

Grade 2 Common Core Mathematics

Student “I CAN” Statements

CRITICAL AREA OF FOCUS #1

Extend understanding of base-ten notation

I CAN...

- show that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones)
- show that a bundle of ten tens represents 100 (or “a hundred”)
- demonstrate place value understanding that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- read and write numbers to 1000 using base-ten numerals, number names, and expanded (place value) form.
- count within 1000; skip-count to 1000 by 5s, 10s, and 100s.
- compare any two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using =, >, and < symbols and sentences to record the results of comparisons.

CRITICAL AREA OF FOCUS #2

Build fluency with addition and subtraction. (accuracy, efficiency, and with meaning/understanding)

I CAN...

- fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- add up to four two-digit numbers using strategies based on place value and properties of operations.
- 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.
- show that in adding or subtracting three-digit numbers, one adds or subtracts hundreds with hundreds, tens with tens, ones with ones
- show that sometimes it is necessary to compose or decompose tens or hundreds to add or subtract numbers up to 1000.
- mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- explain why mental addition and subtraction strategies work, using place value and the properties of operations.
- use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, by using drawings (such as drawings of rulers), composition/decomposition models, and equations with a symbol for an unknown number to represent the problem.
- represent whole numbers as lengths starting from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and model a process for obtaining whole-number sums and differences within 100 on a number line diagram.
- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Examples: If you have 2 dimes and 3 pennies, how many cents do you have? I have 32¢ in my pocket. What coins might I have?*
- use drawings and equations with a symbol for the unknown number to represent addition and subtraction problems within 100
- explain and model or represent situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in any position within the problem sentence.
- fluently (accurately, efficiently, and with understanding) add and subtract within 20 using mental strategies. (By end of Grade 2, memorize and understand all sums of two one-digit numbers.)
- determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects in a model, or counting them by 2s.

Created for Greater Cleveland Council of Teachers of Mathematics

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Adapted from 2010 Common Core State Standards for Mathematics

- write an equation and explain why a sum of two equal addends produces an even number (a double).
- use addition to find the total number of objects arranged in rectangular arrays of up to 5 rows by 5 columns; write an equation to express the total as a sum of equal addends. (e.g. a four by five array represents four sets of five objects $[5+5+5+5= 20]$).

CRITICAL AREA OF FOCUS #3

Use standard units of measure

I CAN...

- measure and name the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- use length units of different lengths for two measurements of the same object; describe how the two measurements relate to the size of the unit chosen. (greater numbers of small units and fewer numbers of larger units to yield the same length; 36 inches = 3 feet; 1000 cm = 1 meter)
- estimate lengths of objects using units of inches, feet, centimeters, and meters by both observation and direct measurement.
- Use standard measurement tools to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

CRITICAL AREA OF FOCUS #4

Describe and analyze shapes

I CAN...

- recognize and draw shapes having specified attributes, such as a given number of angles or a given number of sides or faces.
- identify triangles, quadrilaterals, pentagons, hexagons, and cubes and describe their critical attributes.
- partition a rectangle into rows and columns that form same-size squares and count to find the total number of them
- 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.
- Show that equal shares of identical wholes might not have the same shape. (e.g. quartering a rectangle using folded diagonals vs. quartering a rectangle using vertical and horizontal folds)
- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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