2ND GRADE MATH PRIORITY STANDARDS- "I CAN…"

Operations and Algebraic Thinking

- I can solve word problems using addition and subtraction (within 100) (2.OA.1)
- I can can add and subtract any numbers from 0 to 20 in my mind. (2.OA.2)
- I can use addition to find the total number of objects in an array. (2.OA.4)
- I can write an addition equation to show the total number of objects in an array. (2.OA.4)

Number and Operations in Base Ten

- I can understand place value of hundreds, tens and ones. (100 = 10 tens, 10 ones = 1 ten) (2.NBT.1)
- I can read and write numbers to 1000. (2.NBT.3)
- I can compare three-digit numbers using <, =, and > because I understand hundreds, tens and ones.(2.NBT.4)
- I can add or subtract two-digit numbers. (2.NBT.5, 2.NBT.6)
- I can use different strategies to add or subtract numbers within 1000. (2.NBT.7)
- I can fluently add and subtract 10 or 100 to any number from 10 to 100 in my head. (2.NBT.8)
- I can explain why adding and subtracting strategies work using what I know about place value. (2.NBT.9)

Measurement and Data

- I can select and use an appropropriate tool to measure the length of objects. (MD.1)
- I can use addition and subtraction to solve word problems about lengths of objects with the same units. (2.MD.5)
- I can make and use a number line. (2.MD.6)
- I can understand how to tell time to five minutes and us a.m. and p.m. (2.MD.7)
- I can count money to help me solve word problems. (2.MD.8)
- I can draw a bar or picture graph to share number information and solve problems using information in a bar graph. (2.MD.10)

Geometry

- I can name and draw triangles, quadrilaterals, pentagons, hexagons and cubes. (2.G.1)
- I can divide shapes into equal parts and describe the parts with words like halves or thirds. (2.G.3)

Fluency

- I can add and subtract within 20 in my head. (2.OA.2.1)

Resources: https://achievethecore.org/category/774/mathematics-focus-by-grade-level, https://www.thecurriculumcorner.com/thecurriculumcorner123/everything-i-can-common-core-for-2nd-grade/
https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics

8 STANDARDS FOR MATHEMATICAL PRACTICE: GRADES K- 12

Mathematical Practice	How a student can use the standard. Student "I can" statements.	How a parent or caregiver can support the standard.
Make sense of problems and persevere in solving them.	• I can make a plan for solving the problem. • I can keep going even when it is difficult. • I can check if my answer is reasonable. • I can solve it in another way to check my answer. • I can visualise the problem to help me make a plan to solve it. • I will try another strategy if my first one does not work.	• Allow time for students to think when asking questions. • "What plan can you make to solve this problem?" • "What information is in the problem and what are you trying to figure out?" • For word problems encourage them to explain what it is about without considering the math or how to solve it first. • Encourage the math to become about the process/students thinking rather than the one right answer. • "Why do you think that might be the answer?"
Reason abstractly and quantitatively	•.I can use numbers and words to help make sense of the problem. • I can think about the relationships between the numbers in the problem. • I can think about what each number or variable in the problem represents. • I can show the problem in ways that are not the standard algorithm (symbols, pictures, manipulatives, etc.) • I can explain my thinking.	• "Can you explain what the numbers or variables in the problem mean?" • "How did you decide to use this operation or strategy?" • Ask questions that help lead students to understanding. • Encourage critical thinking and reasoning. • Encourage students to explain their thinking even if the answer is not correct.
Construct viable arguments and critique the reasoning of others.	• I can ask questions to clarify my understanding. • I can make connections to other strategies. • I can communicate to others what I am thinking and why. • I can justify my answer/conclusion. • I can consider the thinking of other students. • I can use mathematical language and evidence to support my answer.	• "How did you get your answer?" • "How do you know that your answer is correct?" • Ask clarifying questions. • Establish an environment where the student is not afraid to get the answer incorrect as long as they can explain their reasoning.
Model with mathematics	• I can relate mathematics to real life situations. • I can use pictures, words, objects, or symbols to solve problems. • I can use different manipulatives (ex. number lines, arrays, base 10 blocks, algebra tiles, etc.) to represent and solve my problem.	• What model can you use to help you solve this problem?" • "Can you visualize what is happening in this problem?" • Point out where math is in real life situations.

8 STANDARDS FOR MATHEMATICAL PRACTICE: GRADES K- 12

Mathematical Practice	How a student can use the standard. Student "I can" statements.	How a parent or caregiver can support the standard.
Use appropriate tools strategically.	• I can select and use math tools such as number lines, calculators, objects, tables, graphs, words, manipulatives, etc. to help me solve the problem. • I can explain why I chose a specific tool to solve the problem. • I can estimate to help me solve the problem.	• "Is there a tool that might help you solve this problem?" • "What information do you have/know that might help you solve this problem?" • "Why did you choose this tool to help you solve this problem?" • "Before you solve the problem can you estimate the answer?" • Encourage them to find everyday items to help solve the problem.
Attend to precision.	•.I always think about whether my answer is reasonable. • I am able to communicate to others using mathematics vocabulary so that they understand what I am doing. • I am precise in my calculations. • I use appropriate symbols and units of measure.	• "How do you know that your solution is reasonable?" • "What units of measure are you using?" • Encourage students to use mathematical language. • Encourage students to take their time and always have a reason for their actions. • Encourage students to explain exactly what they do and do not understand. (Discourage the phrase, "I do not get any of it")
Look for and make use of structure.	• I look for patterns that can help me solve a problem. • I can relate other problems that I have solved previously to help me solve new problems. • I try to connect mathematical ideas.	• "What are some other problems that are similar to this one?" • "Do you see any patterns/similarities in the problems you have been solving?"
Look for and express regularity in repeated reasoning.	• I can notice when calculations are repeated and use these ideas to create a strategy. • I can create rules for patterns. • I can determine if my answer is reasonable..	• Encourage students to create rules for patterns they observe and explore if they are always true. • "What do you think is happening in this problem?" • "What shortcut can you think of that will always work for these kinds of problems?"

Resources: https://commoncore.tcoe.org/math, https://www.smcps.org/files/TLPD/StandardsforMathematicalPracticeParentGuide.docx.pdf, https://achievethecore.org/aligned/putting-the-math-practices-into-practice/, http://www.sfusdmath.org/uploads/2/4/0/9/24098802/smp_parent_guide.pdf, https://www.abss.k12.nc.us/cms/lib/NC01001905/Centricity/Domain/36/Standards%20for%20Mathematical%20Practice%20for%20Parents.pdf