Second Grade First Semester Math Curriculum Guide

First Nine Weeks

Sums & Differences to 20, Place Value, Measuring Length

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

2.OA.A.2 Fluently add and subtract within 20 using mental strategies

By the end of Grade 2, know from memory all *sums* of two one-digit numbers

2.NBT.B.5 Add and subtract within 100 with *computational fluency* using strategies based on *place value*, properties of operations, and the relationship between addition and subtraction

2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

2.MD.A.2 Measure the length of an object twice with two different length units. Describe how the two measurements relate to the size of the unit chosen

2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters

2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit

2.MD.A.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write *equations* with a symbol for the unknown number to represent the problem

2.MD.A.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 solve addition and subtraction problems within 100 on the *number line diagram*

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones
Understand that 100 can be thought of as a group of ten tens — called a "hundred"
Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100

2.NBT.A.2 Count within 1000 Skip-count by 5s, 10s, and 100s beginning at zero

2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and a variety of *expanded forms* Model and describe numbers within 1000 as groups of 10 in a variety of ways

2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols and correct terminology for the symbols to record the results of comparisons

Second Nine Weeks

Addition and Subtraction within 200 & Word Problems to 100

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
Represent a strategy with a related equation including a symbol for the unknown number

2.NBT.B.5 Add and subtract within 100 with *computational fluency* using strategies based on *place value*, properties of operations, and the relationship between addition and subtraction

2.NBT.B.6 Add up to four two-digit numbers using strategies based on *place value* and properties of operations

2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on *place value*, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation

2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100- 900

2.NBT.B.9 Explain why addition and subtraction strategies work, using *place value* and the properties of operations

Note: Explanations could be supported by drawings or objects.