Grade 2 Math ELT Overview

Essential Learning Target	*Standard(s)*	*Prerequisite Skill*
1. I can count to 1000 by 5s, 10s, and 100s.	**MGSE2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s. **MGSE2.NBT.1** Understand 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. Understand the following as special cases: ● 100 can be thought of as a bundle of ten tens — called a "hundred." ● 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).	***1.NBT.1*** *I can count to 120 starting at any number.*
2. I can read and write any number from 0 to 1000, and count to 1000 by 1s, 5s, 10s, and 100s.	**Understand place value.** **MGSE2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	***1.NBT.1*** *I can read, write and label to 120 starting at any number.*
3. I can compare three-digit numbers using the symbols >, =, and <.	**Understand place value.** **MGSE2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	***1.NBT.3*** *I can compare two two-digit numbers using place value understanding and record the comparison using the symbols >, <, and =.*
4. I can solve two-step addition and subtraction word problems using UPS Check (within 100) that involve adding to, taking from, putting together, taking apart, and comparing.	**Represent and solve problems involving addition and subtraction.** **MGSE2.OA.1** Use addition and subtraction within 100 to solve one and two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions. **MGSE2.OA.2** Fluently add and subtract within 20 using mental strategies.	***1.OA.1*** *I can represent addition and subtraction word problems (within 20) using objects and drawings.*
5. I can fluently add and subtract (within 100) using strategies, such as the commutative and associative properties, counting on, partial sums and differences, using related addition and subtraction facts, and compensation.	**Use place value understanding and properties of operations to add and subtract.** **MGSE2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **MGSE2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	***1.OA.6*** *I can add and subtract within 20.*
6. I can solve word problems with dollars, quarters, dimes, and	**Work with time and money.** **MGSE2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols	***1.NBT.7*** *I can identify dimes, and understand ten pennies*

pennies using the $ and ¢ symbols appropriately.	appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	*can be thought of as a dime.*
7. I can add and subtract (within 1000) using strategies such as the commutative and associative properties, counting on, partial sums and differences, using related addition and subtraction facts, and compensation.	**Use place value understanding and properties of operations to add and subtract.** **MGSE2.NBT.7** 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. **MGSE2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations **MGSE2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	***1.NBT.4*** *I can add and subtract numbers within 100 using concrete models or drawings and place value strategies.*
8. I can tell and write time to the nearest 5 minutes when looking at a variety of clocks (analog and digital).	**Work with time and money.** **MGSE2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	***1.MD.3*** *I can tell and write time in hours and half-hours using analog and digital clocks.*
9. I can measure the length of an object using the appropriate measuring tool.	**Measure and estimate lengths in standard units.** **MGSE2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **MGSE2.MD.2** Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. *For example, an inch is longer than a centimeter.* (Students are not expected to convert between systems of measurement.)	***K.MD.2*** *I can directly compare the lengths or heights of two objects by using words like longer, taller, or shorter.*
10. I can find out how much longer one object is than another and express the difference in terms of inches, feet, yards, miles, millimeters, centimeters, or meters.	**Measure and estimate lengths in standard units.** **MGSE2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **MGSE2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.	***1.MD.1*** *I can organize three objects by length in order from shortest to longest.*
11. I can use addition or subtraction within 100 to solve word problems involving lengths that are given in the same units.	**Relate addition and subtraction to length.** **MGSE2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	***1.MD.2*** *I can represent the length of the longer object with a whole number.*
12. I can represent whole number sums and differences within 100 on a number line diagram.	**Relate addition and subtraction to length.** **MGSE2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram.	***1.OA.4*** *I can represent the relationship between addition and subtraction on a number line or number chart.*

13. I can use information from picture and bar graphs to solve addition, subtraction and comparison problems.	**<u>Represent and interpret data.</u>** **MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. **MGSE2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	***1.MD.4*** *I can organize and represent data up to three categories.*
14. I can recognize and draw triangles, quadrilaterals, pentagons, hexagons, and cubes.	**<u>Reason with shapes and their attributes.</u>** **MGSE2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MGSE2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them**.**	***1.G.2*** *I can identify two- and three-dimensional shapes.*
15. I can divide circles and rectangles into two, three, or four equal parts and describe the whole in terms of halves, thirds, and fourths.	**<u>Reason with shapes and their attributes.</u>** **MGSE2.G.3** 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 wholes need not have the same shape.	***1.G.3*** *I can partition circles and rectangles into two and four equal shares.* *I can describe the shares using the words halves, fourths, and quarters.*
16. I can determine whether a group of objects (up to 20) has an odd or even number of items.	**<u>Work with equal groups of objects to gain foundations for multiplication.</u>** **MGSE2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	***1.OA.5*** *I can recognize that +1 means the next number and that +2 means the next-next number in the counting sequence.*
17. I can represent the total number of objects arranged in a rectangular array with an equation with the repeated addition of the number of objects in each row (or column). For example if there are 3 rows with 4 objects in each row, I can write the equation 4 + 4 + 4 = 12.	**<u>Work with equal groups of objects to gain foundations for multiplication.</u>** **MGSE2.OA.4** 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.	***1.OA.3*** *I can explain the relationship between addition and subtraction using models and drawings.*