

Northpoint Horizons

CAVS (Content Academic Vocabulary System) Math – K-2 Correlated to the **Florida State Mathematic Content Standards**

Grade 2

This document provides a sampling of the extensive math directives offered throughout the *CAVS* program that meet the Florida Mathematics Content Standards.

Math Content Standard	CAVS Math Grades K-2 Teacher's Guide Lessons
BIG IDEA 1: Develop an understanding of base-ten numerations system and place-value concepts.	
MA.2.A.1.1 Identify relationships between the digits and their place values through the thousands, including counting by tens and hundreds.	Students use a number line when comparing and ordering numbers 1 through 10: Lesson 3 – TG p. 13 <i>How do numbers work together?</i> This standard is also addressed in the <i>CAVS</i> Math Program Grades 3-5 with higher numbers.
MA.2.A.1.2 Identify and name numbers through thousands in terms of place value and apply this knowledge to expanded notation.	Students use a number line when comparing and ordering numbers 1 through 10: Lesson 3 – TG p. 13 <i>How do numbers work together?</i> This standard is also addressed in the <i>CAVS</i> Math Program Grades 3-5 with higher numbers.
MA.2.A.1.3 Compare and order multi-digit numbers through the thousands.	Students use a number line when comparing and ordering numbers 1 through 10: Lesson 3 – TG p. 13 <i>How do numbers work together?</i> This standard is also addressed in the <i>CAVS</i> Math Program Grades 3-5 with higher numbers.

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BIG IDEA 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.	
MA.2.A.2.1 Recall basic addition and related subtraction facts.	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i> Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i>
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.	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i> Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i> This standard is also addressed in the <i>CAVS Math Program Grades 3-5</i> with three digit numbers.
MA.2.A.2.3 Estimate solutions to multi-digit addition and subtraction problems, through three digits.	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i> Flip Book, Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i> This standard is also addressed in the <i>CAVS Math Program Grades 3-5</i> with higher numbers.
MA.2.A.2.4 Solve addition and subtraction problems that involve measurement and geometry.	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i> Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i> Geometry and Measurement problems addressed in the <i>CAVS Math Program Grades 3-5</i> .
BIG IDEA 3: Develop an understanding of linear measurement and facility in measuring lengths.	
MA.2.G.3.1 Estimate and use standard units, including inches and centimeters, to partition and	Lesson 12 – TG p. 67 <i>How do you tell how far or how long?</i>

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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.	Lesson 11 – TG p. 61 How far? How long? Lesson 12 – TG p. 67 <i>How do you tell how far or how long?</i>
MA.2.G.3.3 Apply the Transitive Property when comparing lengths of objects.	Math Properties are addressed in the <i>CAVS Math Program</i> Grades 3-5.
MA.2.G.3.4 Estimate, select an appropriate tool, measure, and/or compute lengths to solve problems.	Lesson 12 – TG p. 67 <i>How do you tell how far or how long?</i>
SUPPORTING IDEAS: Algebra	
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.	Increasing numbers by 2's: Lesson 7 – TG p. 37 <i>What makes a pattern?</i>
MA.2.A.4.2 Classify numbers as odd or even and explain why.	This standard is addressed in the <i>CAVS Math Program</i> Grades 3-5.
MA.2.A.4.3 Generalize numeric and non-numeric patterns using words and tables.	Lesson 7 – TG p. 37 <i>What makes a pattern?</i>
MA.2.A.4.4 Describe and apply equality to solve problems, such as in balancing situations.	This standard is addressed in the <i>CAVS Math Program</i> Grades 3-5.
MA.2.A.4.5 Recognize and state rules for functions that use addition and subtraction.	Lesson 4 – TG p. 19 <i>Why do you add numbers?</i> Lesson 5 – TG p. 25 <i>Why do you subtract numbers?</i> This standard is also addressed in the <i>CAVS Math Program</i> Grades 3-5.
SUPPORTING IDEAS: Geometry and Measurement	
MA.2.G.5.1 Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.	This standard is addressed in the <i>CAVS Math Program</i> Grades 3-5.
MA.2.G.5.2 Identify time to the nearest hour and half	Students use the math vocabulary words: <i>clock, hour,</i>

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hour.	<i>minute</i> , and <i>second</i> to tell time by using an analog clock, to make a clock, to calculate elapsed time, and to estimate time: Lesson 9 – TG p. 49 <i>How do you tell time?</i>
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.	Students identify coin values, count to 50, add coins up to 50 cents, and trade coins, using equivalent values: Lesson 8 –TG p. 43 <i>How do you use money?</i>
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).	Students use the vocabulary words: <i>area</i> , <i>measuring cup</i> , and <i>volume</i> to practice measuring area and volume, to understand appropriate uses of a measuring cup, and to compare two types of volume measurements: Lesson 13 – TG p.73 <i>How much space does it take up?</i> Students use the vocabulary words <i>weight</i> and <i>pound</i> to use a balance scale to measure objects and to compare weights of different objects: Lesson 14 – TG p. 79 <i>How much does it weigh?</i>
SUPPORTING IDEAS: Numbers and Operations	
MA.2.A.6.1 Solve problems that involve repeated addition.	Solving problems that involve repeated addition is introduced: Lesson 7 – What is a pattern? (see Flip Book) This standard is also addressed in the CAVS Math Program Grades 3-5.