

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
Standard 1 Students will acquire number sense with whole numbers and fractions and perform operations with whole numbers.		
Objective 1: Identify and represent the relationships among numbers, quantities, and place value in whole numbers up to 1000.		
a. Represent whole numbers in groups of hundreds, tens, and ones using base ten models and write the numeral representing the set in standard and expanded form.	1, 6, 9, 13, 16, *17, 22, 23, 24, *27, 28, 31, 32, 33, 34, 38, 39, 41, 42, 46, 49, 51, 54, 59, 64, 71, 72, 73, 74, 82, 88, 91, 92, 94, 106, 107, 116, 118, 122, 123, 129, 145, 148 Ordinals: 7, 76	
b. Identify the place and the value of a given digit in a three-digit numeral.	Two-digit: 9, 14, 18, 22, 23, 24, 31, 32 Three-digit: 16, 34, 39, 42, 46, 49, 51, 54, 56, 59, 64, 67, 68, 71, 72, 73, 74, 82, 88, 91, 94, 106, 107, 116, 118, 122, 123, 129, 139, 145, 148	
c. Represent the composition and decomposition of numbers in a variety of ways.	1, 4, 9, 13, 16, 22, 23, 24, 31, 32, 49, 67, 71, 72, 73, 74, 82, 88, 94, 106, 107, 116, 118, 122, 123, 129, 145	
d. Compare and order numbers using the terms, greater than, less than, or equal to, and the symbols, >, <, and =, using various strategies, including the number line.	3, 6, 11, 12, 14, 61, 73, 81, 97, 112, 124, 142 Events: 40	32, *38, *46, *51, *56, *60, *68, 90, 136, 142, 149, 150, 153 Order events / things: 25, 26, 31, 48, 54, 59, 64, 78, 84, 120, 145, 148
e. Identify and describe even and odd whole numbers.	99, 111	35, 115, 128
Objective 2: Use unit fractions to identify parts of the whole and parts of a set.		
a. Divide geometric shapes into two, three, or four equal parts and identify the parts as halves, thirds, or fourths.	63, 80, 120, 126, 150, 155	Activity 2
b. Divide sets of objects into two, three, or four parts of equal number of objects and identify the parts as halves, thirds, or fourths.	63, *77, *111, *113, *127, *128, *136, *153	Activity 2
c. Represent the unit fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ with objects, pictures, words (e.g., ___ out of ___ equal parts), and symbols.	80, 120, 126, 155 Add / Subtract: 150	Activity 2

*Gives opportunity to teach specific State Standard



Utah 2nd Grade Standards / *Excel Math* Correlation

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
Objective 3: Estimate, model, illustrate, describe, and solve problems involving two- and three-digit addition and subtraction.		
a. Demonstrate quick recall of addition facts (up to $10 + 10$) and related 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, 41, 42, 43, 44, 46, 48, 49, 53, 54, 56, 59, 61, 64, 66, 67, 68, 69, 70, 71, 76, 84, 101, 103, 106, 107, 108, 111, 114, 131, 133, 146, 147, 148	21, 22, 26, 31, 33, 38, 39, 46, 51, 56, 60, 68, 142
b. Model addition and subtraction of two- and three-digit whole numbers (sums and minuends to 1000) in a variety of ways.	11, 13, 14, 16, 21, 22, 23, 24, 26, 31, 32, 34, 36, 39, 42, 46, 48, 49, 51, 56, 58, 59, 67, 68, 72, 73, 76, 77, 79, 81, 82, 83, 86, 87, 88, 92, 94, 98, 99, 106, 107, 111, 114, 116, 118, 122, 129, 133, 138, 139, 140, 145, 146	115, 128, 133, 136, 150, 153
c. Write a story problem that relates to a given addition or subtraction equation, and write a number sentence to solve a story problem that is related to the environment.	27, 33, 57, 66, 81, 104, 109, 111, 113, 114, 117, 125, 127 Multiplication / Division: 95, 125, 128, 153, 154 Deductive Reasoning: 30, 130	28, 29, 30, 33, 35, 37, 43, 58, 63, 67, 71, 79, 83, 86, 99, 104, 108, 110, 117, 121, 123, 126, 132, 140, 146, 154 Activity 7 Deductive Reasoning: 35, 44, 50, 53, 69, 72, 73, 76, 79, 81, 88, 93, 106, 122, 135, 141 Activity 3, 4, 5, 6, 14
d. Demonstrate fluency with two- and three-digit addition and subtraction problems, using efficient, accurate, and generalizable strategies that include standard algorithms and mental arithmetic, and describe why the procedures work.	11, 13, 14, 16, 21, 22, 23, 24, 26, 31, 32, 34, 36, 39, 42, 46, 48, 49, 51, 56, 58, 59, 67, 68, 72, 73, 76, 77, 79, 81, 82, 83, 86, 87, 88, 92, 94, 98, 99, 106, 107, 111, 114, 116, 118, 122, 129, 133, 138, 139, 140, 145, 146	39, 40, 115, 128, 133, 136, 150, 153
e. Use the mathematical relationship between addition and subtraction and properties of addition to model and solve problems.	1, 11, 13, 20, 42, 67 Multiply / Divide: 137, 152	
Objective 4: Model, illustrate, and pictorially record solutions to simple multiplication and division problems.		
a. Represent multiplication with equal groups using concrete objects and skip counting by twos, fives, and tens.	95, 108, 121, 131, 141 Basic Facts: 124, 131, 132, 133, 140, 142, 146, 147, 148, 149, 152, 154	
b. Represent division as fair shares using concrete objects or pictures.	77, 111, 113, 114, 115, 127, 128, 136, 153 Basic Facts: 147, 152, 154	

*Gives opportunity to teach specific State Standard



Utah 2nd Grade Standards / *Excel Math* Correlation

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
Standard 2 Students will model, represent, and interpret patterns and number relationships to create and solve problems with addition and subtraction.		
Objective 1: Recognize, describe, create, and extend growing patterns.		
a. Determine the next term in linear patterns (e.g., 2, 4, 6...; the number of hands on one person, two people, three people).	2, 18, 26, 37, 47, 70, 87, 93, 99, Shapes: 96, 101	25, 42, 47, 97, 124, 151, 152 Activity 8
b. Construct models and skip count by twos, threes, fives, and tens and relate to repeated addition.	5, 37, 47, 70, 87, 93, 99, 105, 108, 121, 125, 131, 141	*42, *47, *97, *124, *151
Objective 2: Model, represent, and interpret number relationships using mathematical symbols.		
a. Recognize that “ \neq ” indicates a relationship in which the two sides of the inequality are expressions of different numbers.	111, *117	100, 118, 131
b. Recognize that symbols such as x , Δ , or \diamond in an addition or subtraction equation represent a number that will make the statement true.	38, 52, 58	21, 41, 45, 52, 57, 61, 65, 70, 75, 80, 82, 87, 95, 96, 101, 109, 114, 119, 125, 130, 134, 137, 143, 147, 155
c. Use the commutative and associative properties of addition to simplify calculations.	20, 28, 36, 102, 103 Parentheses: 102, 103	33

*Gives opportunity to teach specific State Standard

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
------------------------	---------------------------	---

Standard 3
Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.

Objective 1: Describe, classify, and create geometric figures.

a. Describe and classify plane and solid geometric figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, pentagon, hexagon, cube, sphere, cone) according to the number of sides and angles or faces, edges, and vertices.	*7, 8, 10, 36, 78, 89, 96, 101, 110, 126, 135, 144	21, 23, 24, 27, 34, 36, 62, 66, 74, 85, 92, 94, 96, 103, 105, 111, 127, 129, 138, 139, 144 Activity 9, 10, 13
b. Compose and decompose shapes and figures by substituting arrangements of smaller shapes for larger shapes or substituting larger shapes for arrangements of smaller shapes.	75 Positions: 10	23, 24, 27, 34, 36, 62, 66, 74, 85, 92, 94, 103, 105, 127, 129, 138, 139, 144 Activity 9, 10, 11, 13
c. Compose and decompose shapes and figures and describe the part-whole relationships, similarities, and differences.	8, 75 (symmetry), 78, 135, 144	36, 132 Activity 9, 10, 13

Objective 2: Identify and use units of measure, iterate (repeat) that unit, and compare the number of iterations to the item being measured.

a. Identify and use measurement units to measure, to the nearest unit, length (i.e., inch, centimeter), weight in pounds, and capacity in cups.	53, 55, 60, 84, 85 Volume: 65 Perimeter / Area: 89, 132	100 Vol Measurement Act: 1, 2, 3, 4, 5, 6, 7, 8 Wgt Measurement Act: 1, 2, 3, 4, 5, 6, 7 Dist Measurement Act: 1, 2, 3, 4, 5, 6 Activity 11
b. Estimate and measure length by iterating a nonstandard or standard unit of measure.	55, 84, 85,	Capacity:53 Dist Measurement Act: 1, 2, 3, 4, 5, 6
c. Use different units to measure the length of the same object and recognize that the smaller the unit, the more iterations needed to cover a given length.	55, 84, 85	Dist Measurement Act: 1, 2, 3, 4, 5, 6
d. Determine the value of a set of up to five coins that total \$1.00 or less (e.g., three dimes, one nickel, and one penny equals 36¢).	43, 66, 83, 86, 109, 119, 138, 140, 149	72, 123, 126, 132, 140, 146

*Gives opportunity to teach specific State Standard



Utah 2nd Grade Standards / Excel Math Correlation

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
e. Tell time to the quarter-hour and sequence a series of daily events by time (e.g., breakfast at 7:00 a.m., school begins at 9:00 a.m, school ends at 3:00 p.m.).	19, 29, 45, 62, 69, 79, 89, 98 Days: 44, 134, 143, 151	44, 89 Months / Days: 40, 49, 104, 133
Objective 3: Collect, record, organize, display, and interpret numerical data.		
a. Collect and record data systematically, using a strategy for keeping track of what has been counted.	25, 35, 40, 100,	55 Activity 1 (probability), 5
b. Organize and represent the same data in more than one way.	15, 25, 40, 100	55 Activity 1 (probability), 5
c. Organize, display, and label information, including keys, using pictographs, tallies, bar graphs, and organized tables.	25, 40, 100	55 Activity 1 (probability), 5
d. Describe data represented on charts and graphs and answer simple questions related to data representations.	5, 15, 25, 35, 40, 50, 100, 105	42, 47, 55, 97 Activity 1 (probability), 5

*Gives opportunity to teach specific State Standard