

This extract of the *Florida Mathematics Content Standards (2007)* has been annotated to show the correlation between the specific standards for *Second Grade* and the activities in *Mathville 2*.

K-8 MATHEMATICS STANDARDS

GRADE 2

BIG IDEA 1: Develop an understanding of base-ten numerations system and place-value concepts.

BENCHMARK CODE	BENCHMARK
MA.2.A.1.1	Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds. Order, Place Value, Add Tens & Hundreds, Add & Subtract, Skip Count
MA.2.A.1.2	Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation. Order, Place Value
MA.2.A.1.3	Compare and order multi-digit numbers through the thousands. Order

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i>	<i>Supported:</i>	<i>Participatory:</i>
<p>MA.2.A.1.In.a Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting.</p> <p>MA.2.A.1.In.b Represent numbers to 20 using sets of objects and pictures, number names, and numerals.</p> <p>MA.2.A.1.In.c Identify and use ordinal numbers to fifth.</p> <p>MA.2.A.1.In.d Use one-to-one correspondence to count, compare, and order whole numbers 0 to 20.</p>	<p>MA.2.A.1.Su.a Represent quantities to 5 or more using sets of objects, number names, and numerals.</p> <p>MA.2.A.1.Su.b Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more.</p>	<p>MA.2.A.1.Pa.a Indicate desire to continue an action or activity by using an object in familiar routines.</p> <p>MA.2.A.1.Pa.b Respond to familiar actions that represent the concept of none or stop in routines.</p> <p>MA.2.A.1.Pa.c Respond to a counting cue to begin familiar routines in multiple settings.</p> <p>MA.2.A.1.Pa.d Match one object to a designated space to show one-to-one correspondence.</p>

Related Mathville 2 Activities

- Number Words
 - Subtract Story
 - Round
 - Equivalents
 - Commut. & Assoc.

BIG IDEA 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.

BENCHMARK CODE	BENCHMARK
MA.2.A.2.1	Recall basic addition and related subtraction facts. Add Tens & Hundreds, Add & Subtract
MA.2.A.2.2	Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies, including invented and standard algorithms and explanations of those procedures. Commut. & Assoc.
MA.2.A.2.3	Estimate solutions to multi-digit addition and subtraction problems, through three digits.
MA.2.A.2.4	Solve addition and subtraction problems that involve measurement and geometry. Measure

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i>	<i>Supported:</i>	<i>Participatory:</i>
<p>MA.2.A.2.In.a Identify the meaning of the +, -, and = signs in addition and subtraction problems.</p> <p>MA.2.A.2.In.b Use counting and one-to-one correspondence as strategies to solve problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of pictures.</p> <p>MA.2.A.2.In.c Solve real-world problems involving addition facts with sums to 10 and related subtraction facts, including money, measurement, geometry, and other problem situations.</p>	<p>MA.2.A.2.Su.a Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.</p> <p>MA.2.A.2.Su.b Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects.</p> <p>MA.2.A.2.Su.c Solve real-world problems involving addition facts with sums to 5 and related subtraction facts using sets of objects.</p>	<p>MA.2.A.2.Pa.a Respond to the arrival of a familiar person or addition of a familiar object in the same activity in multiple settings.</p> <p>MA.2.A.2.Pa.b Respond to the departure of a familiar person or removal of a familiar object in the same activity in multiple settings.</p> <p>MA.2.A.2.Pa.c Continue in a routine with the addition of a familiar person, action, or object.</p> <p>MA.2.A.2.Pa.d Continue in a familiar routine with the removal of a familiar person, action, or object.</p> <p>MA.2.A.2.Pa.e Initiate a preferred action or activity by using an object.</p>

Related Mathville 2 Activities

- Number Words
- Subtract Story
- Round
- Equivalents
- Place Value
- Order
- Commut. & Assoc.

BIG IDEA 3: Develop an understanding of linear measurement and facility in measuring lengths.

BENCHMARK CODE	BENCHMARK
MA.2.G.3.1	Estimate and use standard units, including inches and centimeters, to partition and measure lengths of objects.
MA.2.G.3.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.
MA.2.G.3.3	Apply the Transitive Property when comparing lengths of objects.
MA.2.G.3.4	Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems. Measure

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i>	<i>Supported:</i>	<i>Participatory:</i>
<p>MA.2.G.3.In.a Use standard units of whole inches to measure the length of objects.</p> <p>MA.2.G.3.In.b Compare and order objects of different lengths.</p> <p>MA.2.G.3.In.c Select and use a ruler to measure and compare lengths to solve problems.</p>	<p>MA.2.G.3.Su.a Measure the length of objects using nonstandard units of measure and count to 5 or more units.</p> <p>MA.2.G.3.Su.b Compare lengths of objects to solve real-world problems.</p>	<p>MA.2.G.3.Pa.a Respond to a prompt indicating size or length, such as big, little, long, or short in activities.</p>

SUPPORTING IDEAS

Algebra

BENCHMARK CODE	BENCHMARK
MA.2.A.4.1	Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2’s, 5’s, 10’s. Patterns, Skip Count
MA.2.A.4.2	Classify numbers as odd or even and explain why.
MA.2.A.4.3	Generalize numeric and non-numeric patterns using words and tables. Patterns
MA.2.A.4.4	Describe and apply equality to solve problems, such as in balancing situations Place Value, Commut. & Assoc., Equivalents
MA.2.A.4.5	Recognize and state rules for functions that use addition and subtraction. Patterns

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i>	<i>Supported:</i>	<i>Participatory:</i>
<p>MA.2.A.4. In.a Identify two-element repeating visual patterns and extend with one repetition.</p> <p>MA.2.A.4.In.b Fill in missing items in two-element repeating visual patterns.</p> <p>MA.2.A.4.In.c Identify equal and unequal sets of objects and pictures to 20.</p>	<p>MA.2.A.4.Su.a Match two-element repeating patterns of sounds, physical movements, and objects.</p> <p>MA.2.A.4.Su.b Use one-to-one correspondence to identify sets of objects with the same number to 5.</p>	<p>MA.2.A.4.Pa.a Follow a two-element repeating pattern in a familiar routine or activity.</p> <p>MA.2.A.4.Pa.b Indicate anticipation of next step(s) in the same routine or activity in multiple settings.</p> <p>MA.2.A.4.Pa.c Recognize similarities and differences in features of familiar objects and actions in routines.</p>

SUPPORTING IDEAS

Geometry and Measurement

BENCHMARK CODE	BENCHMARK
MA.2.G.5.1	Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions. Fraction Story
MA.2.G.5.2	Identify time to the nearest hour and half hour. Time
MA.2.G.5.3	Identify, combine, and compare values of money in cents up to \$1 and in dollars up to \$100, working with a single unit of currency. Bank
MA.2.G.5.4	Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L). Measure

Access Points for Students with Significant Cognitive Disabilities

<i>Independent:</i>	<i>Supported:</i>	<i>Participatory:</i>
<p>MA.2.G.5.In.a Match parts with the whole using geometric shapes.</p> <p>MA.2.G.5.In.b Identify concepts of time, including yesterday, today, tomorrow, first, and next, by relating activities with the time period.</p> <p>MA.2.G.5.In.c Identify the days of the week in relation to the calendar.</p> <p>MA.2.G.5.In.d Identify analog and digital clocks as tools for telling time.</p> <p>MA.2.G.5.In.e Identify the purpose of coins and bills.</p> <p>MA.2.G.5.In.f Compare objects by weight, using terms including heavy and light; and capacity, using terms including holds more and holds less.</p>	<p>MA.2.G.5.Su.a Identify part and whole of geometric shapes.</p> <p>MA.2.G.5.Su.b Match common three-dimensional objects by shape, including sphere and cube.</p> <p>MA.2.G.5.Su.c Identify the concepts of time, including before, after, and next, by relating activities with the time period.</p> <p>MA.2.G.5.Su.d Identify coins as money.</p> <p>MA.2.G.5.Su.e Compare weight of objects using the concepts of heavy and light.</p> <p>MA.2.G.5.Su.f Identify and describe spatial relationships, including over, under, front, back, and between.</p>	<p>MA.2.G.5.Pa.a Respond to differences in features such as size and shape of familiar objects in routines.</p> <p>MA.2.G.5.Pa.b Respond to the environmental cue for a non-preferred activity within a regularly scheduled routine.</p> <p>MA.2.G.5.Pa.c Respond to icons or symbols representing activities in an adaptive schedule.</p> <p>MA.2.G.5.Pa.d Given a model, imitate one or more directional responses in a daily activity.</p>

Related Mathville 2 Activities

Compose

Sort Shapes

SUPPORTING IDEAS

Number and Operations

BENCHMARK CODE	BENCHMARK	
MA.2.A.6.1	Solve problems that involve repeated addition. Multiply Story, Skip Count, Patterns	
Access Points for Students with Significant Cognitive Disabilities		
<i>Independent:</i>	<i>Supported:</i>	<i>Participatory:</i>
MA.2.A.6.In.a Solve problems involving addition of the same number such as 1+1 or 2+2 with sums to 10.	MA.2.A.6.Su.a Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting.	MA.2.A.6.Pa.a Communicate the desire for one preferred item or activity in familiar routines.

Related Mathville 2 Activities

Divide