



SAMPLES OF STANDARDS STUDENTS ARE LEARNING THIS NINE WEEKS:

2nd Grade Math

STANDARDS: 2.NBT.5, 2.NBT.9, 2.MD.1, 2.MD.2, 2.MD.5, 2.MD.6, 2.OA.1

2.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.



Break apart the addends. Find the sum.

$$\begin{array}{r} 17 \\ \swarrow \searrow \\ \underline{\quad} + \underline{\quad} \end{array} + \begin{array}{r} 35 \\ \swarrow \searrow \\ \underline{\quad} + \underline{\quad} \end{array} = ?$$
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

Add the tens. $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Add the ones. $\underline{\quad} + \underline{\quad} = \underline{\quad}$

How many in all? $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So, $17 + 35 = \underline{\quad}$

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

Cora has 150 buttons. Her friend Emily has 265 buttons. They want to know how many buttons they have together.

Cora adds $300 + 110 + 5$ to get 415 buttons.

Emily adds $300 + 11 + 5$ to get 316 buttons.

Which friend is correct? Explain your answer.

Answer:

Cora is correct. Possible explanation: To add the tens, add 6 tens + 5 tens to get 11 tens or 110 as Cora did, and not 11 as Emily did. They have 415 buttons together.

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

Lilly wants to see how big her garage is.

What should she use to measure the length of her garage?

- ruler
- measuring tape
- yardstick
- meter stick

Which item can best be measured with a yardstick?

- airplane
- table
- bug

2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

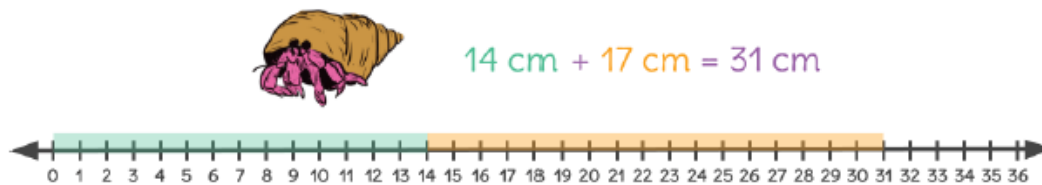
Shirley measured her rug two times. The first time it measured 1 meter long. The second time it measured 100 centimeters long. Which measurement was longer?

- 1 meter
- 100 centimeters
- They are equal.

2.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.

2.MD.6

We can use a number line to add and subtract lengths within 50.



We can use number lines to help us count on or count back in order.

2.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.

Martin has a blue rug that is 28 inches long. He has a red rug that is 15 inches longer than the blue rug. How can Martin find the length of both rugs in inches?

Circle the correct answer.

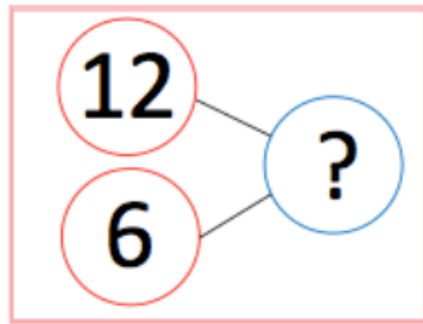
- A** Find the length of the red rug by adding $28 + 15$.
Add that sum to the length of the blue rug, 28.
- B** Find the length of the red rug by subtracting $28 - 15$.
Add that difference to the length of the blue rug, 28.
- C** Add the length of the blue rug, 28, to the length of the red rug, 15.
- D** Find the length of the red rug by subtracting $28 - 15$.
Subtract that difference from the length of the blue rug, 28.

Answer: A

2.OA.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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.OA.1

Mrs. Miller made brownies. She gave 12 of them to the school for a bake sale. She then had 6 left for her family. How many brownies did Mrs. Miller make?



	bake sale	family	
Brownies	12	6	?








Mrs. King made 18 cookies.

Lauren decorated 7 cupcakes for dessert. Three cupcakes got eaten. How many cupcakes were left after?



Rewrite the question in sentence form: **Lauren had 4 cupcakes left.**

Steps for Model Drawing:

Picture Reminder	Task
	Read the entire problem.
	Rewrite the question in sentence form, leaving a space for the answer.
	Determine "who" and the "what" is involved in the problem.
	Draw the unit bar(s) to model each variable.
	Chunk the problem and adjust the unit bars to match the information. Fill in the question mark.
	Correctly compute and solve the problem.
	Write the answer in the sentence. Make sure the answer makes sense .