Math – First Marking Period

# WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 2ND GRADE

| Operations & Algebraic Thinking | Number & Base Operations in Ten |
|---|---|
| ***I can*** *add and subtract up to 20 by memory.*<br><br>***I can*** *tell if there is an odd or even number of objects in a group.*<br><br>***I can*** *write an equation, which shows adding the same number twice results in an even number.* | ***I can*** *understand and use hundreds, tens, and ones.*<br><br>***I can*** *understand that 100 is a bundles of ten tens.*<br><br>***I can*** *identify three-digit numbers that have 0 tens and 0 ones in number form and word form.*<br><br>***I can*** *read and write numbers to 100 using different forms.*<br><br>***I can*** *compare three digit numbers using >, <, and =.* |
| **Measurement & Data** | **Geometry** |
| ***I can*** *make and use a number line.*<br><br>***I can*** *tell and write time using analog clocks to the nearest 5 minutes, using a.m. and p.m.*<br><br>***I can*** *tell and write time using digital clocks to the nearest 5 minutes, using a.m. and p.m.* |  |

Math – Second Marking Period

# WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 2ND GRADE

| Operations & Algebraic Thinking | Number & Base Operations in Ten |
|---|---|
| ***I can*** *use addition and subtraction up to 100 to solve one- and two-step word problem.* | ***I can*** *skip-count within 1000 by 5s, 10s, and 100s.*<br><br>***I can*** *fluently add and subtract within 100.*<br><br>***I can*** *mentally add 10 or 100 to a given number 100-900.*<br><br>***I can*** *explain what strategy I used to solve my problem.* |
| **Measurement & Data** | **Geometry** |
| ***I can*** *identify coins and their value.*<br><br>***I can*** *count values of money to $5.*<br><br>***I can*** *solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols.*<br><br>***I can*** *make picture graphs and bar graphs with up to four categories.*<br><br>***I can*** *solve problems using information from graphs.* |  |

Math – Third Marking Period

# WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 2ND GRADE

## Operations & Algebraic Thinking

***I can*** *use repeated addition to find the total number of objects in an array up to five rows and five columns.*

## Measurement & Data

***I can*** *use different tools to measure the length of objects.*

***I can*** *choose the appropriate tools to measure an object.*

***I can*** *measure the length of an object twice, using two different units of measurement.*

***I can*** *estimate the lengths of objects using different units.*

***I can*** *measure and compare the length of two different objects.*

***I can*** *use addition and subtraction within 100 to solve word problems involving length of the same unit.*

***I can*** *represent measurement data on a line plot.*

## Number & Base Operations in Ten

***I can*** *read and write numbers to 1000 using different forms.*

***I can*** *add up to four two-digit numbers.*

***I can*** *compose and decompose numbers using manipulatives and drawings up to 1000.*

***I can*** *mentally subtract 10 or 100 to a given number 100-900.*

## Geometry

Math – Fourth Marking Period

# WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 2ND GRADE

## Geometry

***I can*** *draw and identify triangles, quadrilaterals, pentagons, hexagons, and cubes using their attributes.*

***I can*** *divide a rectangle into columns and rows of equal-sized squares and determine the area of the rectangle.*

***I can*** *divide circles and rectangles into two, three, or four equal shares.*

***I can*** *describe the equal shares using the words halves, thirds, half of, a third of, etc.*

***I can*** *describe the whole as two halves, three thirds, four fourths, etc.*

***I can*** *recognize that equal shares do not have to be from the same shape.*

## Number & Base Operations in Ten

## Measurement & Data

## Operations & Algebraic Thinking