



SADLIER

Progress in Mathematics

Aligned to the
College & Career Ready Standards

Indiana Academic Standards: Mathematics

Grade 2

Number Sense	2
Computation and Algebraic Thinking	5
Geometry	9
Measurement	11
Data Analysis	14

 **Sadlier**
William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

Number Sense

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.

2.NS.2: Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.

2.NS.3: Plot and compare whole numbers up to 1,000 on a number line.

SADLIER PROGRESS MATHEMATICS, GRADE 2

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—pp. 357–358

9-2 Count On 1, 10, and 100—pp. 385–386

Application

3-12 Problem Solving Applications: Mixed Strategies—pp. 139–140

Enrichment: Line Graphs—p. 146

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8-1 Hundreds—pp. 349–350

8-2 Hundreds, Tens, and Ones—p. 352

8-7 Order to 1000—p. 364

9-10 Add Money: Regroup Twice—p. 404

12-6 Multiply Groups of 5—pp. 559–560

Readiness

Skills Update: Number Words to Twenty—p. C

Instruction

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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

Enrichment

Enrichment: Ways to Make Larger Numbers (expanded form)—p. 110

Readiness

Skills Update: Greater or Less—p. D

1-4 Count On to Add (number lines)—pp. 9–10

1-12 Count Back to Subtract (number lines)—pp. 29–30

1-16 Count Up to Subtract (number lines)—pp. 39–40

2-8 Compare Numbers—pp. 81–82

2-9 Order Using a Number Line—pp. 83–84

2-12 Round to the Nearest Ten (number lines)—pp. 89–90

Number Sense

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.NS.4: Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.

2.NS.5: Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).

2.NS.6: 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 that 100 can be thought of as a group of ten tens — called a “hundred.” Understand that 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).

SADLIER PROGRESS MATHEMATICS, GRADE 2

5-7 Estimate Differences (number line)—p. 209
8-6 Compare Numbers to 1000—pp. 361–362
8-7 Order to 1000—pp. 363–364

Instruction

*8-5A Use Benchmark Numbers to Compare—Online

*10-2A Whole Numbers and the Number Line—Online

Instruction

2-16 Ordinals to 31st—pp. 99–100

Teacher's Edition

Differentiated Instruction: Visually Impaired: Ordinals—TE p. 63F

Math Centers: Calendar Project: A Lot for One Day (ordinal positions)—TE p. 347H

Instruction

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Application

2-14 Count by 3s and 4s (even/odd)—p. 95

2-17 Problem Solving Strategy: Use Logical Reasoning (even/odd)—p. 101

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Connection: Math and Science (even/odd)—p. 106

3-9 Line Plots (even/odd)—p. 134

3-10 Venn Diagrams (even/odd)—p. 136

Teacher's Edition

Intervention Suggestions: 6. Identify even and odd numbers—TE p. 547K

Readiness

Skills Update: Number Words to Twenty—p. C

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

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

*8-4A Skip Count to 1000—Online

Enrichment

Ways to Make Larger Numbers (expanded form)—p. 110

Number Sense

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.NS.7: Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

SADLIER *PROGRESS MATHEMATICS*, GRADE 2

Teacher's Edition

English Language Learners: Hundreds, Tens, and Ones; Expanded Form; Hundreds; Use a Table; Hundreds, Tens, Ones—TE p. 347E

Differentiated Instruction: At Risk: Hundreds; Hundreds, Tens, Ones; Inclusion: Counting Patterns, Order; Visually Impaired: Hundreds—TE p. 347F

Math Centers: Manipulative Activity: Secret Number (identify place value)—TE p. 347H

Intervention Suggestions: 1. Express and represent numbers as composed of tens and ones; 2. Determine the value of a given digit in a 2-digit number; 3. Write numbers to 99 in expanded form—TE p. 347K

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

Application

Connection: Math and Science (compare)—p. 106

5-2 Mental Math Subtraction (compare)—p. 198

Teacher's Edition

English Language Learners: Compare Numbers; Order Numbers;—TE p. 63E

Differentiated Instruction: At Risk: Compare Numbers;—TE p. 63F

Intervention Suggestions: 5. Compare two 1-digit numbers using the $<$, $=$, and $>$ symbols—TE p. 63K

Computation and Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.CA.1: Add and subtract fluently within 100.

SADLIER *PROGRESS MATHEMATICS*, GRADE 2

Instruction

Skills Update: Addition Facts to 10—p. A
Skills Update: Subtraction Facts to 10—p. B

- 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
- 1-7 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
- 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
- *1-20A Two-Step Problems—Online

- 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
- 4-5 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 Compensation—Online
- 4-7 Estimate Sums—pp. 169–170
- 4-8 Rewrite Two-Digit Addition—pp. 171–172
- 4-9 Three Addends—pp. 173–174
- *4-9A Four Addends—Online
- 4-10 Add: Choose the Method—pp. 177–178
- 4-11 Addition Practice—pp. 179–180

- 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
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- 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

Computation and Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.CA.2: Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.

SADLIER PROGRESS MATHEMATICS, GRADE 2

5-11 Chain Operations—pp. 217–218
5-14 Mixed Practice—pp. 225–226

Application

1-20 Problem Solving Strategy: Choose the Operation—pp. 47–48
1-21 Problem Solving Applications: Mixed Strategies—pp. 49–50
Read Aloud: "The Watering Hole"—pp. 57-60

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
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4-2 Mental Math Addition—pp. 157–158
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4-7 Estimate Sums—pp. 169–170
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

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
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5-7 Estimate Differences—pp. 209–210
5-10 Subtraction Practice—pp. 215–216
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5-14 Mixed Practice—pp. 225–226
5-15 Estimate or Exact Answer—pp. 227–228

Instruction

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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
1-12 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

Computation and Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.CA.3: Solve real-world problems involving addition and subtraction within 100 in situations 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).

2.CA.4: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit

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*1-20A Two-Step Problems—Online

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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

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

4-13 Problem Solving Applications: Mixed Strategies—pp. 183–184

Connection: Math and Social Studies—p. 186

5-17 Problem Solving Applications: Mixed Strategies—pp. 231–232

Connection: Math and Social Studies—p. 234

Read Aloud: "The Surprise"—pp. 239–242

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

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

Computation and Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

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numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.

2.CA.5: 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 groups.

2.CA.6: Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.

2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.

SADLIER PROGRESS MATHEMATICS, GRADE 2

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

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

Enrichment: Add Three 3-Digit Addends—p. 436

Read Aloud: "The Great Race"—pp. 437–440

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

12-1 Multiplication as Repeated Addition—pp. 549–550

Instruction

*12-1A Use an Array Model—Online

Instruction

1-3 Related Addition Facts (commutative property)—pp. 7–8

1-9 Three Addends (associative property)—pp. 21–22

1-10 Four Addends (associative property)—pp. 23–24

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

Geometry

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.G.1: Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.

2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.

2.G.3: Investigate and predict the result of composing and decomposing two- and three- dimensional shapes.

2.G.4: Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.

2.G.5: Partition circles and rectangles into two, three, or four equal parts; 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 parts of identical wholes need not have the same shape.

SADLIER PROGRESS MATHEMATICS, GRADE 2

Instruction

- 6-1 Solid Figures—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
- 6-6 Congruent Figures (draw figures)—pp. 259–260
- 6-7 Lines of Symmetry (draw figures)—pp. 261–262
- 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

Instruction

- 6-3 Explore Plane Figures (comparing nets to solid figures)—pp. 251–252
- 6-4 Plane Figures—pp. 253–254
- *6-4A Identify and Draw Plane Figures—Online

Instruction

- 6-11 Ways to Make Figures—pp. 271–272

See also the following related content—
Skills Update: Equal Parts—p. K

- 10-1 Fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ —p. 445
- *10-1A Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ —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

*No composing or decomposing three-dimensional shapes at this level.

Application

- 10-16 Problem Solving Applications: Mixed Strategies—p. 480
- Connection: Math and Social Studies (hopscotch boards/equal parts)—p. 482

Instruction

- 11-12 Area—pp. 517–518
- *11-12A Rectangles and Area—Online

Readiness

- Skills Update: Equal Parts—p. K

Instruction

- 10-1 Fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ —p. 445

Geometry

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

SADLIER *PROGRESS MATHEMATICS*, GRADE 2

- *10-1A Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ —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

Measurement

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.M.1: Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.

2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.

2.M.3: Understand that the length of an object does not change regardless of the units used. 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.

2.M.4: Estimate and measure volume (capacity) using cups and pints.

2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.

SADLIER PROGRESS MATHEMATICS, GRADE 2

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

Instruction

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
11-17 Choose Tools and Units of Measure—pp. 529–530

Enrichment

Perimeter of Curved Objects—p. 540

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

Instruction

*11-4A Measure Length—Online

Instruction

11-5 Cups, Pints, and Quarts—pp. 501–502
11-6 Problem Solving: Read and Write in Math: Find Hidden Information—pp. 503–504

Enrichment

11-7 Gallons—pp. 505–506
11-15 Volume—pp. 525–526

Teacher's Edition

English Language Learners: Cups, Pints, Quarts; Volume—TE p. 489E
Differentiated Instruction: Inclusion: Cups, Pints, Quarts, Gallons—TE p. 489F
Intervention Suggestions: 4. Recognize which of two different-sized containers holds more or less—TE p. 489K

Readiness

Skills Update: Clock Sense: Hours—p. J

7-10 Hour and Half Hour—pp. 313–314

Measurement

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.M.6: Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.

2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars.

SADLIER PROGRESS MATHEMATICS, GRADE 2

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
7-18 Problem Solving Strategy: Guess and Test—pp. 331–332
7-19 Problem Solving Applications: Mixed Strategies—pp. 333–334

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

Instruction

7-10 Hour and Half Hour (minutes in an hour)—pp. 313–314
7-16 Estimate Time (seconds in a minute, minutes in an hour, hours in a day)—pp. 327–328
7-17 Calendar (days in a week, days and weeks in a year)—pp. 329–330

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

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

Measurement

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

SADLIER *PROGRESS MATHEMATICS*, GRADE 2

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;

Data Analysis

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 2

2.DA.1: Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.

SADLIER *PROGRESS MATHEMATICS*, GRADE 2

Readiness

Skills Update: Tallying—p. E

3-1 Problem Solving: Read and Write in Math: Read a Table—
pp. 115–116

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

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