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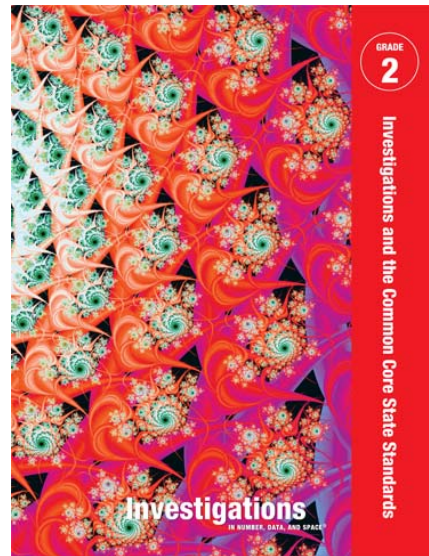
SCOTT FORESMAN

Investigations

IN NUMBER, DATA, AND SPACE®

for the Common Core State Standards

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to the

Common Core Georgia Performance Standards Grade 2

FORMAT FOR CORRELATION TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS)

Subject Area: K-12 Mathematics **State-Funded Course:** 27.01300

Textbook Title: Investigations in Number, Data, and Space ©2012 Grade 2

Publisher: Pearson Education Inc., publishing as Scott Foresman

*The Common Core Georgia Performance Standards (CCGPS) for Grades K-12 Mathematics may be accessed on-line at:
<http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Mathematics Grade 2	
	Operations and Algebraic Thinking 2.OA	
	Represent and solve problems involving addition and subtraction.	
MCC2.OA.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.	U1 Sessions: TE: 28-34, 62-67, 68-75, 76-83, 84-89, 95-99, 100-102, 103-105, 138-143, 149-154, 155-158, 159-161, 162-168, 169-174, 175-177, 178-181 SAB: 18-19, 34-35, 38, 41-42, 44-50, 53, 58-61 U2 Sessions: TE: 37-38, 44, 46, 90, 96 SAB: 12, 23 U3 Sessions: TE: 30-37, 38-45, 46-49, 50-56, 57-61, 62-66, 72-80, 81-88, 89-94, 95-103, 104-108, 109-114, 115-118, 179-186, 187-194 SAB: 1-14, 16-54, 57-60, 67-70, 79 U3 ICCG: TE: CC21-CC25 U5 Sessions: TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42 U8 Sessions: TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63

Key: SAB-Student Activity Book; TE-Teacher's Edition

Curriculum Units Grade 2

- U1** Counting, Coins, and Combinations
- U2** Shapes, Blocks, and Symmetry
- U3** Stickers, Number Strings, and Story Problems
- U4** Pockets, Teeth, and Favorite Things
- U5** How Many Floors? How Many Rooms?

- U6** How Many Tens? How Many Ones?
- U7** Parts of a Whole, Parts of a Group
- U8** Partners, Teams and Paper Clips
- U9** Measuring Length and Time
- ICCG** = Investigations and the Common Core State Standards Guide

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MCC2.OA.2	Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	<p>U1 Sessions: TE: 28-34, 46-50, 51-56, 68-75, 84-89, 95-99, 100-102, 103-105, 110-114, 115-119, 120-123, 124-128, 129-132, 138-143, 149-154, 155-158, 159-161, 162-168, 169-174, 175-177, 178-181</p> <p>U2 Sessions: TE: 37-38, 44, 46, 90, 96, 126, 131, 136, 140 SAB: 12, 23</p> <p>U2 ICCG: TE: CC14-CC16</p> <p>U3 Sessions: TE: 30-37, 38-45, 46-49, 50-56, 57-61, 62-66, 72-80, 81-88, 89-94, 95-103, 104-108, 109-114, 115-118, 179-186, 187-194 SAB: 1-14, 16-54, 57-60, 67-70, 79</p> <p>U3 ICCG: TE: CC21-CC25</p> <p>U4 Sessions: TE: 28-29, 57, 65, 109</p> <p>U4 ICCG: TE: C38, C39</p> <p>U5 Sessions: TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42</p> <p>U6 Sessions: TE: 24-29, 30-36, 37-42, 43-47, 62-68, 75-81, 82-87, 88-93 SAB: 1-2, 4-5, 19-20, 24-29, 29-33, 37</p> <p>U8 Sessions: TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p> <p>U9 ICCG: TE: CC116-CC119</p>

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	Work with equal groups of objects to gain foundations for multiplication.	
MCC2.OA.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.	U3 Sessions: TE: 124-131, 132-136, 137-142 SAB: 42-52 U5 Sessions: TE: 82-87 U6 Session: TE: 100 U8 Sessions: TE: 24-30, 31-36, 37-42, 43-47 SAB: 1-3, 5, 7-11, 13, 15, 60
MCC2.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.	U1 Sessions: TE: 115-119, 120-123, 124-128, 159-161, 162-168, 169-174, 175-177, 178-181 SAB: 29, 32, 43 U2 Sessions: TE: 37-38, 44, 81-83, 85, 88-90, 96, 98-100 U5 Sessions: TE: 28-36, 37-43, 44-52, 53-60
	Number and Operations in Base Ten 2.NBT	
	Understand place value.	
MCC2.NBT.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:	U6 Sessions: TE: 57, 59, 125-126 SAB: 21-24, 37-38 U6 ICCG: TE: CC53-CC59, CC60-CC65 U8 ICCG: TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106
a.	100 can be thought of as a bundle of ten tens — called a “hundred.”	U6 Sessions: TE: 57, 59, 125-126 SAB: 21-24, 37-38 U6 ICCG: TE: CC53-CC59, CC60-CC65 U8 ICCG: TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106

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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).	U6 Session: TE: 57, 59, 125-126 SAB: 21-24, 37-38 U6 ICG: TE: CC61 U8 ICG: TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106
MCC2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	U1 Sessions: TE: 88-89, 92, 183 U2 Sessions: TE: 40, 106 U3 Sessions: TE: 51-55, 76-77, , 86-87, 105, 112, 141-142, 144-147, 154-156, 157-159, 161-163, 169-172, 185, 189, 229, 255-256, 257-258 SAB: 1-2, 9 U5 Sessions: TE: 29-36, 37-43, 44-52, 53-60, 61-68, 69-72, 82-88, 89-94, 96-97 U6 Sessions: TE: 37, 119, 130-136, 137-141, 142-147 SAB: 58-66, 69 U6 ICG: TE: CC48-CC50, CC55, CC61, CC63-CC65, CC66-CC70 SAB: 75, 78 U7 Sessions: TE: 31 U8 ICG: TE: CC87-CC90 SAB: 65-68

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MCC2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	U1 Sessions: TE: 53-54, 76-83, 96-97, 99, 101 U5 Sessions: TE: 37-43, 61-68 U6 Sessions: TE: 76-77 SAB: 31 U6 ICCG: TE: CC53-CC59, CC60-CC65 SAB: 72-73 U8 ICCG: TE: CC87-CC90 SAB: 65-68
MCC2.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.	U6 ICCG: TE: CC53-CC59, CC60-CC65, CC66-CC70 SAB: 75, 77-79
	Use place value understanding and properties of operations to add and subtract.	
MCC2.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.	U1 Sessions: TE: 129-132, 149-154, 155-158, 159-162 SAB: 41-50 U3 Sessions: TE: 30-37, 38-45, 46-49, 50-56, 57-61, 62-66, 72-80, 81-88, 89-94, 95-103, 104-108, 109-114, 115-118, 179-186, 200-203 SAB: 1-44, 67-70, 74, 76, 79 U3 ICCG: TE: CC21-CC25 U5 Sessions: TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42 U6 Sessions: TE: 24-29, 30-36, 37-42, 43-47, 62-68, 69-74, 75-81, 82-87, 88-93, 100-104, 105-109, 110-114, 115-118, 119-122, 123-126, 128-129, 130-136, 146, 148-152 SAB: 1-2, 4-5, 7-11, 13, 15, 19-20, 24-26, 29-40, 43-46, 49-51, 55-57 U7 Sessions:

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(Continued) MCC2.NBT.5	(Continued) Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	TE: 20, 25, 27, 36, 46, 48-49, 68 U8 Sessions: TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63 U8 ICCG: TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106 SAB: 65-73, 75-81 U9 Sessions: TE: 52-53, 78 SAB: 17 U9 ICCG: TE: CC116-CC119
MCC2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	U3 Session: TE: 72-80, 89-94, 179-186 SAB: 19-22, 25-26, 67-70 U5 Sessions: TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42 U6 Sessions: TE: 24-29, 30-36, 37-42, 43-47, 62-68, 75-81, 82-87, 88-93, 100-104, 105-109, 110-114, 115-118, 119-122, 123-126 SAB: 1-2, 4-5, 19-20, 24-29, 29-33, 37, 4-, 43-46, 49-56 U6 ICCG: TE: CC87-CC90, CC90-CC95 U8 Sessions: TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63 U8 ICCG: TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106 SAB: 65-73, 75-81

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MCC2.NBT.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.	<p>U1 Sessions: TE: 138-143, 144-148, 149-154, 155-158 SAB: 34-35, 38-42, 44-46</p> <p>U3 Sessions: TE: 72-80, 89-94, 179-186 SAB: 19-22, 25-26, 67-70</p> <p>U5 Sessions: TE: 33-36, 41-43, 46-48, 62-63 SAB: 1-2, 33, 42</p> <p>U6 Sessions: TE: 24-29, 30-36, 37-42, 43-47, 62-68, 75-81, 82-87, 88-93, 100-104, 105-109, 110-114, 115-118, 119-122, 123-126 SAB: 1-2, 4-5, 19-20, 24-29, 29-33, 37, 4-, 43-46, 49-56</p> <p>U6 ICCG: TE: CC87-CC90, CC90-CC95</p> <p>U8 Sessions: TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 104-108, 112-121, 122-129, 130-136, 137-145, 146-149 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p> <p>U8 ICCG: TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106 SAB: 65-73, 75-81</p>
MCC2.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.	<p>U6 Sessions: TE: 34-36, 143-146, 152 SAB: 4-5, 69</p> <p>U6 ICCG: TE: CC87-CC90, CC90-CC95, CC96-CC100, CC101-CC106</p>
MCC2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	<p>U1 Sessions: TE: 142, 157, 161, 198, 219</p> <p>U3 Sessions: TE: 55, 81-88, 89-94, 112-114, 179-186</p> <p>U6 Sessions: TE: 24-29, 30-36, 37-42, 43-47, 82-87, 88-93 TE: 37-42, 43-47, 70-77, 78-86, 87-95, 96-103, 112-121, 122-129, 130-136, 137-145 SAB: 7-11, 13-14, 19, 21, 22, 23-38, 40-43, 45-55, 57-59, 63</p> <p>U8 ICCG: TE: CC87-CC90, CC91-CC95, CC96-CC100, CC101-CC106</p>

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	Measurement and Data 2.MD	
	Measure and estimate lengths in standard units.	
MCC2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	U9 Sessions: TE: 24-28, 36-42, 43-46, 58-64, 65-69, 70-74, 78-84, 85-90, 91-95, 96-100, 101-104 SAB: 1-2, 4-9, 11, 15, 17, 19, 23-26, 28-30, 32-35, 39, 41-47,
MCC2.MD.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.	U9 Sessions: TE: 24-28, 43-46, 47-50, 51-54, 78-84, 91-95, 101-104
MCC2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	U9 Sessions: TE: 30, 40-41 SAB: 1-2, 4-5, 41-42
MCC2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	U9 Sessions: TE: 43-46, 47-50, 51-54, 65-69, 85-90, 96-100 SAB: 9, 15-17, 35, 37-38
	Relate addition and subtraction to length.	
MCC2.MD.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.	U9 Sessions: TE: 47-50, 51-54, 65-69, 70-74, 85-90, 101-104 SAB: 9, 15-17, 35, 37-38
	Work with time and money.	
MCC2.MD.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.	U1 Sessions: TE: 41-45, 49-50, 67, 85-87, 99, 101, 105, 118, 122, 139, 141, 152 U3 Sessions: TE: 51-52, 60, 64, 86, 97-98, 144, 181 U6 Sessions: TE: 32, 40-41, 144-145 U8 Sessions: TE: 54, 72, 84, 89, 90, 92, 97, 103, 116, 124

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MCC2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<p>U1 Sessions: TE: 32-33, 35, 41, 46, 51, 62, 76, 84, 90, 100 110, 129, 144, 149</p> <p>U2 Sessions: TE: 45, 69, 92, 110</p> <p>U3 Sessions: TE: 57, 89, 104, 115, 132, 153, 173 SAB: 15, 64</p> <p>U4 Sessions: TE: 78, 92, 108</p> <p>U5 Sessions: TE: 44, 76, 95 SAB: 23</p> <p>U6 Sessions: TE: 62, 75, 82, 123, 142 SAB: 3</p> <p>U7 Sessions: TE: 31, 58, 73</p> <p>U8 Sessions: TE: 37, 78, 96, 137 SAB: 12, 44, 54</p> <p>U9 Sessions: TE: 36, 51, 70, 96</p> <p>U9 ICCG: TE: CC120-CC122 SAB: 49A-49B</p>

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MCC2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	U1 Sessions: TE: 68-75, 77-83, 84-89, 99, 105 SAB: 17, 19, 30, 47-48 U2 ICCG: TE: 1 U3 Sessions: TE: 90-94, 112-114, 148-152, 160, 184-186 SAB: 25-26, 35, 38, 61, 68-71, 74 U4 Sessions: TE: 89, 97, 102 SAB: 28, 31 U5 Sessions: TE: 28, 82, 89 SAB: 43, 50 U6 Sessions: TE: 37, 69, 105-109, 112, 115, 117, 119-122, 124-126, 133-136, 143-146, 148-152 SAB: 6, 13, 41-42, 47 U7 Sessions: TE: 48-49 U8 Sessions: SAB: 16, 23-25, 27, 30, 35, 45 U9 Sessions: SAB: 36
	Represent and interpret data	
MCC2.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. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	U9 Sessions: TE: 47-50
MCC2.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 bar graph.	U4 Sessions: TE: 27-30, 55-58, 59-61, 78-82, 84-88, 89-91, 92-96, 97-101 SAB: 7 U4 ICCG: TE: CC35-CC39

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	Geometry 2.G	
	Reason with shapes and their attributes.	
MCC2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	U1 Sessions: TE: 35-40 SAB: 3-9 U2 Sessions: TE: 24-30, 31-39, 40-44, 45-49, 50-55, 62-68, 69-76, 77-83, 84-91, 92-96, 97-101, 102-105, 106-109, 110-113 SAB: 2-3, 6-11, 13, 16, 22, 24-26 U4 Sessions: TE: 33-37 U4 ICCG: TE: CC28-CC34 U5 Sessions: TE: 61-68, 69-72 SAB: 24 U6 Sessions: TE: 43, 88
MCC2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	U2 Sessions: TE: 80-83, 84-91, 97-101, 102-105 SAB: 17-20, 22, 24-26 U2 ICCG: TE: CC14-CC16
MCC2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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	U7 Sessions: TE: 20-24, , 36-40, 46-52, 53-57, 58-63, 64-67, 73-76 SAB: 1-5, 14-15, 20, 22, 27-30, 37 U7 ICCG: TE: CC78-CC82 SAB: 27A-27B U8 Sessions: SAB: 39 U9 Sessions: SAB: 67 U9 ICCG: SAB: CC119

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U7 Parts of a Whole, Parts of a Group

U8 Partners, Teams and Paper Clips

U9 Measuring Length and Time

ICCG = Investigations and the Common Core State Standards Guide