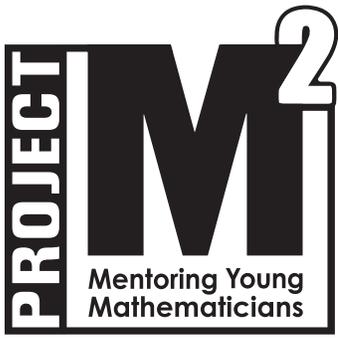


**Level 2**  
**Correlation to the**  
**Common Core State Standards**

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**Level 2**  
**Correlation to  
 the Common Core  
 State Standards**

## Designing a Shape Gallery: Geometry with the Meerkats

Lesson	Common Core State Standards
<b>Unit Introduction Lesson</b>	<b>2.G.1</b> 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.
<b>Chapter 1 Lesson 1</b>	<b>4.G.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines symmetry.
<b>Chapter 1 Lesson 2</b>	<p><b>2.G.1</b> 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.</p> <p><b>3.G.1</b> Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p><b>4.G.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines symmetry.</p>
<b>Chapter 2 Lesson 1</b>	<b>2.G.1</b> 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.
<b>Chapter 2 Lesson 2</b>	<b>2.G.1</b> 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.
<b>Chapter 3 Lesson 1</b>	<p><b>2.G.1</b> 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.</p> <p>Students will also create a 3-dimensional scale model building from a 2-dimensional design they created.</p>
<b>Chapter 3 Lesson 2</b>	<b>2.G.1</b> 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.

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# Using Everyday Measures: Measuring with the Meerkats

Lesson	Common Core State Standards
<b>Unit Introduction Lesson</b>	<p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>
<b>Chapter 1 Lesson 1</b>	<p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2</b> 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.</p>
<b>Chapter 1 Lesson 2</b>	<p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2</b> 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.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>
<b>Chapter 1 Lesson 3</b>	<p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>
<b>Chapter 2 Lesson 1</b>	<p><b>2.OA.1</b> 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.</p> <p><b>2.OA.4</b> 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><b>2.NBT.2</b> Count within 1000; skip-count by 5s, 10s and 100s.</p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>2.G.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p><b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>

Using Everyday Measures: Measuring with the Meerkats (Continued)

Lesson	Common Core State Standards
	<p><b>2.OA.4</b> 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><b>2.G.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7.</p> <p><b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p><b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><b>3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <p><b>3.MD.8</b> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>
<p><b>Chapter 3 Lesson 1</b></p>	<p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units. <i>(note that these activities use cups, half cups and quarter cups rather than metric units)</i></p> <p><b>3.NF.A.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p>
<p><b>Chapter 3 Lesson 2</b></p>	<p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units. <i>(note that these activities use cups, quarts, and gallons rather than metric units)</i></p> <p><b>4.NF.3a</b> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>

# Shopping at the Bazaar: Connecting Number and Algebra with the Meerkats

Lesson	Common Core State Standards
<p><b>Chapter 1 Lesson 1</b></p>	<p><b>2.OA.2</b> 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>
<p><b>Chapter 1 Lesson 2</b></p>	<p><b>2.OA.2</b> Add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (focus on properties of operations)</p> <p><b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>2.NBT.7.</b> 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> <p><b>3.OA.9.</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>
<p><b>Chapter 2 Lesson 1</b></p>	<p><b>2.OA.1</b> 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.</p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.7</b> 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> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p><b>3.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>

Shopping at the Bazaar: Connecting Number and Algebra with the Meerkats (Continued)

Lesson	Common Core State Standards
<p><b>Chapter 2 Lesson 2</b></p>	<p><b>2.OA.1</b> 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.</p> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.7</b> 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> <p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p><b>3.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
<p><b>Chapter 3 Lesson 1</b></p>	<p><b>2.OA.1</b> 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.</p> <p><b>2.OA.2</b> 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> <p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
<p><b>Chapter 3 Lesson 2</b></p>	<p><b>2.OA.1</b> 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.</p> <p><b>2.NBT.1</b> 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:</p> <p style="padding-left: 40px;"><b>2.NBT.1.A.</b> 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p style="padding-left: 40px;"><b>2.NBT.1.B.</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).</p> <p><b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>

## Shopping at the Bazaar: Connecting Number and Algebra with the Meerkats (Continued)

Lesson	Common Core State Standards
	<p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>2.NBT.7</b> 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> <p><b>2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>3.NBT.2</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>