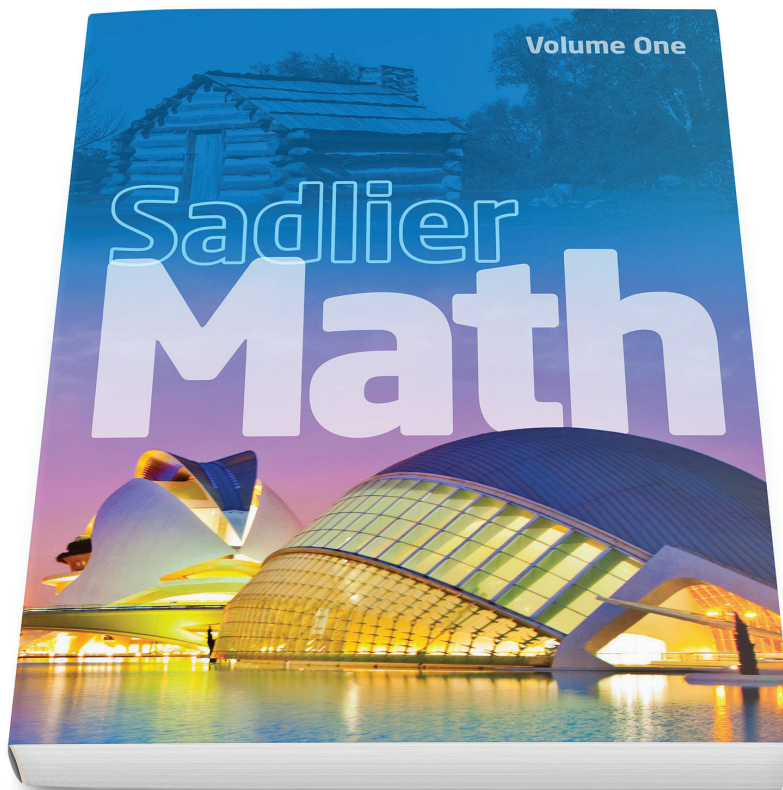


Sadlier Math™

Correlation to the Archdiocese of Cincinnati
Graded Course of Study for Mathematics 2012

Grade 2



Learn more at www.SadlierSchool.com/SadlierMath

STANDARD 1 – NUMBER SENSE

Grade 2 Content Standards	Sadlier Math, Grade 2
M.2.1.1 Extend and identify number patterns to build a foundation for understanding multiples and factors (i.e., skip counting by 2s, 5s, 10s, 100s).	Chapter 3: 3-5 (count by 2s, 5s, 10s) Chapter 5: 5-3 (regrouping pattern) Chapter 6: 6-11 (count on number line) Chapter 7: 7-5 (count by 5s, 10s, 100s) Chapter 8: 8-1 (add 1, 10, 100) Chapter 9: 9-1 (subtract 1, 10, 100) Chapter 11: 11-3 (TE Mental Math) Chapter 12: 12-1 (TE Mental Math)
M.2.1.2 Classify numbers as odd or even up to 100.	Chapter 10: 10-1 & 10-2
M.2.1.3 Identify relationship between the digits and their place-value through the thousands, including counting by tens and hundreds and read and write numbers to 1000 using base ten numerals, number names, and expanded form.	Chapter 7: 7-5
M.2.1.4 Compare and order multi-digit numbers through the thousands using <, = and > symbols to record the results of comparisons.	Chapter 3: 3-3 & 3-4 Chapter 7: 7-8 & 7-7
M.2.1.5 Identify fractions as parts of a whole or parts of a group (up to 12 parts).	See Grade 3 Chapter 9: 9-1
M.2.1.6 Recognize, name and compare the unit fraction ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.) and know that, when all fractional parts are included, the result is equal to the whole and to one.	See Grade 3 Chapter 9: 9-2 through 9-6

STANDARD 2 – COMPUTATION AND BASIC FACTS

Grade 2 Content Standards	Sadlier Math, Grade 2
M.2.2.1 Recall basic addition and related subtraction facts.	Chapter 1: 1-1 through 1-10 Chapter 2: 2-1 through 2-11
M.2.2.2 Solve addition and subtraction problems without regrouping with whole within 100.	Chapter 4: 4-1 & 4-2 Chapter 5: 5-1 & 5-2

STANDARD 2 – COMPUTATION AND BASIC FACTS

Grade 2 Content Standards	Sadlier Math, Grade 2
<p>M.2.2.3 Fluently add and subtract within 20, using mental strategies.</p>	<p>Chapter 1: 1-1 through 1-7 (see also TE Mental Math for each lesson) Chapter 2: 2-1 through 2-11 (see also TE Mental Math for each lesson)</p>
<p>M.2.2.4 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (i.e., 816 equals 8 hundreds, 1 tens, and 6 ones)</p>	<p>Chapter 3: 3-1 & 3-2 Chapter 7: 7-1 through 7-4</p>
<p>M.2.2.5 Fluently add and subtract within 100. Use strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>	<p>Chapter 4: 4-1 through 4-9 Chapter 5: 5-1 through 5-8</p>
<p>M.2.2.6 Use the inverse relationship between addition and subtraction (i.e., $65 - 13 = 52$ means that $52 + 13 = 65$).</p>	<p>Chapter 2: 2-6 Chapter 5: 5-8</p>
<p>M.2.2.7 Use mental math to add or subtract 0, 1, 2, 3, 4, 5 or 10 with numbers less than 100 and add or subtract 100 to a given number 100-900.</p>	<p>Chapter 8: 8-1 Chapter 9: 9-1</p>
<p>M.2.2.8 Estimate solutions to multi-digit addition and subtraction problems through three-digit.</p>	<p>See Grade 3 Chapter 2: 2-3 Chapter 3: 3-1</p>
<p>M.2.2.9 Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies.</p>	<p>Chapter 8: 8-1 through 8-8 Chapter 9: 9-1 through 9-9</p>
<p>M.2.2.10 Estimate solutions to multi-digit addition and subtraction problems through three digits.</p>	<p>See Grade 3 Chapter 2: 2-3 Chapter 3: 3-1</p>
<p>M.2.2.11 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.</p>	<p>Chapter 10: 10-3 & 10-4</p>

STANDARD 3 – ALGEBRA AND FUNCTIONS/DATA

Grade 2 Content Standards	Sadlier Math, Grade 2
<p>M.2.3.1 M.2.3.1 Estimate to solve problem situations to number sentences involving addition and subtraction (i.e., Joe has 10 pencils, Mary has 5 pencils and you have 6 pencils. How many pencils are there altogether?)</p>	<p>Chapter 8: 8-1 Chapter 9: 9-1</p>
<p>M.2.3.2 Use the commutative and associative properties for addition simplify mental calculation (i.e., add the numbers 6, 12 and 14 in this order. Now add them in the order of 14, 6 and 12. Which was easier? Why?).</p>	<p>Chapter 1: 1-3 (commutative property) & 1-8 (associative property) Chapter 4: 4-7 (associative and commutative properties) Chapter 8: 8-8 (use properties to add)</p>
<p>M.2.3.3 Create, describe and extend number patterns using addition and subtraction (i.e., What are the next 3 numbers 20, 19, 16, 14 ...?).</p>	<p>Chapter 1: 1-10 Chapter 3: 3-5 Chapter 7: 7-5 Chapter 8: 8-1 Chapter 9: 9-1 Chapter 10: 10-3 & 10-4</p>
<p>M.2.3.4 Generalize numeric and non-numeric patterns using words and tables, tally charts and bar graphs.</p>	<p>Chapter 11: 11-1 through 11-6</p>
<p>M.2.3.5 Collect and record numerical data with up to four categories in systematic ways including a line plot, picture graph and a bar graph.</p>	<p>Chapter 11: 11-1 through 11-7</p>

STANDARD 4 – GEOMETRY

Grade 2 Content Standards	Sadlier Math, Grade 2
<p>M.2.4.1 Solve addition and subtraction problems that involve measurement and geometry.</p>	<p>Chapter 6: 6-9, 6-10 & 6-12</p>
<p>M.2.4.2 Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.</p>	<p>Chapter 14: 14-12 through 14-4</p>

STANDARD 4 – GEOMETRY

Grade 2 Content Standards	<i>Sadlier Math, Grade 2</i>
M.2.4.3 Generalize and predict numeric and non-numeric patterns using words and tables (i.e., partition a rectangle into rows and columns of same size squares and count to find the total number).	Chapter 1: 1-10 Chapter 3: 3-5 Chapter 7: 7-5 Chapter 8: 8-1 Chapter 9: 9-1 Chapter 10: 10-3 & 10-4
M.2.4.4 Identify congruent two-dimensional shapes in any position.	n/a

STANDARD 5 – MEASUREMENT

Grade 2 Content Standards	<i>Sadlier Math, Grade 2</i>
M.2.5.1 Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.	Chapter 6: 6-1 through 6-6
M.2.5.2 Describe the inverse relationship between the size of a unit and number of units needed to measure a given object and which unit is most appropriate in a given situation.	Chapter 6: 6-3 & 6-6
M.2.5.3 Solve addition and subtraction problems that involve measurement.	Chapter 6: 6-9 & 6-12
M.2.5.4 Estimate and select an appropriate tool to measure, weigh and/or compare lengths to solve.	Chapter 6: 6-1 through 6-8
M.2.5.5 Apply the transitive property when comparing lengths of objects.	Chapter 6: 6-8
M.2.5.6 Estimate temperature. Read a thermometer in Celsius and Fahrenheit.	See Grade 4 Chapter 15: 15-4
M.2.5.7 Identify time to the nearest quarter hour. Distinguish five-minute intervals and explain the difference between A.M. and P.M.	Chapter 12: 12-9 (hour and half hour), 12:10 (five minutes) & 12-11 (A.M. and P.M.) *no telling time to nearest quarter hour

STANDARD 5 – MEASUREMENT

Grade 2 Content Standards	Sadlier Math, Grade 2
M.2.5.8 Identify and know the relationship of time: seconds to minute, minutes to hour, hours to day, days to week, weeks to month, months, to year.	Chapter 12: 12-9 & 12-12
M.2.5.9 Identify, combine and compare values of money in cents up to \$100, working with a single unit of currency.	Chapter 12: 12-1 through 12-8, 12-12

STANDARD 6 - PROBLEM SOLVING

Grade 2 Content Standards	Sadlier Math, Grade 2
M.2.6.1 Solve word problems that involve repeated addition, subtraction and multiplication.	Chapter 4: 4-1, 4-6 & 4-7 Chapter 5: 5-8
M.2.6.2 Identify mathematical patterns for addition and multiplication tables and explain them, using properties of operations (i.e., 2 times a number is always even, zero times a number is always zero.).	Chapter 2: 2-2 Chapter 5: 5-1 through 5-6
M.2.6.3 Solve problems that represent fractions, including fractions greater than one, using area, set and linear models.	Chapter 11: 11-2 through 11-6
M.2.6.4 Solve problems using geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.	Chapter 14: 14-1 through 14-5
M.2.6.5 Represent, compute, estimate and solve problems using numbers through hundred-thousands.	Chapter 4: 4-1 through 4-10 Chapter 5: 5-1 through 5-9 Chapter 8: 8-1 through 8-8 Chapter 9: 9-1 through 9-9