



Florida Standards /Excel Math Correlation
2nd Grade

FLORIDA MATH STANDARDS	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
Strand A: Number Sense, Concepts, and Operations		
Standard 1: The student understands the different ways numbers are represented and used in the real world.		
Benchmark MA.A.1.1.1: The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.		
1. reads and writes numerals to 1000 or more.	1, 2, 4, 6, 9, 10, 11, 14, 16, 18, 20, 21, 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 51, 52, 54, 56, 58, 59, 61, 64, 66, 67, 68, 70, 71, 72, 73, 74, 76, 82, 87, 88, 89, 91, 92, 93, 94, 95, 97, 102, 103, 104, 105, 106, 107, 108, 109, 111, 116, 118, 121, 122, 123, 129, 133, 136, 140, 141, 145	33, 37, 42, 43, 90, 99, 100, 104, 108, 115, 118, 121, 123, 131, 132, 140, 142, 146
2. reads and writes number words to “twenty” or higher.	17, 24, 28, 33, 38, 41, 92, 97, 109, 129, 139, 148	
3. understands and uses ordinal numbers 1st - 100th or higher.	7, 14, 40, 44, 61, 76, 151	44
Benchmark MA.A.1.1.2: The student understands the relative size of whole numbers between 0 and 1000.		
1. compares and orders whole numbers to 1000 or more using concrete materials, drawings, number lines, and symbols (<, =, >).	2, *3, 6, 12, 14, 20, 37, 38, 46, 51, 52, 57, 58, 59, 61, 70, 74, 76, 81, 82, 87, 93, 97, 102, 103, 106, 107, 109, 112, 122, 124, 129, 142	22, 26, 31, 38, 39, 48, 90, 100, 118, 128, 131, 136, 142, 155
2. compares two or more numbers, to 1000 or more, and identifies which number is more than, equal to, or less than the other number.	*2, 3, 6, 11, 12, 14, 20, 58, 61, 73, 97, 112, 124, 142	*42, *47, 48, 90, *97, 100, 118, 131
Benchmark MA.A.1.1.3: The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.		
1. represents real-world applications of whole numbers, to 1000 or more, using concrete materials, drawings, and symbols.	2, 3, 4, 5, 6, 13, 14, 27, 33, 36, 43, 54, 57, 58, 67, 81, 83, 95, 104, 105, 109, 113, 114, 119, 125, 127, 128	30, 37, 40, 43, 48, 55, 58, 63, 67, 71, 82, 86, 87, 89, 93, 95, 99, 100, 104, 108, 110, 117, 118, 121, 123, 126, 131, 132, 140, 146
2. represents, compares, and explains halves, thirds, quarters, and eighths as part of a whole and part of a set, using concrete materials and drawings.	63, 77, 80, 99, 111, 113, *114, *115, 120, *126, 150, 155	Activity 2
3. uses concrete materials to compare fractions in real-life situations.	77, 99, 111, 113, *114, *115, 120, 150, 155	
4. knows that the total of equivalent fractional parts makes a whole (for example, eight eighths equal one whole).	63, 80, 113, *114, *115, 120, 126, 150, 155 Add / subtract: 150	Activity 2
Benchmark MA.A.1.1.4: The student understands that whole numbers can be represented in a variety of equivalent forms.		



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1. represents equivalent forms of the same number through the use of concrete materials (including coins), diagrams, and number expressions.	1, 4, 5, 9, 13, 16, 20, 22, 23, 24, 28, 31, 32, 36, 39, 42, 43, 46, 48, 49, 51, 54, 56, 59, 64, 66, 67, 74, 83, 88, 91, 94, 95, 106, 107, 108, 109, 116, 119, 121, 122, 127, 128, 129, 131, 141, 145	22, 26, 31, 33, 38, 39, 46, 51, 56, 60, 68, 90, 125, 142
Standard 2: The student understands number systems.		
Benchmark MA.A.2.1.1: The student understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.		
1. counts to 1000 or more by 2s, 3s, 5s, 10s, 25s, 50s and 100s using a variety of ways, such as mental mathematics, paper and pencil, hundred chart, calculator, and coins in various increments.	5, 37, 43, 47, 59, 61, 64, 66, 70, 71, 72, 73, 83, 87, 91, 93, 95, 105, 119, 121, 122, 125, 129, 131, 141, 145	42, 47, 97, 110, 124, 134, 151
2. demonstrates the place value groupings of numbers to 1000 or more using concrete materials, pictures, and symbols.	16, 24, 31, 32, 39, 43, 46, 48, 49, 51, 54, 59, 61, 64, 68, 71, 72, 73, 79, 88, 91, 94, 106, 107, 116, 118, 122, 123, 129, 133, 139, 142, 145	97
3. counts by tens from any given number less than 1000.	24, 31, 32, 37, 39, 43, 46, 47, 49, 51, 54, 59, 64, 66, 71, 72, 73, 74, 82, 83, 88, 91, 93, 94, 106, 107, 109, 118, 122, 129, 141	97
4. counts forward or backward by one beginning with any number less than 1000.	1, 2, 3, 4, 6, 9, 11, 13, 18, 22, 23, 26, 31, 32, 34, 36, 37, 39, 42, 43, 46, 47, 49, 56, 59, 66, 74, 83, 88, 91, 94	21, 42, 47, 71, 86, 96, 130 Activity 2
5. counts coins using “mixed” counting (using coin values of 50, 25, 10, 5, and 1).	43, *79, 83, *86, *109, 119, 140, 149	*108, *123 Activity *10
Benchmark MA.A.2.1.2: The student uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.		
1. counts and groups objects into hundreds, tens, and ones, and relates the groupings to the corresponding written numeral (for example, 4 groups of 100, 2 groups of ten, and 6 ones is 426).	9, 13, 16, 22, 23, 24, 31, 32, 39, 42, 46, 49, 51, 54, 56, 59, 61, 64, 66, 67, 68, 71, 72, 73, 74, 82, 86, 88, 91, 92, 94, 106, 107, 109, 116, 118, 122, 123, 129, 133, 139, 145	
2. knows place value patterns using zero as a place holder (for example, trading 10 tens for 100).	9, 16, 22, 23, 24, 31, 32, 37, 39, 41, 43, 46, 49, 51, 54, 56, 59, 64, 66, 68, 71, 72, 73, 74, 79, 82, 86, 88, 91, 92, 94, 106, 107, 109, 116, 118, 122, 123, 129, 145	
3. knows the place value of a designated digit in whole numbers to 1000.	9, 11, 16, 22, 23, 24, 31, 32, 34, 39, 41, 42, 43, 46, 49, 51, 54, 56, 59, 61, 64, 66, 67, 68, 71, 72, 73, 74, 82, 86, 88, 91, 92, 94, 106, 107, 109, 116, 118, 122, 123, 129, 133, 138, 139, 140, 142, 145	



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Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.		
Benchmark MA.A.3.1.1: The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.		
1. recalls (from memory) the addition facts and corresponding subtraction facts.	1, 2, 3, 4, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 26, 28, 31, 32, 34, 36, 38, 39, 41, 42, 43, 44, 46, 48, 49, 51, 52, 54, 56, 58, 59, 61, 62, 64, 66, 67, 68, 69, 70, 76, 77, 79, 81, 82, 83, 84, 87, 90, 92, 95, 97, 98, 99, 101, 102, 106, 107, 108, 109, 111, 112, 114, 116, 117, 118, 119, 124, 125, 126, 131, 132, 133, 137, 138, 140, 142, 146, 147, 148, 151, 152	22, 26, 31, 33, 38, 39, 42, 46, 47, 51, 56, 60, 63, 67, 68, 90, 97, 99, 100, 104, 118, 121, 124, 125, 128, 130, 131, 132, 133, 134, 137, 140, 142, 143, 146, 147, 151 Activity 2
2. knows the related facts that represent the inverse relationships between addition and subtraction.	1, 13, 20, 42, 56, 67 Multiply / divide: 137, 152	41, 45, *52, *57, *61
3. predicts the relative size of solutions in addition and subtraction (for example, adding two whole numbers results in a number that is larger than either of the two original numbers).	21, 23, 24, 31, 32, 34, *36, *39, 42, 43, 46, *51, *67, *104, 106, 129	33, 37, *40, 41, 42, 47, *49, 63, 67, 71, 83, 86, 90, 97, 99, 100, 104, 108, 118, 121, 124, 128, 131, 133, 142, 151 Activity 2
4. adds and subtracts two-digit numbers with or without regrouping using models, concrete materials, and algorithms.	11, 13, 16, 22, 23, 24, 28, 31, 32, 34, 39, 41, 42, 43, 46, 48, 49, 51, 52, 54, 56, 59, 61, 66, 67, 68, 71, 72, 73, 76, 79, 81, 82, 83, 86, 88, 92, 94, 97, 104, 107, 118, 119, 141 Three-digit: 92, 106, 109, 116, 122, 129, 131, 133, 138, 139, 140, 145, 146	40, 49, 82, 87, 90, 104, 108, 115, 123, 128, 133, 136, 150, 153 Activity 2
5. demonstrates knowledge of multiplication (for the repeated addition and array models) using manipulatives, drawings, and story problems.	95, 108, 121, 124, 125, 131, 134, 137, 138, 139, 140, 141, 142, 144, 146, 147, 148, 149, 151, 152, 154	58, 72, 109, 110, 114, 119, *121, 125, 130, 134, 137, 143, 147, 151, 155
6. demonstrates knowledge of division (for the repeated subtraction and partitive models) using manipulatives, drawings, and story problems.	111, 113, 114, 115, 127, 128, 136, 137, 147, 152, 153, 154	
Benchmark MA.A.3.1.2: The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.		



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1. solves problems involving addition and subtraction using a variety of strategies (such as drawings, role playing, and working backward) and explains the solution strategy.	1, 4, 6, 9, 11, 13, 16, 20, 21, 22, 23, 24, 27, 31, 32, 34, 36, 37, 39, 41, 42, 43, 46, 47, 48, 49, 51, 52, 54, 56, 57, 58, 59, 66, 67, 68, 76, 79, 81, 82, 86, 88, 92, 94, 97, 102, 103, 104, 106, 107, 108, 109, 116, 117, 118, 119, 121, 122, 124, 125, 129, 131, 133, 136, 138, 139, 140, 141, 145, 146, 147	21, 22, 26, 29, 30, 31, 33, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 49, 51, 52, 55, 56, 57, 60, 61, 63, 65, 67, 68, 70, 71, 75, 80, 82, 83, 86, 87, 90, 93, 95, 96, 97, 99, 100, 101, 104, 108, 109, 110, 114, 115, 117, 118, 119, 121, 123, 124, 125, 126, 128, 130, 131, 132, 133, 134, 136, 137, 140, 142, 143, 145, 146, 147, 150, 153 Activity 2
2. writes and solves number problems with one operation involving addition or subtraction.	1, 4, 6, 9, 11, 13, 22, 23, 24, 27, 31, 32, 39, 42, 43, 46, 47, 48, 49, 51, 56, 57, 58, 59, 66, 67, 79, 81, 86, 88, 92, 94, 97, 102, 103, 104, 106, 107, 108, 109, 116, 117, 119, 121, 122, 125, 129, 131, 133, 136, 138, 139, 140, 141	21, 22, 26, 29, 30, 31, 33, 37, 38, 39, 40, 41, 43, 45, 46, 49, 51, 52, 55, 56, 57, 60, 61, 63, 65, 67, 68, 70, 71, 75, 80, 82, 83, 86, 87, 90, 93, 95, 96, 97, 99, 100, 101, 104, 108, 109, 110, 114, 115, 117, 118, 119, 121, 123, 125, 128, 130, 131, 132, 133, 134, 136, 137, 140, 143, 146, 147, 150, 153
3. writes number sentences associated with addition and subtraction situations.	1, 4, 6, 9, 11, 13, 22, 23, 27, 31, 32, 39, 43, 46, 47, 48, 49, 51, 56, 57, 58, 59, 66, 67, 79, 81, 97, 102, 103, 104, 106, 107, 109, 117, 124, 125	21, 29, 30, 33, 37, 40, 41, 43, 45, 49, 52, 55, 57, 61, 63, 65, 67, 70, 71, 75, 80, 82, 83, 86, 87, 90, 93, 95, 96, 97, 99, 100, 101, 104, 108, 109, 110, 114, 115, 117, 119, 121, 123, 125, 126, 128, 130, 132, 133, 134, 136, 137, 140, 143, 146, 147, 150, 153
4. creates and acts out (using objects) number stories representing multiplication and division situations.	95, *108, 111, 113, 114, 115, 121, 125, 127, 128, *131, *136, *137, *152, *153, *154	58, 72, 99, 109, 110, 114, 119, *121, 125, *130, 137, 143, 147
Benchmark MA.A.3.1.3: The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.		
1. knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil, calculator) to solve real-world problems involving addition and subtraction.	21, 27, 43, 57, 66, 77, 81, 86, 89, 104, 105, 107, 109, 117, 119, 125, 134, 138 No Computation: 30, 33, 40, 130 Division: 153	28, 29, 30, 35, 37, 40, 43, 55, 63, 67, 71, 76, 79, 83, 86, 93, 98, 99, 100, 104, 108, 110, 117, 118, 121, 123, 131, 132, 133, 140 No Computation: 44, 48, 54, 69, 89, 102 Activity 10
2. chooses and explains the computing method that is more appropriate (that is faster, more accurate, easier) for varied real-world tasks (for example, recall of basic facts is faster than using a calculator whereas recording data from survey results may be easier with a calculator).	5, 6, 9, 16, *21, 22, 23, 27, 30, 34, 36, 38, 39, 43, 46, 48, 49, 51, 52, 56, 57, 58, 59, 66, 67, 68, 71, 72, 73, 77, 79, 81, 82, 86, 88, 89, 94, 97, 102, 103, 104, 105, 107, 108, 109, 111, 116, 117, 118, 119, 124, 125, 129, 130, 131, 133, 134, 138, 140, 141, 145, 146, 147	30, 33, 35, 37, 40, 41, 42, 43, 45, 47, 52, 55, 57, 58, 61, 65, 70, 71, 72, 75, 76, 79, 80, 82, 83, 86, 90, 93, 97, 99, 100, 104, 108, 110, 115, 117, 118, 121, 123, 124, 125, 128, 130, 131, 132, 133, 134, 137, 140, 142, 151



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Standard 4: The student uses estimation in problem solving and computation.		
Benchmark MA.A.4.1.1: The student provides and justifies estimates for real-world quantities.		
1. makes predictions of quantities of objects (to 50 or more) and explains the reasoning supporting that prediction (for example, the number of pieces of candy in a large jar may be estimated by finding the number of pieces in a small jar and estimating how many small jars would fill the larger one).		Meas. Act. Vol: 1, 2, 3 Meas. Act. Wgt. 1, 2, 3, 4, 5 Activity 2
2. estimates reasonable solutions for addition and subtraction problems (sums to 100) and explains the procedure used (for example, the sum of 34 and 57 is more than 80 since 30 + 50 is 80).	21, *34, *42, *51, *118, 119, 129, 141	22, 26, 31, 37, 38, 39, 41, 42, 43, 45, 46, 47, 51, 52, 56, 57, 60, 61, 65, 68, 70, 75, 80, 82, 87, 90, 93, 97, 99, 100, 104, 108, 109, 110, 114, 115, 118, 124, 128, 131, 133, 136, 150, 151 Activity 2
3. knows reasonable and unreasonable estimates.	21, *34, 51, *118, 119, 129, 141	22, 26, 31, *37, *38, *39, *43, *46, *51, 59, 60, 64, 82, 87, 90, 93, 95, 99, 100, 101, 104, 108, 109, 110, 114, 115, 118, 128, 131, 133, 136, 150, 151, 153 Activity 2
Standard 5: The student understands and applies theories related to numbers.		
Benchmark MA.A.5.1.1: The student classifies and models numbers as even or odd.		
1. demonstrates and explains the difference between odd and even numbers using concrete objects or drawings.	99, 111	115, 128
2. identifies and explains odd and even numbers.	99, 111	115, 128
Strand B: Measurement		
Standard 1: The student measures quantities in the real world and uses the measures to solve problems.		
Benchmark MA.B.1.1.1: The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.		
1. knows how to communicate measurement concepts.	45, 53, 55, 60, 65, 69, 84, 85, 90, 132, 143	53, 100, 118, 131 Meas. Act. Vol: 1, 2, 3, 4, 5, 6, 7, 8 Meas. Act. Wgt: 1, 2, 3, 4, 5, 6, 7 Meas. Act. Dist: 1, 2, 3, 4, 5, 6 Activity 9



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2. demonstrates an understanding of customary and metric measurement of length and distance, selecting appropriate units of measurement (for example, inches, feet, yards, centimeters, meters).	55, 60, 84, 85, 90, 132	Meas. Act. Dist: 3, 4, 5, 6
3. demonstrates an understanding of customary and metric measurement of weight by selecting appropriate units of measurement (for example, ounces, pounds, grams, kilograms).	60	Meas. Act. Wgt: 3, 4, 5, 6, 7 Activity 9
4. demonstrates an understanding of time using digital and analog clocks (for example, quarter-hour, five-minute intervals).	19, 29, 45, 62, 69, 89, 143	89, 98
5. demonstrates an understanding of temperatures by using Fahrenheit and Celsius thermometers.	53	
6. demonstrates an understanding of capacity by using appropriate units of measurement (for example, ounces, cups, pints, quarts, gallons, liters, milliliters).	60, 65	53 Meas. Act. Wgt: 3, 4, 5, 6, 7
Benchmark MA.B.1.1.2: The student uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.		
1. measures length, weight, and capacity of objects using standard and nonstandard units.	55, 65, 84, 85 Area: 90 Perimeter: 132	53, 100, 118, 131 Meas. Act. Vol: 1, 2, 3, 4, 5, 6, 7, 8 Meas. Act. Wgt: 1, 2, 3, 4, 5, 6, 7 Meas. Act. Dist: 1, 2, 3, 4, 5, 6 Activity 9
Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).		
Benchmark MA.B.2.1.1: The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).		
1. uses nonstandard methods to compare and order objects according to their lengths, weights, or capacities.	55, 65	53, 100, 118, 131 Meas. Act. Vol: 1, 2 Meas. Act. Wgt: 1, 2 Meas. Act. Dist: 1, 2 Activity 2 (area), 9
2. uses nonstandard, indirect methods to compare and order objects according to their lengths.	55, *84, *85, 90	Meas. Act. Dist: 1, 2



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3. uses customary and metric units to measure, compare, and order objects according to their lengths, weights, or capacities.	55, 65	Meas. Act. Vol: 3, 4, 5, 6, 7, 8 Meas. Act. Wgt: 3, 4, 5, 6, 7 Meas. Act. Dist: 3, 4, 5, 6 Activity 9
Benchmark MA.B.2.1.2: The student understands the need for a uniform unit of measure to communicate in real-world situations.		
1. knows that a standard unit of measure is used in real-world situations to describe the measure of an object (for example, length, weight, time, capacity).	19, 29, 44, 45, 53, 55, 60, 62, 65, 69, 89, 90, 132, 134, 143	28, 40, 49, 89, 98, 104 Meas. Act. Vol: 1, 2, 3, 4, 5, 6, 7, 8 Meas. Act. Wgt: 1, 2, 3, 4, 5, 6, 7 Meas. Act. Dist: 1, 2, 3, 4, 5, 6 Activity 9
Standard 3: The student estimates measurements in real-world problem situations.		
Benchmark MA.B.3.1.1: The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.		
1. estimates, measures, and compares distances.	55	Meas. Act. Dist: 1, 2
2. estimates, measures, and compares the passage of time using minutes, half-hours, and hours.	44, *45, 89, 143 Calendar / days: 134, 151	28, 40, 49, 89, 98
3. knows and compares amounts of money in coins, to one dollar or more.	43, 79, 83, 119, 149	*123
Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.		
Benchmark MA.B.4.1.1: The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.		
1. selects and uses an appropriate nonstandard unit to measure length, distance, weight, time, and capacity.	55, 89, 90, 132, 134, 143	28, 53, 89, 98, 104, 133 Meas. Act. Vol: 1, 2 Meas. Act. Wgt: 1, 2 Meas. Act. Dist: 1, 2 Activity 9
Benchmark MA.B.4.1.2: The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.		
1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature..	53, 55, 65, 84, 85, 132 Area: 90 Perimeter: 132	Meas. Act. Vol: 1, 2, 3, 4, 5, 6, 7, 8 Meas. Act. Wgt: 1, 2, 3, 4, 5, 6, 7 Meas. Act. Dist: 1, 2, 3, 4, 5, 6 Activity 9



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2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months, and years).	19, 29, 44, 45, 62, 69, 89, 134, 143, 151	40, 49, 89, 98, 104, 133
Strand C: Geometry and Spatial Sense		
Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.		
Benchmark MA.C.1.1.1: The student understands and describes the characteristics of basic two- and three-dimensional shapes.		
1. describes attributes of two-dimensional shapes using mathematical language (for example, curves, edges, vertices, angles).	7, 8, 10, 78, 110, 144	23, 24, 34, 36, 62, 66, 74, 77, 85, 92, 94, 103, 105, 112, 127, 129, 138, 139, 144 Activity 2, 7, 12, 13
2. describes attributes of three-dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles).	110	Activity 12
3. sorts two- and three-dimensional figures according to their attributes.	78	Activity 7, 12, 13
4. knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment.	110	Activity *12, *13
Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.		
Benchmark MA.C.2.1.1: The student understands basic concepts of spatial relationships, symmetry, and reflections.		
1. describes symmetry in two-dimensional shapes.	75	66, 77 Activity 11
2. determines lines of symmetry of two-dimensional shapes by using concrete materials.	75	66, 77 Activity 11
3. knows congruent shapes.	144	
4. identifies shapes that can be combined or separated (for example, a rectangle can be separated into two triangles).		23, 24, 34, 62, 66, 74, 92, 94, 103, 105, 112, 127, 129, 138, 139, 144 Activity 7, 13
5. predicts the reflection of a given two-dimensional shape.	135	66, 77 Activity *7
Benchmark MA.C.2.1.2: The student uses objects to perform geometric transformations, including flips, slides, and turns.		
1. identifies and demonstrates slides, flips, and turns of simple figures using concrete materials.	135	*66, *77



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Standard 3: The student uses coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.		
Benchmark MA.C.3.1.1: The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.		
1. compares and contrasts two- and three-dimensional real-life objects (for example, circle and sphere, square and cube, triangle and pyramid, rectangle and rectangular solid).	110	Activity 12, *13
2. knows how two shapes or two solids are alike and different.	78, 110, 144	36, 85 Activity 7, 12, 13
3. describes and classifies two-dimensional shapes and three-dimensional geometric objects according to the number of bases, faces, edges, and vertices.	*110	36, 85 Activity *12
Benchmark MA.C.3.1.2: The student plots and identifies positive whole numbers on a number line.		
1. locates and explains known and unknown numbers to 1000 or more on a number line.	4, 9, 11, 13, 18, 22, 26, 27, 32, 37, 48, 67, 70, 87, 93	
2. locates and identifies the coordinate points of objects on a coordinate grid (first quadrant).		
Strand D: Algebraic Thinking		
Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.		
Benchmark MA.D.1.1.1: The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.		
1. recognizes that patterning results from repeating an operation, using a transformation, or making some other change to an attribute.	2, 5, 18, 37, 99, 101, 121, 141, 152	22, 23, 26, 27, 31, 34, 38, 39, 46, 51, 56, 60, 62, 68, 74, 92, 94, 103, 105, 112, 127, 129, 139 Activity 7
2. describes a given pattern and explains the pattern rule.	2, 5, 18, 26, 37, 47, 61, 70, 87, 93, 96, 99, 101, 121, 142	22, 25, 26, 31, 32, 38, 39, 42, 46, 47, 51, 56, 60, 68, 90, 91, 97, 113, 115, 124, 128, 136, 149, 150, 151, 152, 153 Order: 44, 48, 54, 59, 64, 69, 73, 78, 81, 84, 89, 98, 102, 107, 111, 116, 120, 130, 145, 148 Activity 3
3. identifies number patterns on a hundred chart.	18, 61, *87, 93, *99, *121	



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2. solves a variety of number sentences with equalities and inequalities (using the symbols $>$, $=$, $<$).	1, 9, 21, 22, 23, 27, 38, 52, 56, 57, 58, 59, 102, 103, 105, 115, 117, 124, 125	21, 41, 45, 52, 57, 61, 65, 70, 75, 80, 87, 95, 96, 101, 109, 114, 117, 119, 125, 126, 130, 134, 136, 137, 143, 147, 150, 153, 155
Benchmark MA.D.2.1.2: The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.		
1. uses concrete objects, paper and pencil, or mental mathematics to solve real-world equations with one unknown (such as, There are 28 students in the room, and 16 brought their lunches. How many are buying lunch?).	27, 57, 66, 99, 104, 115, 117, 125, 127, 128, 153	30, 35, 37, 43, 58, 63, 67, 71, 72, 79, 86, 88, 106, 110, 117, 122, 123, 126, 135, 141, 154 Activity 3, 10
Strand E: Data Analysis and Probability		
Standard 1: The student understands and uses the tools of data analysis for managing information.		
Benchmark MA.E.1.1.1: The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.		
1. poses questions and collects data to answer questions with two, three, or more categories or choices (for example, favorite ice cream, left handed/right handed).	5, *35, *50	Activity 4, 5, 6, 8, 10, 14
2. records data using pictures, concrete materials, or tally marks.	5, *35, *50	55 Activity 4, 5, 6, 8, 10, 14
3. organizes survey information into a simple pictograph, concrete graph, or chart.	5, *35, *50	55 Activity 4, 5, 6, 8, 10, 14
4. uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	5, 10, 15, 35, 50, 105	55 Activity 4, 5, 6, 8, 10, 14
Benchmark MA.E.1.1.2: The student displays data in a simple model to use the concepts of range, median, and mode.		
1. uses concrete materials, pictures, or graphs to display data and identify range, mode, and median.	*5, *50, *105	
Benchmark MA.E.1.1.3: The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.		
1. predicts the outcome for a larger population by analyzing data from a smaller group	*35	Activity 6, *8, *10
2. uses a calculator to compare data.	*5, *10, *15, *35, *50, *105	*55
3. constructs a graph using computer software.		
Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.		



Florida Standards /Excel Math Correlation
2nd Grade

FLORIDA MATH STANDARDS	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
Benchmark: MA.E.2.1.1: The student understands basic concepts of chance and probability.		
1. knows the likelihood of a given situation (for example, coin toss, spinners, baseball game).	25, 35, 100	Activity 1
2. knows if an event is certain, probable, or impossible.	*30, *33, 35, 100	*35, 88, 106, 122, 135, 141 Activity 3
3. records results of activities involving chance and makes predictions based upon data (for example, coin flips, number cube rolls, bean toss on area divided into unequal portions).	25, 35, 100	50 Possibilities: 27, 50, 79, 81, 83, 84, 91, 108, 149 Activity 1
Benchmark MA.E.2.1.2: The student predicts which simple event is more likely, equally likely, or less likely to occur.		
1. knows if a given event is equally likely, most likely, or least likely to occur (for example, spinners, coin toss, election results).	25, 35, 100	44, 54 Activity 1
Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.		
Benchmark MA.E. 3.1.1: The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.		
1. constructs appropriate questions for a class survey.		Activity 4, 5, 6, 8, 10, 14
2. collects data for two or more categories and creates a line graph, pictograph, or chart to display results.	5	Activity 4, 5, 6, 8, 10, 14
3. analyzes and explains orally or in writing the results from a survey.	5	Activity 4, 5, 6, 8, 10, 14
Benchmark MA.E.3.1.2: The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.		
1. determines questions for a survey with two, three, or more categories so that the collected information will be relevant to the questions.	*105	Activity 4, 5, 6, 8, 10, 14
2. knows appropriate methods to display and interpret information.	5, 35, 50, *105	55 Activity 4, 5, 6, 8, 10, 14

* Gives Opportunity