

## 2<sup>nd</sup> Grade Math Learning Targets

### Algebra:

#### 2.A.2.1 Students are able to use concepts of equal to, greater than, and less than to compare numbers (0-100). - Comprehension

- I can explain what “equal to” means. (2.A.2.1)
- I can explain what the = sign means. (2.A.2.1)
- I can say which number is equal to another number. (2.A.2.1)
- I can use the symbol = to say which number is equal to another number. (2.A.2.1)
  - I can use the symbol = to say what number / expression is equal to another number / expression.
    - Expression = one side of an equation ( $11 + 1$ )
    - $11 + 1$  (  $\square$  )  $5 + 7$
- I can explain what “greater than” means. (2.A.2.1)
- I can say which number is greater than another number. (2.A.2.1)
- I can use the symbol > to say which number is greater than another number. (2.A.2.1)
- I can explain what “less than” means. (2.A.2.1)
- I can say which number is less than another number. (2.A.2.1)
- I can use the symbol < to say which number is less than another number. (2.A.2.1)

#### 2.A.2.2 Students are able to solve open addition and subtraction sentences with one unknown ( $\square$ ) using numbers equal to or less than 20. - Application

- I can find the missing unknown (  $\square$  ) in an addition sentence. (sums up to 20) (2.A.2.2)
  - Example:  $11 + 1 = \square$  /  $\square = 11 + 1$
  - Example:  $11 + \square = 12$  /  $\square + 1 = 12$
  - Example:  $12 = 11 + \square$  /  $12 = \square + 1$
- I can find the missing unknown (  $\square$  ) in a subtraction sentence. (minuend of 20 or less) (2.A.2.2)
  - Example:  $18 - 1 = \square$  /  $\square = 18 - 1$
  - Example:  $18 - \square = 17$  /  $\square - 1 = 17$
  - Example:  $17 = 18 - \square$  /  $17 = \square - 1$

#### 2.A.2.3 Students are able to balance simple addition and subtraction equations using sums up to 20. - Application

- I can say what “expression” means. (2.A.2.3)
  - Example: Expression = one side of an equation ( $4 + 3$ )
- I can say what “equation” means. (2.A.2.3)
  - Example: Equation = two expressions that equal each other ( $4 + 3 = 7$ )
- I can find the missing unknown (  $\square$  ) in an addition equation. (sums up to 20) (2.A.2.3)
  - $11 + 1 = (\square) + 7$
- I can find the missing unknown (  $\square$  ) in a subtraction equation. (minuend of 20 or less) (2.A.2.3)
  - $11 + 1 = (\square) + 7$
- I can explain what it means to “balance an equation.” (2.A.2.3)

**2.A.3.1 Students are able to write and solve number sentences from word problems. - Application**

- Teacher Definition of Number Sentence = A mathematical statement that has numbers, at least one operation sign, and an equal or inequality sign.
- I can write number sentences / equations for word problems / story problems. (2.A.3.1)
- I can solve number sentences / equations for word problems / story problems. (2.A.3.1)

**2.A.4.1 Students are able to find and extend growing patterns using symbols, objects and numbers. - Comprehension**

- I can recognize a pattern unit of objects. (2.A.4.1) – also 1<sup>st</sup> grade standard
- I can show what comes next in a pattern of objects. (2.A.4.1) – also 1<sup>st</sup> grade standard
- I can recognize a pattern unit of symbols. (2.A.4.1) – also 1<sup>st</sup> grade standard
- I can show what comes next in a pattern of symbols. (2.A.4.1) – also 1<sup>st</sup> grade standard
- I can recognize a pattern unit of numbers. (2.A.4.1)
- I can show what comes next in a pattern of numbers. (2.A.4.1)

**2.A.4.2 Students are able to determine likenesses and differences between sets. - Comprehension**

- I can tell how two sets of numbers are the same. (2.A.4.2)
- I can tell how two sets of numbers are different. (2.A.4.2)
- I can tell how two sets of items are the same. (2.A.4.2)
- I can tell how two sets of items are different. (2.A.4.2)

<b>Geometry:</b>
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**2.G.1.1 Students are able to use the terms side and vertex (corners) to identify plane and solid figures. - Comprehension**

- I can point out plane figures. (2.G.1.1)
  - Plane figure = a figure that is two dimensional (has length and width but no thickness)
  - Hexagon / circle / square / triangle / pentagon / octagon / rectangle
- I can point out solid figures. (2.G.1.1)
  - Solid figure = a figure that is three dimension (has length, width and thickness)
  - Sphere / cube / rectangular prism / cylinder / cone / triangular prism
- I can point out a side. (2.G.1.1)
  - Side = edge of a plane or solid figure
- I can point out a vertex. (2.G.1.1)
  - Vertex = the point at which the sides of a polygon meet (corner)
  - Vertex = the point at which the edges of a solid meet (corner)
- I can point out how many sides and vertexes a hexagon has. (2.G.1.1)
- I can point out how many sides and vertexes a circle has. (2.G.1.1)
- I can point out how many sides and vertexes a square has. (2.G.1.1)
- I can point out how many sides and vertexes a triangle has. (2.G.1.1)
- I can point out how many sides and vertexes a pentagon has. (2.G.1.1)
- I can point out how many sides and vertexes an octagon has. (2.G.1.1)
- I can point out how many sides and vertexes a rectangle has. (2.G.1.1)

- I can point out how many sides and vertexes a sphere has. (2.G.1.1)
- I can point out how many sides and vertexes a cube has. (2.G.1.1)
- I can point out how many sides and vertexes a rectangular prism has. (2.G.1.1)
- I can point out how many sides and vertexes a cylinder has. (2.G.1.1)
- I can point out how many sides and vertexes a cone has. (2.G.1.1)
- I can point out how many sides and vertexes a triangular prism has. (2.G.1.1)

**2.G.2.1 Students are able to identify geometric figures regardless of position and orientation in space. - Knowledge**

- I can point out a triangle no matter how it is positioned on paper. (2.G.2.1)
- I can point out a square no matter how it is positioned on paper. (2.G.2.1)
- I can point out a rectangle no matter how it is positioned on paper. (2.G.2.1)
- I can point out a pentagon no matter how it is positioned on paper. (2.G.2.1)
- I can point out a hexagon no matter how it is positioned on paper. (2.G.2.1)

**Measurement:**

**Time:**

**2.M.1.1 Students are able to tell time to the minute using digital and analog clocks and relate time to daily events. - Knowledge**

- I can tell time to the minute on a digital clock. (2.M.1.1)
- I can tell time to the minute on an analog clock. (2.M.1.1)
- I can tell what time daily events happen. (2.M.1.1)

**2.M.1.2 Students are able to use the calendar to solve problems. - Application**

- I can answer questions using a calendar. (2.M.1.2)

**Money:**

**2.M.1.3 Students are able to determine the value of a collection of like and unlike coins with a value up to \$1.00. - Application**

- I can count pennies. (2.M.1.3) – also 1<sup>st</sup> grade standard (up to 25¢)
- I can count pennies and nickels. (2.M.1.3) – also 1<sup>st</sup> grade standard (up to 25¢)
- I can count pennies and dimes. (2.M.1.3) – also 1<sup>st</sup> grade standard (up to 25¢)
- I can count pennies, nickels, and dimes. (2.M.1.3) – also 1<sup>st</sup> grade standard (up to 25¢)
- I can count pennies and quarters. (2.M.1.3)
- I can count pennies, nickels, dimes, and quarters. (2.M.1.3)
- I can count a collection of coins up to \$1.00. (2.M.1.3)

**2.M.1.4 Students are able to represent and write the value of money using the “¢” sign and in decimal form using the \$ sign. - Knowledge**

- I can write the amount of money I have using the “¢” sign. (2.M.1.4)
- I can write the amount of money I have using the “\$” sign and a decimal point. (2.M.1.4)

## **U.S. Customary:**

### **2.M.1.5 Students are able to use whole number approximations for capacity using non-standard units of measure. - Comprehension**

- I can use a variety of objects to measure the amount a container can hold. (2.M.1.5)
  - Example – The jar holds about how many marbles.
  - Example – How many small jars of water will it take to fill the big jar.

### **2.M.1.6 Students are able to solve everyday problems by measuring length to the nearest inch or foot. - Comprehension**

- I can solve everyday problems by measuring length to the nearest inch. (2.M.1.6)
- I can solve everyday problems by measuring length to the nearest foot. (2.M.1.6)

### **2.M.1.7 Students are able to locate and name concrete objects that are about the same length, height, weight, capacity, and temperature as a given concrete object. - Application**

- I can find objects that are the same length. (2.M.1.7)
- I can find objects that are the same height. (2.M.1.7)
- I can find objects that are the same weight. (2.M.1.7)
- I can find objects that are the same capacity. (2.M.1.7)
- I can find objects that are the same temperature. (2.M.1.7)

## **Number Sense:**

### **2.N.1.1 Students are able to read, write, count, and sequence numerals to 100. - Comprehension**

- I can say the numbers in order from 0 to 100. (2.N.1.1) – should you maybe go higher since 3<sup>rd</sup> goes to hundred thousands)
- I can put numbers (up to 100) in order from smallest to largest. (2.N.1.1)
- I can say the numbers in order from 100 to 0. (2.N.1.1)
- I can put numbers (up to 100) in order from largest to smallest. (2.N.1.1)
- I can say the number before each number from 0 to 100. (2.N.1.1)
- I can say the number after each number from 0 to 100. (2.N.1.1)
- I can say the number (up to 100) that comes between two numbers. (2.N.1.1)
- I can count by twos from 0 to 100. (2.N.1.1)
  - I can count by twos from 100 to 0.
- I can count by fives from 0 to 100. (2.N.1.1)
  - I can count by fives from 100 to 0.
- I can count by tens from 0 to 100. (2.N.1.1)
  - I can count by tens from 100 to 0.
- I can count by twenty-fives to 100. (2.N.1.1)
- I can write the numbers in order from 0 to 100. (2.N.1.1)
- I can write the numbers in order from 100 to 0. (2.N.1.1)
- I can match number words I hear to numbers 0 to 100. (2.N.1.1)
- I can say what “expanded notation” means (2.N.1.1)
  - Expanded Notation –  $25 = 20 + 5$

- I can write the numbers 0 to 100 in expanded notation. (2.N.1.1)

**2.N.1.2 Students are able to identify and represent fractions as parts of a group. - Comprehension**

- I can find  $\frac{1}{2}$  of a group. (2.N.1.2)
- I can find  $\frac{1}{3}$  of a group. (2.N.1.2)
- I can find  $\frac{2}{3}$  of a group. (2.N.1.2)
- I can find  $\frac{1}{4}$  of a group. (2.N.1.2)
- I can find  $\frac{3}{4}$  of a group. (2.N.1.2)

**2.N.2.1 Students are able to solve two-digit addition and subtraction problems written in horizontal and vertical formats using a variety of strategies. - Application**

- I can solve two digit addition problems written vertically. (2.N.2.1)
- I can solve two digit addition problems written horizontally. (2.N.2.1)
- I can solve two digit subtraction problems written vertically. (2.N.2.1)
- I can solve two digit subtraction problems written horizontally. (2.N.2.1)

**2.N.3.1 Students are able to solve addition and subtraction problems up to 100 in context. - Application**

- I can solve addition story problems / word problems. (2.N.3.1)
- I can solve subtraction story problems / word problems. (2.N.3.1)
  - I can estimate to see if my answer makes sense.

<b>Statistics and Probability:</b>
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**2.S.1.1 Students are able to use interviews, surveys, and observations to gather data. - Comprehension**

- I can gather data by questioning people. (2.S.1.1)
- I can gather data by reading information. (2.S.1.1)
- I can gather data by observing what is around me. (2.S.1.1)

**2.S.1.2 Students are able to represent data sets in more than one way. - Application**

- I can show information I gather in bar graphs. (2.S.1.2)
- I can show information I gather in pictographs. (2.S.1.2)
- I can show information I gather in tables. (2.S.1.2)

**2.S.1.3 Students are able to answer questions about and generate explanations of data given in tables and graphs. - Comprehension**

- I can answer questions when using a table or graph. (2.S.1.3)
- I can explain my answer to a question when using a table or graph. (2.S.1.3)

**2.S.2.1 Students are able to list possible outcomes of a simple event and make predictions about which outcome is more or less likely to occur. - Application**

- I can make a list of possible results for a simple event. (2.S.2.1)

- I can predict if an outcome is more or less likely to happen. (2.S.2.1)