

Houghton Mifflin *MATHEMATICS* © 2002  
Grade 2  
correlated to  
Kentucky Core Content for Mathematics Assessment  
Grades Primary through Grade 5 with Assessment at Grade 5

**Kentucky Core Content**

**Houghton Mifflin *MATHEMATICS***

<b>NUMBER/COMPUTATION</b>	
<b>Concepts – Students will describe properties of, give examples of, and apply to real-world or mathematical situations:</b>	
<b>MA-E-1.1.1</b> Whole numbers (0 to 100,000,000), fractions, mixed numbers, and decimals through thousandths	These pages provide opportunities for students to practice whole numbers (to 1,000), fractions, and decimals PE: 13–14, 31–32, 65–66, 67–68, 69–70, 85–86, 89, 117–118, 225–228, 325–326, 327–328, 329–330, 331–332, 333–334, 335–336, 402, 505–512, 513–514, 525–526, 531–534 TE: 13–14, 31–32, 65B, 65–66, 67B, 67–68, 69B, 69–70, 85B, 85–86, 89, 117–118, 225–228, 303A, 325B, 325–326, 327A, 327B, 327–328, 329A, 329B, 329–330, 331–332, 333A, 333B, 333–334, 335A, 335B, 335–336, 402, 505B, 505–512, 513B, 513–514, 525B, 525–526, 531B, 531–534, 555A
<b>MA-E-1.1.2</b> The operations of addition, subtraction, multiplication, and division	PE: 9–10, 11–12, 13–23, 25–26, 27–28, 29–32, 33–35, 36, 39–40, 43–44, 45–47, 48, 162, 178, 205–206, 209–212, 220, 234, 261–262, 266, 269–270, 271–272, 281–282, 290, 361–362, 363–364, 365–366, 367–368, 373–374, 375–376, 377–378, 379–381, 385–386, 387–388, 389–390 TE: 9B, 9–10, 11A, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17A, 17B, 17–18, 19B, 19–20, 21B, 21–23, 25A, 25B, 25–26, 27A, 27B, 27–28, 29B, 29–30, 31A, 31B, 31–32, 33B, 33–35, 36, 39B, 39–40, 41A, 43B, 43–44, 45B, 45–47, 48, 162, 178, 205B, 205–206, 209B, 209–210, 211B, 211–212, 220, 234, 261B, 261–262, 266, 269B, 269–270, 271B, 271–272, 281B, 281–282, 290, 361B, 361–362, 363B, 363–364, 365B, 365–366, 367B, 367–368, 369B, 373B, 373–374, 375B, 375–376, 377B, 377–378, 379B, 379–381, 385B, 385–386, 387B, 387–388, 389A, 389B, 389–390
<b>MA-E-1.1.3</b> Odd and even numbers, composite and prime numbers, multiples, and factors	These pages provide opportunities for students to practice identifying odd and even numbers: PE: 81–82 TE: 81B, 81–82
<b>MA-E-1.1.4</b> Place value, expanded form, number magnitude (order, compare) to 100,000,000, and decimals through	PE: 11–12, 25–26, 39–40, 65–66, 67–68, 73–74, 81–82, 89–90, 171, 215–216, 275–276, 325–326, 327–328, 329–330, 333–334, 335–336,

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thousandths	505–512, 513–514, 523–524, 527–528, 531–534, 577–578 TE: 11B, 11–12, 25B, 25–26, 39B, 39–40, 65B, 65–66, 67B, 67–68, 73B, 73–74, 81B, 81–82, 89B, 89–90, 171, 215B, 215–216, 275B, 275–276, 325B, 325–326, 327B, 327–328, 329B, 329–330, 333B, 333–334, 335B, 335–336, 505B, 505–512, 513B, 513–514, 523B, 523–524, 527B, 527–528, 531B, 531–534, 577B, 577–578
<b>MA-E-1.1.5</b> Multiple representations of numbers (e.g., drawings, manipulative, symbols)	PE: 65–66, 67–68, 69–70, 325B, 325–326, 327B, 327–328, 329, 330, 331B, 331–332, 333B, 333–334, 335B, 335–336, 350505–506, 507–508, 509, 511 TE: 65B, 65–66, 67B, 67–68, 69B, 69–70, 505B, 325–326, 327–328, 329, 330, 331–332, 333–334, 335–336, 350505–506, 507B, 507–508, 509B, 509, 511
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>	
<b>MA-E-1.2.1</b> Read, write, and rename whole numbers	PE: 65–66, 67–68, 69–70, 89, 505–506, 507–508, 509–510, 511–512, 513–514, 531–532 TE: 65B, 65–66, 67B, 67–68, 69B, 69–70, 89, 505B, 505–506, 507B, 507–508, 509B, 509–510, 511B, 511–512, 513B, 513–514, 531B, 531–532
<b>MA-E-1.2.2</b> Add, subtract, multiply, and divide whole numbers using a variety of methods (e.g., mental, paper and pencil, calculator)	PE: 9–10, 11–12, 13–14, 15–16, 17–18, 21–22, 25–26, 27–28, 29–30, 31–32, 36, 39–40, 48, 78, 94, 120, 132, 162, 178, 201–202, 203–204, 205–206, 209–210, 211–212, 213–214, 220, 223–224, 227–228, 234, 259–260, 261–262, 266, 269–270, 271–272, 273–274, 275–276, 279–280, 281–282, 283–284, 285–286, 290, 322, 342, 363–364, 365–366, 367–368, 369–370, 373–374, 375–376, 377–378, 381, 382, 385–386, 387–388, 389–390, 391–392, 396, 426, 446, 478, 488, 520, 536, 553–554, 561–562, 570, 579–580, 584 TE: 9B, 9–10, 11B, 11–12, 13B, 13–14, 15B, 15–16, 17B, 17–18, 21B, 21–22, 25B, 25–26, 27B, 27–28, 29B, 29–30, 31B, 31–32, 36, 39B, 39–40, 48, 78, 94, 120, 132, 162, 178, 201B, 201–202, 203B, 203–204, 205B, 205–206, 209B, 209–210, 211B, 211–212, 213B, 213–214, 220, 223B, 223–224, 227B, 227–228, 234, 259B, 259–260,

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	261B, 261–262, 266, 269B, 269–270, 271B, 271–272, 273B, 273–274, 275B, 275–276, 279B, 279–280, 281B, 281–282, 283B, 283–284, 285B, 285–286, 290, 322, 342, 363B, 363–364, 365B, 365–366, 367B, 367–368, 369B, 369–370, 373B, 373–374, 375B, 375–376, 377B, 377–378, 381, 382, 385B, 385–386, 387B, 387–388, 389B, 389–390, 391B, 391–392, 396, 426, 446, 478, 488, 520, 536, 553B, 553–554, 561B, 561–562, 570, 579B, 579–580, 584
<b>MA-E-1.2.3</b> Add and subtract fractions with like denominators; add and subtract decimals through hundredths	These pages provide opportunities for students to use fractions and add/subtract money: PE: 227–228, 231–232, 283–284, 325–326, 327–328, 329, 330, 331–332, 333–336, 350, 579–580 TE: 227B, 227–228, 231–232, 283B, 283–284, 325B, 325–326, 327B, 327–328, 329, 330, 331B, 331–332, 333B, 333–336, 350, 579B, 579–580
<b>MA-E-1.2.4</b> Skip-count forward and backward	PE: 65–66, 83–84, 359–360, 361–362 TE: 65B, 65–66, 83B, 83–84, 359B, 359–360, 361B, 361–362
<b>MA-E-1.2.5</b> Estimate quantities of objects	PE: 85, 525 TE: 85, 525
<b>MA-E-1.2.6</b> Estimate computational results using an appropriate strategy	PE: 195–196, 215–216, 223–224, 232, 251–252, 275–276, 508, 553–554, 561–562, 577–578 TE: 195B, 195–196, 215B, 215–216, 223B, 223–224, 232, 251B, 251–252, 275B, 275–276, 508, 553B, 553–554, 561B, 561–562, 577B, 577–578
<b>MA-E-1.2.7</b> Use factors to determine prime and composite numbers	See Grade 4.
<b>MA-E-1.2.8</b> Determine least common multiple (LCM)	See Grade 4.
<b>MA-E-1.2.9</b> Order and compare ( $>$ , $<$ , $=$ ) whole numbers and fractions	TE: 85B, 85–86, 171, 331B, 331–332, 350, 525B, 525–526, 527B, 527–528 PE: 85–86, 171, 331–332, 350, 525–526, 527–528

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Kentucky Core Content	Houghton Mifflin <i>MATHEMATICS</i>
<b>Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics in meaningful ways by showing:</b>	
<b>MA-E-1.3.1</b> How fractions, decimals, and whole numbers relate (equivalence, order)	PE: 329–330, 331–332, 350 TE: 329B, 329–330, 331B, 331–332, 350
<b>MA-E-1.3.2</b> How properties (commutative, associative, identity properties of addition and multiplication, zero property of multiplication) are used in computation	PE: 9–10, 21–22, 230, 367–368 TE: 9B, 9–10, 21B, 21–22, 230, 367B, 367–368
<b>MA-E-1.3.3</b> How the base 10 number system relates to place value (e.g., ten tens make one hundred, ten hundredths make one-tenth)	PE: 65–66, 67–69, 69–70, 89, 505–514, 531–534 TE: 65B, 65–66, 67B, 67–68, 69B, 69–70, 89, 505B, 505–512, 513B, 513–514, 531B, 531–534
<b>GEOMETRY/MEASUREMENT</b>	
<b>Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b>	
<b>MA-E-2.1.1</b> Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting), segments, sides, edges, faces, vertices, radius, diameter, and angles (acute, right, obtuse)	These pages provide opportunities for students to identify faces and vertices: PE: 309, 311 TE: 309, 311
<b>MA-E-2.1.2</b> Basic two-dimensional shapes including circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, and octagons	These pages provide opportunities for students to identify circles, triangles, and quadrilaterals: PE: 307–308, 309–310, 311–312 TE: 307B, 307–308, 309B, 309–310, 311B, 311–312
<b>MA-E-2.1.3</b> Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms	These pages provide opportunities for students to identify spheres, cones, cylinders, pyramids, cubes, and rectangular prisms: PE: 311–312 TE: 311B, 311–312
<b>MA-E-2.1.4</b> Symmetry, congruence, and similar figures	PE: 313–314, 317–318, 329 TE: 313B, 313–314, 317B, 317–318, 329

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<b>MA-E-2.1.5</b> Nonstandard and standard (U.S. Customary, metric) units of measurement	PE: 413–414, 415–416, 417–418, 419–420, 421–422, 429–430, 431–432, 433–434, 435–436, 439–440, 441–442, 443–444 TE: 413B, 413–414, 415B, 415–416, 417B, 417–418, 419A-419B, 419–420, 421B, 421–422, 429B, 429–430, 431B, 431–432, 433B, 433–434, 435B, 435–436, 439B, 439–440, 441B, 441–442, 443–444
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>	
<b>MA-E-2.2.1</b> Sort objects and compare attributes	These pages provide opportunities for students to use patterns: PE: 66, 82, 83–84, 91–92, 149–150, 153–154, 167–168, 212, 280, 319–320, 506, 518–519, 531–532 TE: 66, 82, 83B, 83–84, 91B, 91–92, 149A-149B, 149–150, 153B, 153–154, 167B, 167–168, 212, 280, 319B, 319–320, 506, 518B, 518–519, 531B, 531–532
<b>MA-E-2.2.2</b> Use symmetry to construct a geometric design	PE: 317–318 TE: 317B, 317–318
<b>MA-E-2.2.3</b> Identify and draw basic two-dimensional shapes in different orientations using rotations (turns), reflections (flips), and translations (slides)	PE: 313–314 TE: 313B, 313–314
<b>MA-E-2.2.4</b> Identify basic three-dimensional shapes by appearance	PE: PE: 311–312 TE: 311B, 311–312
<b>MA-E-2.2.5</b> Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles	PE: 413–414, 415–416, 417–418, 419–420, 421–422, 429–430, 431–432, 433–434, 435–436, 439–440, 441–442, 443–444 TE: 413B, 413–414, 415B, 415–416, 417B, 417–418, 419A-419B, 419–420, 421B, 421–422, 429B, 429–430, 431B, 431–432, 433B, 433–434, 435B, 435–436, 439B, 439–440, 441B, 441–442, 443–444
<b>MA-E-2.2.6</b> Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero)	These pages provide opportunities for students to use capacity, money, time, and temperature: PE: 149, 151–152, 153–154, 157–158, 165–166, 167–168, 171–172, 173–174, 227–228, 231–232, 283–284, 433–434, 435–436, 439–440, 465–466, 467–468, 469–470, 471–472, 473–474, 475–476, 481–482,

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	483–484, 531–532, 533–534, 579–580 TE: 149, 151B, 151–152, 153B, 153–154, 157B, 157–158, 165B, 165–166, 167B, 167–168, 171B, 171–172, 173B, 173–174, 227B, 227–228, 231B, 231–232, 283B, 283–284, 433B, 433–434, 435B, 435–436, 439B, 439–440, 465B, 465–466, 467B, 467–468, 469B, 469–470, 471B, 471–472, 473B, 473–474, 475B, 475–476, 481B, 481–482, 483B, 483–484, 531B, 531–532, 533B, 533–534, 579B, 579–580
<b>MA-E-2.2.7</b> Choose appropriate tools (e.g., protractors, meter sticks, rulers) for specific measurement tasks	PE: 417, 419–420, 430, 432, 433–434, 441–442 TE: 417, 419B, 419–420, 430, 432, 433B, 433–434, 441B, 441–442
<b>MA-E-2.2.8</b> Identify measurable attributes of an object and make an estimate using appropriate units of measurement	PE: 413–414, 415–416, 430, 431–432 TE: 413B, 413–414, 415B, 415–416, 430, 431B, 431–432
<b>MA-E-2.2.9</b> Use measurements to describe and compare attributes of objects	PE: 149, 151–152, 153–154, 157–158, 165–166, 167–168, 171–172, 173–174, 227–228, 231–232, 283–284, 413–414, 415–416, 417–418, 419–420, 421–422, 429–430, 431–432, 433–434, 435–436, 439–440, 441–442, 443–444, 465–466, 467–468, 469–470, 471–472, 473–474, 475–476, 481–482, 483–484, 531–532, 533–534, 579–580 TE: 149, 151B, 151–152, 153B, 153–154, 157B, 157–158, 165B, 165–166, 167B, 167–168, 171B, 171–172, 173B, 173–174, 227B, 227–228, 231B, 231–232, 283B, 283–284, 413B, 413–414, 415B, 415–416, 417B, 417–418, 419A-419B, 419–420, 421B, 421–422, 429B, 429–430, 431B, 431–432, 433B, 433–434, 435B, 435–436, 439B, 439–440, 441B, 441–442, 443–444, 465B, 465–466, 467B, 467–468, 469B, 469–470, 471B, 471–472, 473B, 473–474, 475B, 475–476, 481B, 481–482, 483B, 483–484, 531B, 531–532, 533B, 533–534, 579B, 579–580
<b>Relationships – Students will make connections between concepts and skills, explain how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b>	
<b>MA-E-2.3.1</b> How two-dimensional shapes are alike or different	PE: 307–308, 309–310, 311–312 PE: TE: 307B, 307–308, 309B, 309–310, 311B, 311–312

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<b>MA-E-2.3.2</b>	How three-dimensional shapes are alike or different	PE: 311–312 TE: 311B, 311–312
<b>MA-E-2.3.3</b>	How units within the <u>same</u> measurement system (U.S. Customary or metric) are related	PE: 418, 420, 431–432, 433–434, 481, 483–484 TE: 418, 420, 431B, 431–432, 433B, 433–434, 481, 483B, 483–484
<b>MA-E-2.3.4</b>	How lines of symmetry relate to shapes	PE: 317–318 TE: 317B, 317–318
<b>PROBABILITY/STATISTICS</b>		
<b>Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b>		
<b>MA-E-3.1.1</b>	Mean, median, mode, and range of a set of data	These pages provide opportunities for students to use mode and range. PE: 111–112, 113–114, 115–116, 123–124, 125–126, 127–128, 129–130 TE: 111B, 111–112, 113B, 113–114, 115B, 115–116, 123B, 123–124, 125B, 125–126, 127B, 127–128, 129B, 129–130
<b>MA-E-3.1.2</b>	Probability of an unlikely event (near zero) and likely event (near one)	PE: 337–338 TE: 337B, 337–338
<b>MA-E-3.1.3</b>	The process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer question)	PE: 91–92, 111–112, 113, 115–116, 123–124, 125–126, 127–128, 337–338, 517–518 TE: 91B, 91–92, 111B, 111–112, 113B, 113, 115B, 115–116, 123B, 123–124, 125B, 125–126, 127B, 127–128, 337–338, 517–518
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>		
<b>MA-E-3.2.1</b>	Pose questions that can be answered by collecting data	PE: 111–112 TE: 111B, 111–112
<b>MA-E-3.2.2</b>	Collect, organize, and describe data (e.g., drawings, tables, charts)	PE: 111–112, 115–116, 123–124, 125–126, 127–128 TE: 111B, 111–112, 115B, 115–116, 123B, 123–124, 125B, 125–126, 127B, 127–128
<b>MA-E-3.2.3</b>	Construct and interpret displays of data (e.g., line	PE: 111–112, 115–116, 123–124, 125–126, 127–128

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graph, bar graph, pictograph, line plot, simple Venn diagram, table)	TE: 111B, 111–112, 115B, 115–116, 123B, 123–124, 125B, 125–126, 127B, 127–128
<b>MA-E-3.2.4</b> Interpret circle graphs	See Grade 4.
<b>MA-E-3.2.5</b> Make predictions and draw conclusions based on data	PE: 91–92, 111–112, 113, 115–116, 123–124, 125–126, 127–128, 337–338, 517–518 TE: 91B, 91–92, 111B, 111–112, 113B, 113, 115B, 115–116, 123B, 123–124, 125B, 125–126, 127B, 127–128, 337–338, 517–518
<b>MA-E-3.2.6</b> Find mean, median, mode, and range of a set of data	These pages provide opportunities for students to use mode and range. PE: 111–112, 113–114, 115–116, 123–124, 125–126, 127–128, 129–130 TE: 111B, 111–112, 113B, 113–114, 115B, 115–116, 123B, 123–124, 125B, 125–126, 127B, 127–128, 129B, 129–130
<b>MA-E-3.2.7</b> Generate all possible outcomes in simple probability activities	PE: 337–338 TE: 337B, 337–338
<b>MA-E-3.2.8</b> Determine the fairness of games using simple probability activities	PE: 337–338 TE: 337B, 337–338
<b>Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b>	
<b>MA-E-3.3.1</b> How data are used to draw conclusions	PE: 91–92, 111–112, 113, 115–116, 123–124, 125–126, 127–128, 337–338, 517–518 TE: 91B, 91–92, 111B, 111–112, 113B, 113, 115B, 115–116, 123B, 123–124, 125B, 125–126, 127B, 127–128, 337–338, 517–518
<b>MA-E-3.3.2</b> How predictions can be based on probability data	PE: 337–338 TE: 337B, 337–338
<b>MA-E-3.3.3</b> How the type of display is related to data (appropriateness of graphs)	PE: 125, 127–128 TE: 125, 127B, 127–128

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<b>ALGEBRAIC THINKING</b>	
<b>Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b>	
<b>MA-E-4.1.1</b> Functions (input-output) through pictures, tables, and words	PE: 26, 370, 554 TE: 26, 370, 554
<b>MA-E-4.1.2</b> Number sentences with a missing value or variable	PE: 10, 13, 15–16, 18, 20, 23, 27–28, 42, 43–44, 204, 206, 230, 274, 576 TE: 10, 13, 15–16, 18, 20, 23, 27B, 27–28, 42, 43B, 43–44, 204, 206, 230, 274, 576
<b>MA-E-4.1.3</b> A positive coordinate system of graphing using ordered pairs	See Grade 4.
<b>Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>	
<b>MA-E-4.2.1</b> Find rules for, extend, and create patterns	PE: 10, 65–66, 82, 83–84, 91–92, 197–198, 212, 280, 319–320, 359–360, 361–362, 369, 377–378, 470, 505–506, 517–519 TE: 10, 65B, 65–66, 82, 83B, 83–84, 91B, 91–92, 197B, 197–198, 212, 280, 319B, 319–320, 359B, 359–360, 361B, 361–362, 369, 377–378, 470, 505B, 505–506, 517–519
<b>MA-E-4.2.2</b> Create tables to analyze patterns/functions	PE: 26, 370, 554 TE: 26, 370, 554
<b>MA-E-4.2.3</b> Find solutions to number sentences with a missing value (e.g., $7 + N = 10$ , $N + 5 > 14$ )	PE: 10, 13, 15–16, 18, 20, 23, 27–28, 42, 43–44, 204, 206, 230, 274, 576 TE: 10, 13, 15–16, 18, 20, 23, 27B, 27–28, 42, 43B, 43–44, 204, 206, 230, 274, 576
<b>MA-E-4.2.4</b> Locate whole numbers, fractions, and decimals on a number line	These pages provide opportunities for students to locate whole numbers on a number line: PE: 11–12, 25–26, 89–90, 215–216, 275–276, 577–578 TE: 11B, 11–12, 25B, 25–26, 89B, 89–90, 215B, 215–216, 275B, 275–276, 577B, 577–578
<b>MA-E-4.2.5</b> Graph ordered pairs on a positive coordinate grid	See Grade 4.

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<b>Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b>	
<b>MA-E-4.3.1</b> How patterns (e.g., numbers, pictures, words) are alike and different	PE: 10, 65–66, 82, 83–84, 91–92, 197–198, 212, 280, 319–320, 359–360, 361–362, 369, 377–378, 470, 505–506, 517–519 TE: 10, 65B, 65–66, 82, 83B, 83–84, 91B, 91–92, 197B, 197–198, 212, 280, 319B, 319–320, 359B, 359–360, 361B, 361–362, 369, 377–378, 470, 505B, 505–506, 517–519
<b>MA-E-4.3.2</b> How rules involving number patterns can be explained	PE: 66, 82, 83–84, 91–92, 197–198, 212, 280, 359–360, 361–362, 369, 377–378, 505–506, 517–519 TE: 66, 82, 83B, 83–84, 91B, 91–92, 197B, 197–198, 212, 280, 359B, 359–360, 361–362, 369, 377B, 377–378, 505B, 505–506, 517B, 517–519