

Math Competencies- Second Grade		
Lin-Wood Proficiencies (COMPETENCY)	I Can Statements	Standards
<p>Number & Operations in Base Ten & Measurement and Data & Operations & Algebraic Thinking</p> <p>Students will demonstrate an understanding and application of addition using whole numbers with sums up to 100, with fluency within 20, by solving numerical and word problems using a variety of strategies.</p> <p>Students will demonstrate an understanding and application of subtraction using whole numbers with the whole less than or equal to 100, with fluency within 20, by solving numerical and word problems using a variety of strategies.</p>	<ol style="list-style-type: none"> 1. I can use a variety of strategies to add and subtract fluently within 100. 2. I can use a variety of strategies to add up to four two-digit numbers. 3. I can model addition using concrete materials, pictures, then symbols (numbers). 4. I can model subtraction using concrete materials, pictures, then symbols (numbers). 5. I can add and subtract three-digit numbers using place value, renaming as appropriate. 6. I can mentally add 10 or 100 to any given number from 100-900. 7. I can mentally subtract 10 or 100 from any given number 100-900. 8. I can use objects, pictures, words, or numbers to show how addition and subtraction work based on place value and the properties of operations. 9. I can use a variety of strategies to solve word problems using addition and subtraction (w/in 100) of lengths in the same units of measure. 10. I can use a symbol in an equation to represent an unknown quantity in a word problem. 11. I can create a number line with whole numbers. 12. I can represent addition and subtraction of whole numbers (w/in 100) on a number line. 13. I can solve a variety of addition and subtraction problems (w/in 100), using drawings and equations with a symbol for the missing value. 14. I can add and subtract with fluency within 20 using a variety of strategies. 15. I can determine the total number of objects through addition in a rectangular array (up to 5 by 5). 16. I can write an addition equation to represent the total sum of the rows or columns in an array. 	<p> 2.NBT.B.5 2.NBT.B.6 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9 2.MD.B.5 2.MD.B.6 2.OA.A.1 2.OA.B.2 2.OA.C.4 </p>

<p>Measurement & Data</p> <p>Students will demonstrate an understanding of length by explaining how the length of an object relates to the unit of measure used and in measuring various objects with appropriate tools; solving problems involving lengths using addition and subtraction.</p>	<ol style="list-style-type: none"> 1. I can choose and use an appropriate tool for measuring the length of an object. 2. I can measure the length of an object using two different unit lengths. 3. I can explain how the length of an object relates to the size of the unit of measure used. 4. I can estimate the length of an object using various units of measure. 5. I can determine how much longer one object is than another by measuring each object. 6 I can use a standard unit of measure when telling the length difference of two objects. 	<p>2.MD.A.1 2.MD.A.2 2.MD.A.3 2.MD.A.4</p>
<p>Measurement & Data</p> <p>Students will demonstrate an understanding of time using digital and analog clocks by reading and writing time to the nearest five-minute mark; using the terms AM and PM appropriately.</p>	<ol style="list-style-type: none"> 1. I can tell and write time using an analog clock to the nearest five minutes and indicate if a.m. or p.m. 2. I can tell and write time using a digital clock to the nearest five minutes and indicate if a.m. or p.m. 	<p>2.MD.C.7</p>
<p>Measurement & Data</p> <p>Students will demonstrate an understanding of U.S. money by solving word problems involving the addition and subtraction of pennies, nickels, dimes, quarters, and dollar bills, using the dollar and cent signs appropriately.</p>	<ol style="list-style-type: none"> 1.I can recognize bills and coins and their values. 2.I can use the symbol notations of \$ and ¢ appropriately. 3.I can solve addition and subtraction word problems involving money. 	<p>2.MD.C.8</p>
<p>Measurement & Data</p> <p>Students will demonstrate an understanding of collecting, displaying, and using data by measuring lengths of various objects to the nearest whole unit, plotting the measurement data in a picture graph and a bar graph; using the information to add, subtract, and compare lengths.</p>	<ol style="list-style-type: none"> 1. I can measure objects to the nearest whole unit of measure. 2. I can create a line plot to display lengths of objects measured to the nearest whole unit. 3. I can collect data and create a picture graph to display the collected data. 4.I can collect data and create a bar graph to display the collected data. 5. I can solve simple sum of, differences of, and comparisons of information displayed in a bar graph. 	<p>2.MD.D.9 2.MD.D.10</p>

<p>Geometry</p> <p>Students will demonstrate an understanding of shapes and their attributes by describing the attributes of squares, rectangles, and cubes; recognizing and drawing shapes given specific attributes.</p>	<ol style="list-style-type: none"> 1. I can recognize shapes having specific attributes. 2. I can draw shapes given specific attributes. 3. I can visually identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 	<p>2.G.A.1</p>
<p>Geometry</p> <p>Students will demonstrate an understanding of equal shares by dividing circles and rectangles multiple ways into halves, thirds, and quarters; recognizing that one equal share is a unit-fraction of the whole.</p>	<ol style="list-style-type: none"> 1. I can divide a rectangle into rows and columns to form square units. 2. I can count the total number of square units in a rectangle. 3. I can understand that when a circle or rectangle is divided into equal shares, that one equal share is a unit fraction of the whole. 4. I can describe the equal shares using the words halves, thirds, and quarters. 5. I know that equal shares of identical wholes do not have to be of the same shape. 	<p>2.G.A.2 2.G.A.3</p>