



I CAN DO THIS!

Second Grade Mathematics




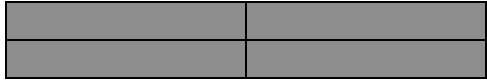
Name _____

	#	 <h2 style="margin: 0;">Number Sense</h2>	<h3 style="margin: 0;">Problems or Examples</h3> 				
	1.1	I can count, read, and write numbers up to 1,000.					
	1.2	I can use words and models to show the value of numbers.	Kelly has 308 stickers. How many sets of hundreds, tens, and ones does she have?				
	1.3	I can use $<$, $=$, and $>$ to compare numbers up to 1,000.					
	2.1	I know how to solve problems and check answers by using the opposite operation.	What is the opposite number sentence for $8 + 6 = 14$?				
	2.2	I know how to add and subtract 3-digit numbers.	Use drawings of tens and ones to help find the sum $237 + 417$ and the difference $225 - 219$.				
	2.3	I can figure out the answer to two-digit addition and subtraction problems with mental math.	Which of these has a larger sum? $43 + 21$ or $31 + 24$?				
	3.1	I can model and solve simple multiplication problems using repeated addition, arrays, and counting by multiples.	Draw a simple picture of seating 30 people in rows of 10. Show and explain how this is related to multiplication. Do this also for rows of 3, and again for rows of 5.				
	3.3	I have memorized the times tables of 2's, 5's and 10's.					

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	4.0	I know that fractions and decimals are parts of one whole or parts of a set.	 Write the fraction and decimal that represent the shaded section.				
	4.1	I can name and compare fractions from 1/12 to 1/4.	True or false? 1. One-fourth of a pie is larger than one-sixth of a pie. 2. $1/4 > 1/3$ 3. $1/7 < 1/9$				
	4.2	I can recognize fractions of a whole, and parts of a group.	One fourth of a pie, two-thirds of 15 balls.				
	4.3	I know that all the pieces of a fraction are the same as one whole, or one.	Write a fraction that represents the shaded part. Is it the same as 1? 				
	5.1	I can solve math problems where I add or subtract dollars and cents.	Lee has a wallet with 5 nickels, 9 dimes, and 2 dollar bills. In how many ways can he pay with correct change for a pen worth \$1.15? What about one worth 65¢?				

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	5.2	I can write the value of money using the symbols \$ (dollar) and ¢ (cents).	Which two of the following show a correct use of symbols for money? 1. ¢32 2. 72¢ 3. \$1.25 4. 2.57\$				
	6.1	I can recognize when an estimate is reasonable in measurements.	A sprinter runs 100 m in 10 seconds. How many meters per second?				

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	#	 Algebra and Functions	Problems or Examples 				
	1.1	I use math rules to solve mental math problems and to check my written work.	Draw pictures using dots to show: 1. That $11+18=18+11$ 2. That $(11+5) + 17 = 11 + (5+17)$ If you know that $379 + 363 = 742$, what is the sum of $363 + 379$?				
	1.2	I can rewrite a word problem into a number sentence to help me solve it.	Three classes at your school will see a play together in a large room. Room 1 has 18 students, Room 2 has 34 students, and Room 3 has 19 students. Figure out how many seats you will need. If Room 2 drops out but Room 4 with 29 students joins in, how many seats will you need then?				
	1.3	I can use the information from charts and graphs to solve + and – problems.					

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#	 Measurement and Geometry	Problems or Examples 				
1.1	I can measure the length of an object by using a standard or nonstandard unit.	Four children measured the width of a room by counting how many paces it took them to cross it. It took Ana 9 paces, Erlane 8, Stephen 10, and Carlos 7. Who had the longest pace? (Adapted from TIMSS).				
1.2	I know that the measurement of an object will be a different number if I measure it with something shorter (inches) or longer (yards).	Measure the length of your desk with a new crayon and with a new pencil. Which is greater, the number of crayon units or the number of pencil units?				
1.3	I can accurately measure the length of an object using centimeters and inches.					
1.4	I can tell time to the nearest quarter hour.	It took a bus 45 minutes to drive between the station and the bus barn. How long does it take to do four such trips nonstop?				
1.4	I can say the number of minutes in an hour, hours in a day, days in a month, weeks in a year.	Which is a longer period: 3 weeks or 19 days? 27 days or 4 weeks?				
1.5	I can figure out how many hours have gone by between two times.	How many hours have gone by between 11:00 a.m. and 4:00 p.m.?				

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	#	 Measurement and Geometry	Problems or Examples 				
	2.1	I can identify, describe, and sort shapes and objects by looking at the number of faces, edges, and corners. (Circle, triangle, square, rectangle, sphere, pyramid, cube, cone, rectangular prism).					
	2.2	I can put shapes together and take them apart to form other shapes.					

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#	 Data Analysis and Patterns of Information	Problems or Examples 				
1.0	I can collect data and organize it on a bar graph, chart, or tally sheet.					
1.1	I can measure the length of objects by repeating a nonstandard or standard unit.	A kite has four panels. You have been asked to color it with either red or blue on each panel. How many different color kites can you make?				
1.2	I can display the same data in more than one way.					
1.3 1.4	I can ask and answer simple questions about what a graph or chart means.					
2.1	I can describe and continue a pattern.	Look at these numbers: 50, 46, 42, 38, 34, 30...				
2.2	I can solve word problems where I need to figure out the pattern.	If there are two horses on a farm, how many horseshoes will we need to shoe all the horses? Show, in an organized way, how many horseshoes we will need for 3, 4, 5, 6, 7, 8, 9 and 10 horses.				

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#	 Mathematical Reasoning	Problems or Examples 				
6.0	I can estimate a reasonable answer when I am problem-solving, measuring, or checking my math work.					
1.1	I can determine the approach, materials, and strategies to be used to solve a problem.	In a game, Mysong and Naoki are making addition problems. They make two 2-digit numbers out of the four given numbers 1, 2, 3, and 4. Each number is used exactly once. The winner is the one who makes two numbers whose sum is the largest. Mysong had 43 and 21, while Naoki had 31 and 24. Who won the game? How do you know? Show how you can beat both Mysong and Naoki by making up two numbers with a larger sum than either (Adapted from TIMSS).				
1.2	I can use tools, such as manipulatives or sketches, to model problems.					
2.1	I can explain to someone else how I solved a math problem.					
2.2	I can think about my answer and decide if it makes sense.					