
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**Readiness** Skills Update: Subtraction Facts to 10—p. B **Instruction** 1-12 Count Back to Subtract—pp. 29–30 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 1-17 Fact Families—pp. 41–42 1-18 Missing Addends—pp. 43–44 1-19 Fact Patterns—pp. 45–46 **Application** 1-21 Problem Solving Applications: Mixed Strategies—pp. 49–

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Add and subtract within 20.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
	50 Read Aloud: "The Watering Hole"—pp. 57-60

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
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.	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37 *1-16B Writing a Number Sentence—Online Math Alive at Home (odd/even)—p. 64 **Instruction** *2-12A Model Even and Odd—Online 2-13 Even and Odd Numbers—pp. 93–94 **Application** 2-17 Problem Solving Strategy: Use Logical Reasoning—p. 102 2-18 Problem Solving Applications: Mixed Strategies—p. 104 Connection: Math and Science—p. 106 3-10 Venn Diagrams—p. 136 10-16 Problem Solving Applications: Mixed Strategies—p. 480 12-19 Problem Solving Applications: Mixed Strategies—p. 589 **Teacher's Edition** Intervention Suggestions: 6. Identify even and odd numbers—TE p. 547K
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.	**Readiness** Introduction to Problem Solving: Problem-Solving Strategy: Write a Number Sentence—SE p. D; TE p. T37 *1-16B Writing a Number Sentence—Online **Instruction** 12-1 Multiplication as Repeated Addition—pp. 549–550 *12-1A Use an Array Model—Online

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Number and Operations in Base Ten 2.NBT

Understand place value.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
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."	**Readiness** 2-1 Tens and Ones—pp. 65–66 2-2 Place Value—pp. 67–68 **Instruction** 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
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).	
2. Count within 1000; skip-count by 5s, 10s, and 100s. [See below.]	
Count within 1000; skip-count by 5s, 10s, and 100s.	**Instruction** 2-15 Counting Patterns—pp. 97–98 *8-4A Skip Count to 1000—Online 8-5 Counting Patterns with 3–Digit Numbers—pp. 357–358 9-2 Count On 1, 10, and 100—pp. 385–386
Count within 1000; skip-count by 5s, 10s, and 100s.	**Instruction** 2-15 Counting Patterns—pp. 97–98 *8-4A Skip Count to 1000 (5s, 10s, 100s)—Online **Application** 3-12 Problem Solving Applications: Mixed Strategies—pp. 139–140 Enrichment: Line Graphs—p. 146 7-11 Five Minutes—pp. 315–316 7-13 Before the Hour (count by 5s)—pp. 319–320 8-1 Hundreds—pp. 349–350 12-6 Multiply Groups of 5—pp. 559–560
Count within 1000; skip-count by 5s, 10s, and 100s.	**Instruction** 2-15 Counting Patterns—pp. 97–98 8-1 Hundreds (count by 10s)—pp. 349–350

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Understand place value.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
	*8-4A Skip Count to 1000 (5s, 10s, 100s)—Online 8-5 Counting Patterns with 3–Digit Numbers (10s, 100s)—pp. 357–358 9-2 Count On 1, 10, and 100—pp. 385–386 **Application** 9-10 Add Money: Regroup Twice—p. 404
Count within 1000; skip-count by 5s, 10s, and 100s.	**Instruction** 2-15 Counting Patterns (hundred chart)—pp. 97–98 8-1 Hundreds—pp. 349–350 *8-4A Skip Count to 1000 (5s, 10s, 100s)—Online 8-5 Counting Patterns with 3–Digit Numbers (10s, 100s)—pp. 357–358 9-2 Count On 1, 10, and 100—pp. 385–386 **Application** 8-2 Hundreds, Tens, and Ones—p. 352 8-7 Order to 1000—p. 364 9-10 Add Money: Regroup Twice—p. 404
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	**Readiness** Skills Update: Number Words to Twenty—p. C **Instruction** 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 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 **Application** Enrichment: Ways to Make Larger Numbers (expanded form)—p. 110
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.	**Readiness** Skills Update: Greater or Less—p. D 2-8 Compare Numbers—pp. 81–82 **Instruction** *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

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Understand place value.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
	Application Connection: Math and Science (compare)—p. 106 5-2 Mental Math Subtraction (compare)—p. 198

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [See below.]	
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Readiness** Skills Update: Addition Facts to 10—p. A Skills Update: Add Tens—p. F 1-1 Addition Concepts—pp. 3–4 1-2 Problem Solving: Read and Write in Math: Find Extra Information—pp. 5–6 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 1-7 Doubles Facts—pp. 17–18 1-8 Doubles + 1, Doubles –1—pp. 19–20 1-9 Three Addends—pp. 21–22 1-10 Four Addends—pp. 23–24 **Instruction** 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 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 **Application** 4-11 Addition Practice—pp. 179–180 4-13 Problem Solving Applications: Mixed Strategies—pp. 183–184

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Readiness** Skills Update: Subtraction Facts to 10—p. B Skills Update: Subtract Tens—p. G 1-11 Subtraction Concepts—pp. 27–28 *1-11A Add or Subtract to Compare—Online 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 **Instruction** 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 5-11 Chain Operations—pp. 217–218 5-13 Choose the Method—pp. 223–224 **Application** 5-14 Mixed Practice—pp. 225–226 5-17 Problem Solving Applications: Mixed Strategies—pp. 231–232
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**Instruction** *1-11A Add or Subtract to Compare—Online 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 1-17 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 5-3 Ways to Make Numbers—pp. 199–200 5-9 Add to Check—pp. 213–214 5-10 Subtraction Practice—pp. 215–216 5-11 Chain Operations—pp. 217–218 5-13 Choose the Method—pp. 223–224

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
	Application 5-14 Mixed Practice—pp. 225–226 5-17 Problem Solving Applications: Mixed Strategies—pp. 231–232
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	**Instruction** 4-9 Three Addends—pp. 173–174 *4-9A Four Addends—Online **Application** 4-10 Add: Choose the Method—pp. 177–178 4-11 Addition Practice—pp. 179–180
7. 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 method. Understand that in adding or subtracting 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. [See below.]	
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 method. Understand that in adding or subtracting 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.	**Instruction** 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 **Application** 9-21 Problem Solving Applications: Mixed Strategies—pp. 429–430 Enrichment: Add Three 3-Digit Addends—p. 436 Read Aloud: "The Great Race"—pp. 437-440
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 method. Understand that in adding or subtracting 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.	**Instruction** 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 9-16 Subtract: Regroup Twice—pp. 417–418 *9-16A Add to Check Subtraction—Online **Application** 9-21 Problem Solving Applications: Mixed Strategies—pp. 429–430

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

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	**Instruction** 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
9. Explain why addition and subtraction strategies work, using place value and the properties of operations. [See below.]	
Explain why addition and subtraction strategies work, using place value and the properties of operations.	**Readiness** 1-14 Relate Addition and Subtraction—pp. 33–34 **Instruction** *4-9A Four Addends—Online 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 **Application** See *Talk It Over* or *Write About It* in the above lessons for opportunities for students to discuss and explain why addition strategies work.
Explain why addition and subtraction strategies work, using place value and the properties of operations.	**Instruction** 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 9-16 Subtract: Regroup Twice—pp. 417–418 *9-16A Add to Check Subtraction—Online **Application** See *Talk It Over* or *Write About It* in the above lessons for opportunities for students to discuss and explain why subtraction strategies work.

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Measurement and Data 2.MD

Measure and estimate lengths in standard units.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Instruction** 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 **Teacher's Edition** Differentiated Instruction: Gifted and Talented: Measuring Length; Inclusion: Using a Ruler—TE p. 489F Math Centers: Manipulative Activity: Build a Bookcase (measure)—TE p. 489H Intervention Suggestions: 2. Measure the length of an object—TE p. 489K
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.	**Instruction** *11-4A Measure Length—Online
3. Estimate lengths using units of inches, feet, centimeters, and meters.	**Instruction** 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 **Application** Enrichment: Perimeter of Curved Objects—p. 540
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	**Instruction** *11-4A Measure Length—Online

Relate addition and subtraction to length.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	**Instruction** 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 **Application** 11-19 Problem Solving Applications: Mixed Strategies—pp. 533–534

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Relate addition and subtraction to length.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
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.	
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.	**Instruction** 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 2-9 Order Using a Number Line—pp. 83–84 *10-2A Whole Numbers and the Number Line—Online **Application** 1-3 Related Addition Facts—p. 8 8-2 Hundreds, Tens, and Ones—p. 350 8-9 Round to the Nearest Hundred (whole numbers on a number line)—pp. 367–368
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.	**Instruction** 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 *10-2A Whole Numbers and the Number Line—Online **Application** 1-3 Related Addition Facts—p. 8 5-7 Estimate Differences (on a number line)—p. 209 12-2 Multiply Groups of 2—p. 552

Work with time and money.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	**Readiness** Skills Update: Clock Sense: Hours—p. J 7-10 Hour and Half Hour—pp. 313–314 **Instruction** 7-11 Five Minutes—pp. 315–316 *7-13A A.M. and P.M.—Online **Application** 7-12 Quarter Hour—pp. 317–318 7-13 Before the Hour—pp. 319–320 7-14 Elapsed Time—pp. 323–324

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Work with time and money.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
	Teacher's Edition English Language Learners: Hour and Half Hour—TE p. 289E Differentiated Instruction: Visually Impaired: Hour and Half Hour—TE p. 289F Intervention Suggestions: 4-5. Write the time to the hour as shown on an analog clock—TE p. 289K
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	**Readiness** Skills Update: Penny, Nickel, Dime—p. I 7-1 Pennies, Nickels, and Dimes—pp. 291–292 9-9 Add Money: Regroup Dimes or Pennies—pp. 401–402 9-10 Add Money: Regroup Twice—pp. 403–404 9-11 Subtract Hundreds, Tens, and Ones—pp. 407–408 9-17 Subtract Money: Regroup Dollars or Dimes—pp. 421–422 9-18 Subtract Money: Regroup Twice—pp. 423–424 **Instruction** 7-2 Quarters—p. 293 7-3 Half Dollar—p. 295 7-5 Compare Money—pp. 301–302 7-6 Make Change—pp. 303–304 7-7 Add and Subtract Money—pp. 305–306 7-8 One Dollar—p. 307 7-9 Dollars and Cents—pp. 309–310 *7-9A Money Problems—Online 7-18 Problem Solving Strategy: Guess and Test—pp. 331–332 9-7 Add Money: No Regrouping—pp. 397–398 9-8 Problem Solving: Read and Write in Math: Find Needed Information—pp. 399–400 **Application** 7-19 Problem Solving Applications: Mixed Strategies—pp. 333–334 Read Aloud: "The Time Machine" (value of groups of coins)—pp. 341-344 9-21 Problem Solving Applications: Mixed Strategies—pp. 429–430 **Teacher's Edition** English Language Learners: Coins; Dollars and Cents; Add and Subtract Money—TE p. 289E Differentiated Instruction: At Risk: Counting Money; Gifted and Talented: Dollars and Cents; Inclusion: Make Change, Count Mixed Coins; Visually Impaired: Coins—TE p. 289F Math Centers: Manipulative Activity: Time for a Change (money)—TE p. 289H Intervention Suggestions: 1-3. Count on with pennies from nickels, dimes, and a quarter—TE p. 289K

*Online at progressinmathematics.com.

Unless otherwise noted, page numbers refer to the Gr. 2 *Progress in Mathematics* Teacher's Edition (TE) and Student Edition (SE).

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Represent and interpret data.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
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 making a line plot, where the horizontal scale is marked off in whole-number units.	**Readiness** 11-1 Nonstandard Units—pp. 491–492 11-2 Inches—pp. 493–494 11-3 Half Inch—pp. 495–496 11-4 Feet and Yards—pp. 497–498 *11-4A Measure Length—Online 11-9 Centimeters—pp. 511–512 11-10 Meters—pp. 513–514 **Instruction** 3-9 Line Plots—pp. 133–134 *11-17A Measurement and Data—Online
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 bar graph.	**Readiness** Skills Update: Tallying—p. E **Instruction** 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 **Application** 3-12 Problem Solving Applications: Mixed Strategies—pp. 139–140

Geometry 2.G

Reason with shapes and their attributes.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [5]Sizes are compared directly or visually, not compared by measuring.	**Instruction** 6-1 Solid Figures (cube)—pp. 247–248 6-2 Faces, Edges, Vertices—pp. 249–250 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 6-5 Sort Figures—pp. 255–256 6-11 Ways to Make Figures—pp. 271–272 **Application** 6-12 Problem Solving: Read and Write in Math: Understand Math Words—pp. 273–274 6-15 Problem Solving Applications: Mixed Strategies—pp. 279–280

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Reason with shapes and their attributes.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 2
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Instruction** 11-12 Area—pp. 517–518 *11-12A Rectangles and Area—Online
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., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	**Readiness** Skills Update: Equal Parts—p. K **Instruction** 10-1 Fractions: 1/2, 1/4, 1/8—p. 445 *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 **Application** 10-16 Problem Solving Applications: Mixed Strategies—p. 480 Connection: Math and Social Studies (hopscotch boards/equal parts)—p. 482

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