Common Core Standards: Second Grade

Operations and Algebraic Thinking:

- 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. {2.OA.1}
- Fluently add and subtract within 20 using mental strategies. By the end of second grade know from memory all sums of two one-digit numbers. {2.OA.2}

Numbers and Operations in Base Ten:

- Count within 1000; skip count by 5's, 10's and 100's {2.NBT.2}
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. {2.NBT.3}
- Compare two three-digit numbers based on meanings of the hundreds, tens, and one digit, using >, =, < symbols to record the results of comparisons. {2.NBT.4}
- 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. {2.NBT.7}

Measurement and Data:

- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. {2.MD.1}
- Estimate lengths using units of inches, feet, centimeters, and meters. {2.MD.3}
- Tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. {2.MD.7}
- IA.1 – Describe the relationship among standard units of time: minutes, hours, days, weeks, months and years. {2.MD}
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and cent symbols appropriately. {2.MD.8}
- IA.2 – Use interviews, surveys and observations to collect data that answer questions about students' interests and/or their environment.
- Draw a picture graph and a bar graph (with a single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and problems using information presented in bar graph. {2.MD.10}

Geometry:

- Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. {2.G.1}
- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical shares of identical wholes need not have the same shape. {2.G.3}

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Learning Targets:	Student *I Can* Statements:	Report Card:
• Students understand that addition as both putting together and adding up to, subtraction as taking apart, taking from, and comparison, mathematical problems can be solved using a variety of strategies, models, representations and understands that variables represent unknown quantities when representing mathematical situations. {2.OA.1}	• I can solve word problems in math with 2 or 3-digit addition and subtraction and explain how I did it. {2.OA.1}	• Can solve math word problems using a variety of strategies.
• Students understand that efficient application of computation strategies is based on the numbers in the problems, their relative sizes, and the relationships of the desired sum or difference to the known sum and differences. {2.OA.2}	• I can fluently add and subtract facts up to 20. {2.OA.2}	• Can fluently add facts to 20 • Can fluently subtract facts from 20.
• Students understand the number sequence repeats every decade and century and the patterns and regularities in the counting sequence are useful in reasoning about numbers and problem solving. {2.NBT.2}	• I can count by 2's, 5's, 10's, and 100's to 1000 starting at any number. {2.NBT.2}	• Can count by 2's, 5's, 10's and 100's to 1000.
• Students understand the number sequence repeats every decade and century and the same quantity can be represented with words, base-ten numerals, or expanded form and all forms are useful in different situations. {2.NBT.3}	• I can count, read, write, order, and compare numbers to 1000 using base ten numbers, number names, and expanded form. {2.NBT.3}	• Can read, write, order, and compare numbers to 1000.

• Students understand the three-digits of a three-digit number represent groups of hundreds, tens, and ones. {2.NBT.4}	• I can compare 3-digit numbers using hundreds, tens, and ones. {2.NBT.4}	• Can identify and compare numbers using hundreds, tens, and ones
• Students understand that relationships between models of addition and subtraction problems and symbolic recordings of those models can be used to justify solutions. {2.NBT.7}	• I can add and subtract 2 or 3-digit numbers, using what I know about hundreds, tens, and ones, and explain how I did it. {2.NBT.7}	• Can add 2 or 3 digit numbers • Can subtract 2 or 3 digit numbers • Can estimate sums or differences by rounding
• Students understand the length of the object is expressed as the number of unit lengths needed to cover the same distance. {2.MD.1}	• I can estimate, measure, and compare lengths accurately and solve problems. {2.MD.1}	• Can estimate, measure, and compare lengths accurately.
• Students understand that a range of estimates for a measurement are possible depending on the strategy used for estimating. {2MD.3}	• I can estimate, measure, and compare lengths accurately and solve problems. {2.MD.3}	• Can estimate, measure, and compare lengths accurately.
• Students understand that analog and digital clocks represent the time at any particular moment, and show the passage of time with the movement of the hands or the changing digits, and that time is an attribute that can be measured. {2.MD.7}	• I can tell and write time to the nearest 5 minutes using digital and analog clocks. {2.MD.7}	• Can tell time
• Students understand that there is a relationship between the standard units of time where year are the longest measurement and minutes are the shortest measure. {IA.MD.1}	• I can tell units of time (minutes, hours, days, weeks, months) {2.IA.MD.1}	• Can compare time using minutes, hours, days, weeks, and months

• Students understand that a variety of strategies can be used to model and solve problems involving money. {2.MD.8}	• I can solve word problems involving different coins and bills. {2.MD.8}	• Can solve problems using money • Can count money
• Students understand that collecting data can help answer a question when the answer is not obvious and that data can assist in making informed decisions, and questions can be refined to get information needed. {2.IA.MD.2}	• I can ask questions, collect data, and answer questions about my world and myself. {2.IA.MD.2.}	• Can collect and use data
• Students understand that questions concerning mathematical contexts can be answered by collecting and organizing data on pictographs and bar graphs, logical reasoning and connections between representations provide justification for solutions. {2.MD.10}	• I can read and create picture graphs and bar graphs, and use them to solve problems. {2.MD.10}	• Can read, create, and use graphs
• Students understand that shapes are categorized based on their geometric attributes. {2.G.1}	• I can recognize, draw, compare, and explain properties of plane and solid shapes. {2.G.1}	• Can name, draw, and compare shapes
• Students understand that halves (or thirds or fourths) of same-size 2-D shapes have equal area but do not have to be congruent. {2.G.3}	• I can break apart shapes into equal parts to show my understanding of fractions. {2.G.3}	• Can name a fraction using shapes