



New Mexico / *Excel Math* Correlation
Grade 2

New Mexico Standards / Objectives	<i>Excel Math</i> Lesson Numbers	Stretch Lesson Numbers Activity Numbers
Mathematics Standard 1 - NUMBER AND OPERATIONS: Students will understand numerical concepts and mathematical operations.		
A. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.		
1. Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000 and develop flexible ways of thinking about numbers:		
a) use multiple models to explore place value and the base ten-number system	13, 14, 16, 22, 23, 24, 31, 32, 34, 39, 46, 49, 51, 54, 56, 59, 61, 64, 67, 68, 71, 72, 73, 74, 82, 88, 91, 94, 106, 107, 116, 118, 122, 123, 129, 139, 145, 146	
b) represent whole numbers and use them in flexible ways including decomposing, and recombining numbers and seeing their relationships (e.g., 3 is one less than 4, 1 more than 2, 2 less than 5)	1, 6, 11, 13, 14, 20, 22, 23, 24, 28, 34, 46, 54, 56, 59, 64, 67, 71, 72, 73, 74, 82, 88, 91, 94, 97, 107, 118, 129	
c) identify whether a set of objects has an odd or even number of elements.	*37, *87, 99, 111	*25, 115, 128
d) compare and order numbers using terms (i.e. tens, less than, odd numbers).	3, 11, 12, 14, 26, 61, 73, 112, 124, 142	25, 32, 39, 90, 91, 113, 136, 149, 150, 153
e) apply strategies for computation utilizing an understanding of place value (e.g., $48 + 25$ would be $40 + 20$ is 60, $8 + 5$ is 13, $60 + 13$ is 73)	1, 22, 31, 32, 34, 39, 46, 49, 51, 56, 59, 67, 68, 71, 72, 73, 82, 88, 91, 106, 107, 116, 122, 123, 12, 139	
2. Apply counting skills and number sense through meaningful activities:		
a) count and recognize how many in sets of objects up to 1,000	1, 3, 6, 9, 13, 18, 26, 28, 39, 42, 51, 54, 56, 59, 64, 67, 70, 74, 77, 82, 88, 91, 94, 106, 107, 111, 113, 114, 115, 116, 118, 145	
b) count forward and backward from given numbers to 1,000	1, 2, 3, 4, 6, 9, 13, 18, 22, 26, 37, 47, 67, 87	
c) connect number words and numerals to the quantities they represent using physical models and other representations (e.g., 23 can be twenty-three 1s, one ten and thirteen 1s, or two 10s and three 1s)	17, 28, 33, 38, 41, 92, 109, 129, 139, 145, 148 Ordinals: 7, 14, 76	
d) model how many parts make a whole using equal fractional parts (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{6}$ as equal parts of a whole)	63, 80, 120, 126, 150, 155	Activity 2
B. Understand the meaning of operations and how they relate to one another.		



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1. Find the sum of two whole numbers up to three digits long (e.g., $235 + 476 = []$; $564 - 273 = []$)	1, 2, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 28, 31, 32, 34, 36, 38, 39, 41, 42, 43, 44, 46, 48, 49, 51, 52, 53, 54, 56, 58, 59, 61, 64, 66, 67, 68, 69, 70, 76, 77, 81, 82, 84, 87, 97, 99, 101, 103, 107, 122, 131, 140, 146, 147	21, 22, 26, 31, 33, 38, 45, 46, 49, 51, 52, 55, 56, 57, 60, 61, 65, 68, 70, 75, 80, 82, 87, 90, 95, 96, 101, 104, 109, 114, 115, 118, 125, 128, 130, 131, 133, 134, 136, 137, 142, 143, 147, 150, 153
2. Find the difference of two whole numbers up to three digits long.	1, 2, 3, 4, 6, 7, 8, 12, 13, 14, 16, 17, 18, 19, 20, 21, 23, 24, 26, 28, 31, 32, 34, 36, 41, 42, 44, 46, 48, 49, 51, 52, 53, 54, 56, 58, 59, 61, 62, 64, 66, 67, 68, 69, 70, 76, 77, 79, 81, 82, 84, 87, 97, 98, 99, 101, 102, 103, 106, 108, 109, 111, 112, 114, 116, 118, 119, 126, 129, 131, 133, 137, 138, 139, 140, 142, 145, 146, 147, 148, 152	35, 40, 45, 52, 61, 65, 70, 75, 80, 87, 95, 96, 101, 109, 114, 119, 124, 125, 130, 134, 137, 143, 147
3. Understand and use the inverse relationships between addition and subtraction to solve problems and check solutions ($28 + 31 = 59$; therefore, $59 - 31 = 28$).	1, 13, 20, 28, 42, 56, 67	
4. Identify and describe situations that require multiplication and division and develop strategies to solve problems for repeated joining of groups and partitioning into equal subgroups or shares (e.g., repeated addition and subtraction, counting by multiples, equal sharing).	77, 95, 108, 111, 113, 114, 115, 121, 125, 127, 128, 131, 136, 137, 141, 152, 153, 154 Basic Facts (multiplication / division): 124, 126, 132, 133, 134, 138, 139, 140, 142, 144, 146, 147, 148, 149, 154	58, 72, 95, 101, 109, 119, 125, 130, 134, 143, 147, 151, 155
C. Compute fluently and make reasonable estimates.		
1. Use and explain strategies for addition and subtraction of multi-digit whole numbers.	11, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 31, 32, 34, 36, 39, 41, 42, 46, 49, 51, 54, 56, 59, 61, 67, 68, 71, 72, 73, 76, 77, 79, 81, 82, 83, 84, 87, 88, 90, 92, 94, 106, 107, 116, 118, 122, 129, 131, 133, 139, 145, 146	40, 49, 75, 82, 87, 101, 104, 109, 114, 115, 125, 128, 130, 133, 136, 137, 143, 147, 150, 153
2. Model and solve problems representing adding and subtracting amounts of money using dollars and coins.	43, 66, 79, 86, 109, 119, 138, 140, 149	72, 108, 117, 123, 126, 132, 140, 146
3. Use addition combinations (addends through 10) and related subtraction combinations, and develop strategies for computing based on number sense (e.g., $25 + 37$: Take 3 from the 25 and use it to turn 37 into 40; then add 40 and 22 to get 62).	11, 13, 16, 22, 23, 24, 31, 32, 34, 39, 42, 46, 49, 51, 67, 71, 72, 73, 82, 88, 94, 106, 107, 118	22, 26, 31, 33, 38, 42, 45, 46, 47, 51, 52, 56, 60, 68, 97, 124, 131, 151



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4. Select and use a variety of appropriate strategies methods to compute (e.g., objects, mental computation, estimation, paper and pencil).	1, 2, 9, 11, 13, 16, 20, 21, 22, 23, 24, 28, 31, 32, 34, 36, 38, 39, 42, 44, 46, 48, 49, 51, 56, 59, 67, 68, 71, 72, 73, 82, 88, 92, 94, 103, 106, 107, 118, 122, 146	22, 26, 31, 33, 38, 41, 42, 45, 46, 47, 49, 51, 52, 55, 56, 57, 60, 61, 65, 68, 70, 75, 80, 82, 87, 90, 95, 97, 101, 109, 114, 115, 119, 124, 125, 128, 130, 131, 134, 136, 137, 143, 147, 150, 151 Activity 10
5. Skip-count by 2, 5, and 10 to develop multiplicative reasoning and notational representations (e.g., 5, 10, 15, 20; $4 \times 5 = 20$; four groups of 5 equals 20).	5, 15, 37, 47, 54, 59, 64, 71, 72, 73, 82, 87, 88, 91, 94, 105, 106, 107, 118, 123, 129, 145	42, 47, 97, 124, 151
Mathematics Standard 2 - ALGEBRA: Students will understand algebraic concepts and applications.		
A. Understand patterns, relations, and functions.		
1. Recognize, reproduce, describe, extend, and create repeating and growing patterns, and translate from one representation to another.	2, 18, 37, 47, 70, 87, 93, 96, 99, 101	22, 36, 31, 38, 42, 46, 47, 51, 56, 60, 68, 97, 124, 151, 152
2. Skip-count using calculators or a hundreds chart to identify, describe, predict, and make generalizations about number patterns to differentiate rote counting versus the meaning of the numbers.	37, 47, 54, 87, 88, 91, 93, 94, 105, 106, 107, 118, 123, 129, 145	42, 47, 97, 124, 151
3. Construct and solve open sentences that have variables (e.g., $10 = \square + 7$).	1, 9, 20, 38, 52, 58, 102, 103, 117, 124	21, 41, 42, 45, 47, 52, 55, 57, 61, 65, 70, 75, 80, 82, 87, 95, 96, 97, 101, 109, 114, 119, 124, 125, 128, 130, 131, 134, 137, 143, 147, 151, 155 Activity 10
4. Relate everyday problem situations to number sentences involving addition and subtraction (e.g., 25 students are going to the store. Five students can ride in a car. How many cars will be needed?).	27, 28, *30, 33, 36, 52, 57, 66, 81, 104, 109, 117, 125 Multiplication / Division: 77, 95, 111, 113, 114, 127, 128, 153, 154	30, 35, 37, 40, 43, 49, 55, 63, 67, 71, 76, 79, 83, 86, 104, 108, 117, 121, 123, 126, 132, 140, 146, 154 Activity 10 Multiplication / Division: 58, 72
B. Represent and analyze mathematical situations and structures using algebraic symbols.		
1. Use mathematical language to describe a variety of representations and mathematical ideas and situations.	1, 2, 3, 6, 9, 10, 11, 13, 16, 18, 19, 21, 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 42, 44, 51, 52, 56, 58, 67, 71, 72, 73, 77, 81, 82, 88, 92, 94, 103, 124, 145	41, 42, 45, 47, 49, 52, 55, 57, 97, 128 Activity 10
2. Explain the concept of equal (e.g., quantities on both sides of equation are the same) by using objects or giving examples.	1, 9, 20, 23, 24, 27, 38, 46, 48, 49, 51, 52, 56, 58, 82, 102, 103, 117, 124	41, 45, 52, 55, 57, 61, 65, 70, 75, 80, 87, 95, 100, 109, 114, 118, 119, 125, 130, 131, 134, 137, 142, 143



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3. Construct and solve open number sentences that have variables representing numbers up to 20 (e.g., $20 = \square + 6$).	1, 6, 9, 20, 27, 38, 46, 49, 51, 52, 57, 58, 102, 103, 117, 124	21, 41, 42, 45, 47, 52, 55, 57, 61, 65, 70, 75, 80, 82, 87, 95, 96, 97, 101, 109, 114, 115, 119, 124, 125, 128, 130, 131, 134, 137, 143, 147, 151, 155 Activity 10
4. Use objects, words, and symbols to explain the concept of addition.	1, 2, 5, 6, 9, 13, 16, 22, 23, 24, 27, 28, 31, 32, 34, 36, 38, 39, 42, 48, 49, 51, 52, 56, 58, 59, 64, 67, 68, 71, 72, 73, 82, 88, 92, 94, 106, 107, 116, 122, 145	45, 52, 55, 57, 61, 65, 75, 80, 87, 109, 125, 128, 130, 155
C. Use mathematical models to represent and understand quantitative relationships.		
1. Model situations of addition and subtraction of whole numbers using objects, pictures, and symbols.	1, 4, 6, 9, 13, 16, 20, 23, 24, 28, 31, 32, 34, 36, 38, 39, 42, 46, 48, 49, 51, 52, 56, 58, 59, 64, 67, 68, 71, 72, 73, 82, 88, 92, 94, 106, 107, 116, 118, 122, 145	41, 45, 52, 57, 61, 65, 70, 75, 80, 96, 128, 130
2. Solve problems related to trading (e.g., coin trading, measurement trading).	*55, *60, *65, 83, 119, 149	33 Measurement-Volume: 1-8 Measurement-Weight: 1-7 Measurement-Distance: 1-6 Activity 9
3. Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	5, 38, 42, 48, 49	41, 42, 47, 97, 124, 131, 151
D. Analyze changes in various contexts.		
1. Describe quantitative change (e.g., a student growing two inches in one year, water heating up to boil).		
Mathematics Standard 3 - GEOMETRY: Students will understand geometric concepts and applications.		
A. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.		
1. Identify and describe the attributes of common figures in a plane and common objects in space:		
a. Sort, describe, and analyze plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) based on various attributes (e.g., faces, edges, and corners).	8, 36, 78, 101, 110, 126, 132, 135, 144	21, 23, 24, 27, 34, 36, 62, 66, 74, 77, 85, 92, 94, 103, 105, 112, 127, 129, 138, 139, 144 Activity 7, 8(3-D), 13



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b. Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).		23, 24, 34, 62, 66, 74, 77, 94, 103, 105, 112, 127, 139 Activity 7, 8 (3-D), 13
2. Explore lines of symmetry in two-dimensional shapes.	75	Activity 11
B. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.		
1. Find and name locations with simple relationships like “near to” and apply ideas about relative position.	*8, 10, 144 Flips, Slides, Turns: 135	23, 24, 27, 34, 36, 62, 66, 74, 77, 85, 92, 103, 112, 127, 129, 138, 139, 144
2. Describe, name, and interpret direction in navigating space and apply ideas about direction and distance.	10, 135	23, 27, 34, 36, 62, 66, 74, 85, 92, 103, 112, 127, 138, 139 Activity 13
3. Use maps to locate points and navigate through mazes or maps.		
4. Visualize, justify, and create paths using landmarks, space, shapes, and descriptive language.	10, 135	23, 24, 27, 34, 36, 62, 66, 74, 77, 85, 92, 112, 139 Activity 13
5. Make and draw rectangular arrays of squares.		24, 27, 34, 36, 55, 103, 127, 129 Activity 13
C. Apply transformations and use symmetry to analyze mathematical situations.		
1. Use systematic thinking to solve geometric puzzles (e.g., pentominoes).		23, 24, 27, 34, 36, 62, 66, 74, 77, 85, 92, 94, 103, 105, 112, 127, 129, 138, 139 Activity 7, 13
2. Use materials to investigate rotational and line symmetry and create shapes that have symmetry.	75, 135 Similar / Congruent: 144	66, 77 Activity 11
D. Use visualization, spatial reasoning, and geometric modeling to solve problems.		
1. Demonstrate relationships of different attributes with concrete materials (e.g., change one characteristic of a shape while preserving others such as increasing number of sides while perimeter stays the same).	144	23 Activity *7, 13
2. Select and use visualization skills to create mental images of geometric shapes.	8, 78, 110, 135	23, 24, 27, 34, 36, 62, 66, 74, 85, 92, 94, 103, 105, 112, 127, 129, 138, 139, 144 Activity 7, 8, 13



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3. Describe geometric shapes and structures from different perspectives.	8, 10, 78, 135, 144	23, 24, 27, 34, 36, 62, 66, 85, 92, 105, 112, 127, 129, 139 Activity 7, 8, 13
4. Relate geometric ideas to numbers (e.g., seeing rows in array as a model of repeated addition).		55
5. Recognize geometric shapes and structures in the environment and specify their location.	*8, *36, *78, 110	
Mathematics Standard 4 - MEASUREMENT:		
Students will understand measurement systems and applications.		
A. Understand measurable attributes of objects and the units, systems, and process of measurement.		
1. Identify a unit of measure (e.g., nearest inch) and repeat that unit comparing it to the item being measured.	53, 55, 60, 65, 84, 85	28, 53, 100, 118, 131 Measurement-Volume: 1-8 Measurement-Weight: 1-7 Measurement-Distance: 1-6 Activity 9
2. Use direct comparison to compare and order objects according to length, mass, and area.	*53, 55, 60, *81, *90 Perimeter: 132	53, 100 Measurement-Volume: 1-8 Measurement-Distance: 1-6
3. Measure and compare common objects using standard and non-standard units of length.	53, 55, 60	Measurement-Distance: 1-6
4. Find and represent the value of a collection of coins and dollars up to \$5.00, using appropriate notation.	43, 83, 109, 119, 149	
5. Identify and use time intervals (e.g., hours, days, weeks, months).	19, 29, 44, 45, 62, 69, 89, 98, 134, 145, 151	28, 40, 44, 49, 89, 104, 133
6. Select and use appropriate measurement tools (e.g., ruler, yardstick, meter stick)	53, 55	53 Measurement-Volume: 1-8 Measurement-Weight: 1-7 Measurement-Distance: 1-6 Activity 9
7. Tell time to the nearest quarter hour.	19, 29, 45, 62, 69, 89, 98, 145	44
B. Apply appropriate techniques, tools, and formulas to determine measurements.		



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1. Develop common referents to make comparisons and estimates of length, volume, weight, area, and time.	53, 55, 60, 65, 81, 84, 85, 90 Perimeter: 132	53, 100, 118, 131 Measurement-Volume: 1-8 Measurement-Weight: 1-7 Measurement-Distance: 1-6 Activity 9
2. Develop an understanding that different measuring tools will yield different numerical measurements of the same object (e.g., ruler, yardstick, meter stick, paper clip)	53, 55, 60, 65, 84, 85	53, 118, 131 Measurement-Volume: 1-8 Measurement-Weight: 1-7 Measurement-Distance: 1-6 Activity 9
3. Estimate measurements and develop precision in measuring objects.	65	53, 100, 118, 131 Measurement-Volume: 1-8 Activity 9
Mathematics Standard 5 - DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.		
A. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.		
1. Collect numerical data systematically.		50, 55 Activity 1, 5, 6
2. Represent data by using concrete objects, pictures, tables, numbers, tallies, and graphs (e.g., pictographs).		50, 55 Activity 1, 3, 5, 6
3. Pose questions about students' selves and their surroundings and gather data by interviewing, surveying, and making observations to answer the questions posed.	*15, 30, *50	Activity 1
4. Identify patterns and explain the relationships of the units in the pattern (e.g., the number of ears on one dog, two dogs, etc., or linear numerical patterns).	2, 15, 37, 96, 101, 105 Order: 40	99, 110, 152, 154 Activity 6 Order: 44, 48, 54, 59, 64, 84, 89, 98, 148
B. Select and use appropriate statistical methods to analyze data.		
1. Describe and interpret data by drawing conclusions and making conjectures based on the data collected.	5, 15, 33, 35, 50, 100, 105 Deductive Reasoning: 130	50, 55 Activity 1, 3, 5, 6 Deductive Reasoning: 28, 29, 35, 69, 73, 78, 88, 93, 102, 106, 107, 111, 116, 120, 122, 135, 141, 145, 148 Activity 3, 4, 5, 9, 14



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2. Display data in a variety of formats.	15, 35, 50, 105	50 Activity 3, 5
C. Develop and evaluate inferences and predictions that are based on data.		
1. Discuss events related to students' experiences as "likely" or "unlikely" and "possible" or "certain".	25, 35, 100	Possibilities: 50, 81
2. Recognize appropriate conclusions generated from the data collected.	15, 25, 30, 33, 35, 100	Activity 1, 3, 4
3. Recognize inappropriate descriptions of the data set.	*15, *25, *35, *100	
D. Understand and apply basic concepts of probability.		
1. Investigate concepts of chance (e.g., outcomes of a simple experiment).	25, 35, 100	Activity 1
2. Investigate whether outcomes of a simple event are equally likely to occur.	25, 35, 100	Activity 1

* Gives opportunity to teach specific Standard