

Core Learning Standards for Mathematics Grade 2

	Operations and Algebraic Thinking
Use addition and subtraction within 100 to solve one- and two-step word problems with unknowns in all positions.	Mondays p. 19 #4 p. 21 #4 p. 31 #2 p. 34 #2 p. 70 #4 p. 76 #3 p. 85 #4 p. 88 #3 Thursdays p. 20 #2 p. 23 #2 Fridays p. 27 #3 p. 30 #3–4 p. 33 #2, 4 p. 75 #2 Brain Stretch pp. 3, 6, 9, 12, 15, 18, 60, 63, 66, 69, 72, 75, 78, 81, 84
Fluently add and subtract within 20 using mental strategies.	Mondays p. 1 #2 p. 4 #2 p. 7 #2 p. 19 #2 p. 22 #2 p. 25 #2 p. 28 #2, 4 p. 31 #1 p. 34 #1, 4 p. 37 #1 p. 43 #1, 3 p. 46 #1, 3 p. 49 #1, 3 p. 52 #1 p. 55 #1 p. 58 #1 p. 61 #1 p. 64 #1 p. 67 #1–2 p. 79 #4 p. 82 #4 p. 88 #1 Tuesdays p. 1 #3 p. 4 #3 p. 19 #1 p. 22 #2 p. 28 #2 p. 46 #3 p. 49 #2 p. 55 #2 p. 58 #2 p. 67 #4 p. 79 #4 p. 82 #3 p. 85 #1 Fridays p. 24 #3–4 p. 87 #3 Brain Stretch pp. 21, 24, 30, 33, 36, 69
Determine whether a group of objects has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.	Tuesday p. 31 #2 p. 40 #2 p. 43 #3 p. 58 #3
Use addition to find the total number of objects arranged in rectangular arrays; write an equation to express the total as a sum of equal addends.	Mondays p. 37 #2 p. 46 #4 Tuesdays p. 76 #2 p. 79 #1 p. 82 #1 p. 88 #1
	Number and Operations in Base Ten
Understand place value.	Tuesdays p. 1 #1 p. 4 #1 p. 7 #1–2 p. 10 #1 p. 13 #1 p. 16 #1, 3 p. 19 #1 p. 22 #1 p. 25 #1 p. 28 #1, 3 p. 31 #1 p. 34 #1 p. 37 #1 p. 40 #1 p. 43 #1–2 p. 46 #1 p. 49 #1, 3 p. 52 #1, 3 p. 55 #1
Count within 1000; skip-count by 5s, 10s, and 100s.	Mondays p. 1 #3 p. 4 #3 p. 7 #3 p. 13 #1–2 p. 16 #1 p. 22 #1 p. 76 #1 p. 79 #1, 3 Tuesdays p. 22 #4
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Mondays p. 28 #3 Tuesdays p. 1 #2 p. 4 #2 p. 28 #3 p. 37 #3 p. 49 #3 p. 55 #3 p. 70 #3 p. 85 #2 p. 88 #2
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$.	Tuesdays p. 25 #2 p. 34 #2 p. 37 #2 p. 40 #3 p. 67 #1 p. 70 #1
Fluently add and subtract within 100 using strategies.	Mondays p. 70 #1–2 p. 73 #1–2 p. 76 #2 p. 79 #2 p. 82 #1–2 p. 85 #1–2 Tuesdays p. 73 #3 p. 88 #3 Fridays p. 72 #4 Brain Stretch pp. 12, 27, 30, 33, 36, 39, 42, 45, 48, 51, 60, 72, 75, 78, 81, 87
Add up to four two-digit numbers using strategies based on place value and properties of operations.	Tuesdays p. 85 #4 p. 88 #4
Add and subtract within 1000, using concrete models or strategies.	Tuesdays p. 19 #4 p. 22 #4 p. 25 #4 p. 28 #4 p. 31 #4 p. 34 #4 p. 37 #4 p. 40 #4 p. 43 #4 p. 61 #3 p. 64 #2–3 p. 67 #3 p. 73 #1, 3 p. 76 #1, 3 p. 79 #3 p. 85 #3 Brain Stretch pp. 54, 57
Mentally add or subtract 10 or 100 to a given number 100–900.	Mondays p. 34 #3 p. 67 #4 p. 73 #3 p. 82 #3 Tuesdays p. 13 #4 p. 16 #2 p. 19 #3 p. 25 #3 p. 34 #3 p. 52 #2
Explain why addition and subtraction strategies work, using place value and the properties of operations.	Tuesdays p. 67 #2 p. 70 #2

Visit www.creativeteaching.com to find out how this book correlates to Common Core and/or State Standards.

	Measurement and Data
Measure the length of an object by selecting and using appropriate tools.	
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.	
Estimate lengths using units of inches, feet, centimeters, and meters.	Thursdays p. 11 #3 p. 32 #4 p. 38 #2, 4 p. 47 #2 p. 59 #3 p. 62 #3 p. 68 #2
Measure to determine how much longer one object is than another.	
Use addition and subtraction within 100 to solve word problems involving lengths.	Thursdays p. 53 #2 p. 59 #4
Represent whole numbers (and sums and differences) as lengths from 0 on a number line.	Thursdays p. 44 #2 p. 56 #3
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Thursdays p. 2 #1 p. 8 #1 p. 11 #1 p. 14 #1 p. 20 #1 p. 23 #1 p. 26 #1 p. 29 #1–2 p. 32 #1 p. 35 #1 p. 38 #1 p. 41 #1 p. 47 #1 p. 50 #1 p. 53 #1 p. 56 #1 p. 59 #1 p. 62 #1 p. 65 #1 p. 68 #1 p. 74 #1 p. 77 #1 p. 80 #1 p. 83 #1 p. 86 #1 p. 89 #1
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	Tuesdays p. 19 #2 p. 22 #2 p. 25 #4 p. 28 #4 p. 31 #4 p. 34 #4 p. 37 #4 p. 40 #4 p. 43 #4 Thursdays p. 86 #3 p. 89 #3 Brain Stretch p. 90
Generate measurement data. Show the measurements by making a line plot.	
Draw a picture graph and a bar graph to represent a data set. Solve simple problems using a bar graph.	Fridays p. 3 #1–4 p. 6 #1–4 p. 9 #1–4 p. 12 #1–4 p. 15 #1–4 p. 18 #1–4 p. 21 #1–5 p. 24 #1–4 p. 27 #1–4 p. 30 #1–4 p. 33 #1–4 p. 39 #1–4 p. 42 #1–4 p. 45 #1–4 p. 66 #1–4 p. 69 #1–5 p. 72 #1–5 p. 75 #1–3 p. 78 #1–4 p. 81 #1–4 p. 87 #1–3
	Geometry
Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Wednesdays p. 2 #1–3 p. 5 #1–3 p. 8 #1–3 p. 11 #1–3 p. 14 #1–3 p. 17 #1–3 p. 26 #1–3 p. 32 #1–5 p. 35 #1–5 p. 38 #1–5 p. 41 #1–5 p. 44 #1–5 p. 47 #2–3 p. 50 #1–3 p. 53 #1 p. 56 #1 p. 59 #1 p. 62 #1 p. 65 #1 p. 68 #1 p. 71 #1 p. 74 #1 p. 80 #1–2 p. 83 #1 p. 86 #1, 3 p. 89 #1, 3
Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Thursdays p. 65 #3–4 p. 68 #3–4 p. 71 #4 p. 74 #3
Partition circles and rectangles into two, three, or four equal shares, describe the shares using words.	Thursdays p. 71 #3 p. 74 #4 p. 80 #4 p. 89 #4

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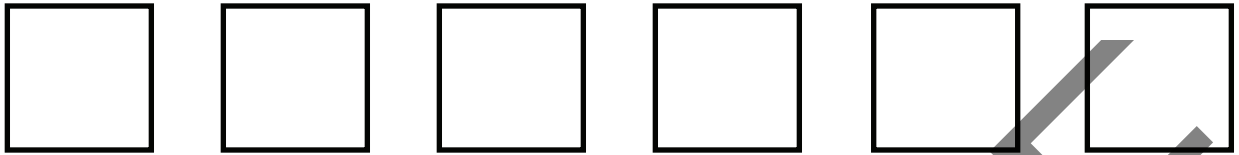
Student Assessment

Customize page 92 to reflect the standards you are working on. Simply write the standard numbers in the columns across the top.

MONDAY

Patterning and Algebra

1. Color the shapes to make a pattern.



What is your pattern rule? _____

2. What is the missing number?

_____ + 8 = 12

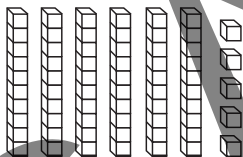
3. Count on by 2s from 20.

20, _____, _____, _____

TUESDAY

Number Sense and Operations

1. What is the number?



tens _____

ones _____

number _____

2. Write the numeral.

sixteen _____

3. Add.

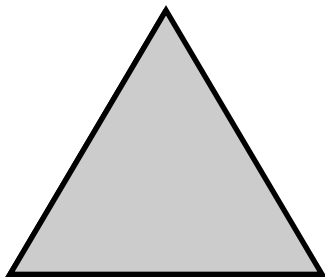
$1 + 6 + 3 =$ _____

4. What is the name of this coin?



- A. nickel
- B. quarter
- C. penny

WEDNESDAY Geometry



1. Circle the name of this shape.

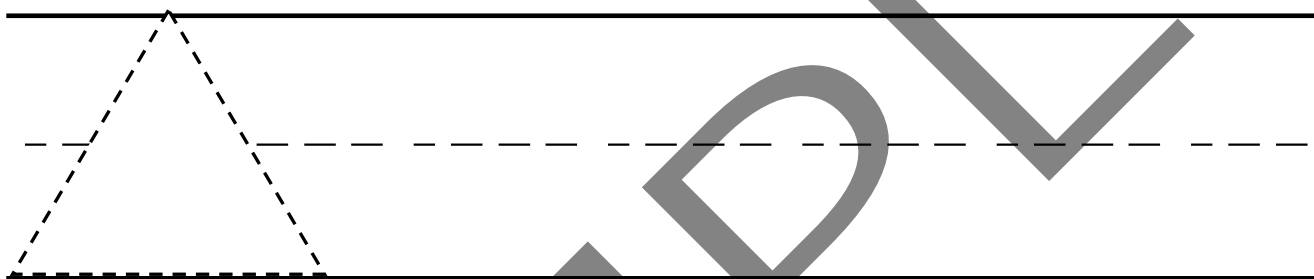
rectangle

triangle

2. How many sides does it have? _____

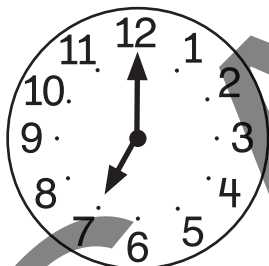
3. How many vertices does it have? _____

Trace and draw the shape.



THURSDAY Measurement

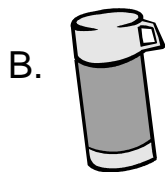
1. What time is it? _____



2. Is the temperature hot or cold? _____



3. Which container holds more?



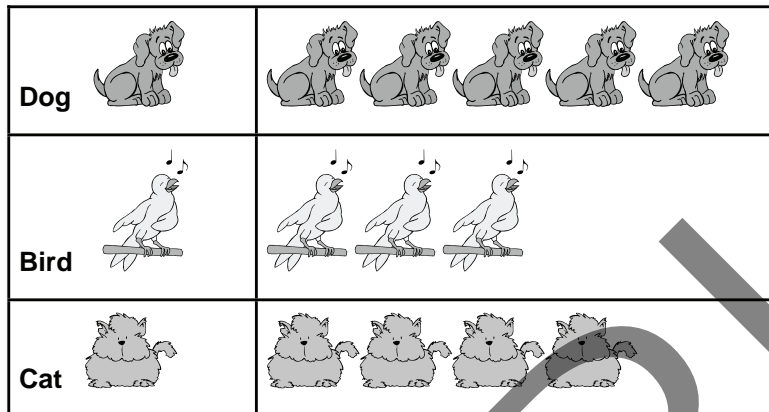
4. Measure the length of the line. _____



It is about _____ long.

Mr. Tate's students conducted a survey of their favorite pets. Use the pictograph to answer the questions about the results.

Favorite Pets



1. How many students chose  ? _____

2. How many students chose  ? _____

3. Circle the pet students chose the most.



4. Circle the pet students chose the least.



BRAIN STRETCH

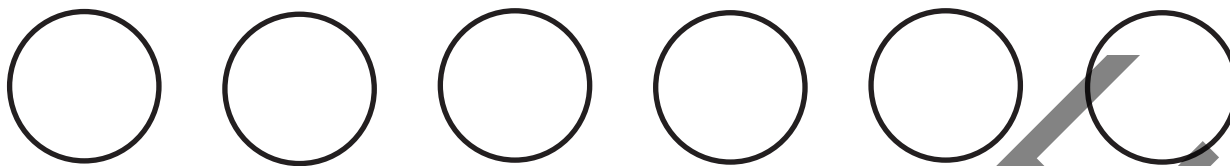


The clown had 5 red balloons and 4 blue balloons. How many balloons did the clown have in all?

MONDAY

Patterning and Algebra

1. Color the shapes to make a pattern.



What is your pattern rule? _____

2. What is the missing number?

$$\underline{\hspace{2cm}} + 4 = 18$$

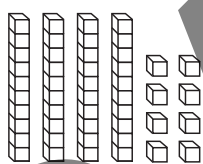
3. Count on by 10s from 70.

70, _____, _____, _____

TUESDAY

Number Sense and Operations

1. What is the number?



tens _____

ones _____

number _____

2. Write the numeral.

A. forty _____

B. thirteen _____

3. Add.

$$6 + 7 + 2 = \underline{\hspace{2cm}}$$

4. What is the name of this coin?



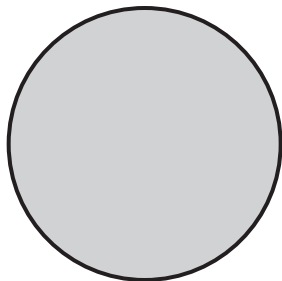
A. nickel

B. quarter

C. penny

WEDNESDAY

Geometry



1. Circle the name of this shape.

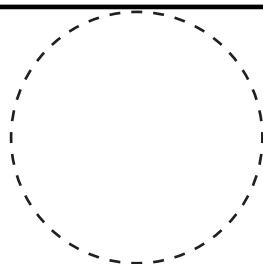
circle

triangle

2. How many sides does it have? _____

3. How many vertices does it have? _____

Trace and draw the shape.



THURSDAY

Measurement

1. Which tool would be best to measure the length of a book?

A. scale

B. measuring tape

C. clock

2. Choose the better unit of measure for the weight of a cat.

A. gram

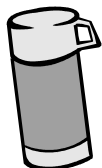
B. kilogram

3. Which container holds less?

A.



B.



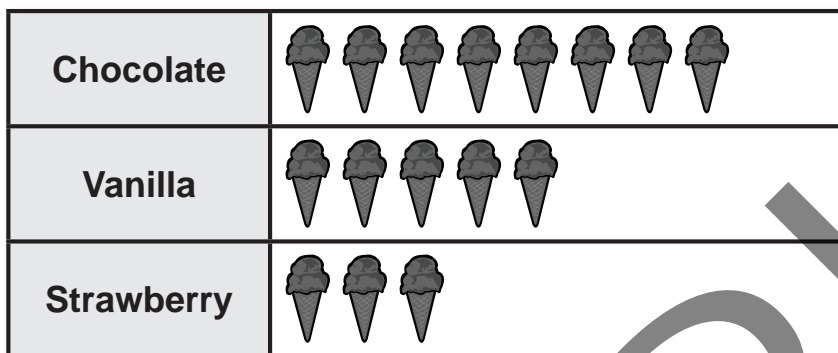
4. Measure the length of the line.



It is about _____  long.

Ms. Richardson's students conducted a survey of their favorite ice cream flavors. Use the pictograph to answer the questions about the results.

Favorite Ice Cream Flavor



One  stands for 1 vote.

1. How many students liked chocolate? _____
2. How many students liked vanilla? _____
3. How many students liked strawberry? _____
4. How many students voted? _____



BRAIN STRETCH



There were 15 ants on a log. 9 ants walked away. How many ants were left?

MONDAY

Patterning and Algebra

1. Color the shapes to make a pattern.



What is your pattern rule? _____

2. Meg was adding $7 + 5 + 3$.

I know that $7 + 3 = 10$ and
then I can add 5 more.

The answer is $10 + 5 = 15$.

Try your own way to add $6 + 8 + 4$.

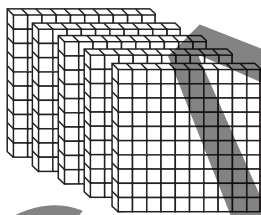
3. Count on by 100s from 500.

500, _____, _____, _____

TUESDAY

Number Sense and Operations

1. What is the number?

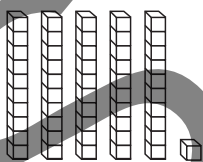


hundreds _____

tens _____

ones _____

number _____



2. A. $574 =$ _____ hundreds

_____ tens

_____ ones

- B. $682 =$ _____ hundreds

_____ tens

_____ ones

3. Circle the third turtle.



4. What is the name of this coin?

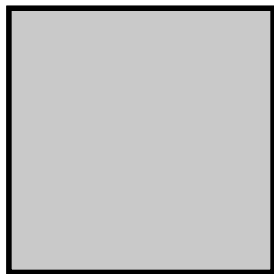


A. nickel

B. quarter

C. penny

WEDNESDAY Geometry



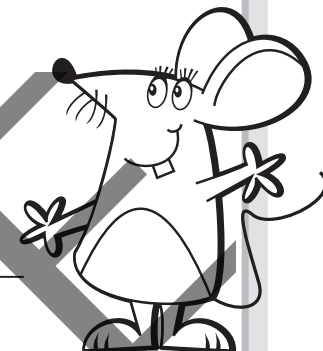
1. Circle the name of this shape.

square

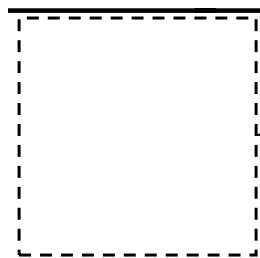
triangle

2. How many sides does it have? _____

3. How many vertices does it have? _____

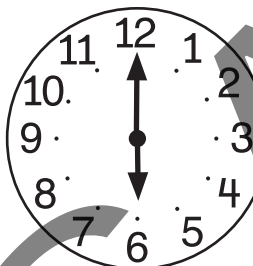


Trace and draw the shape.



THURSDAY Measurement

1. What time is it?



_____ : _____

2. Estimate how long it would take to sneeze.



A. less than one minute

B. more than one minute

3. When do most people have their bedtime?

A. A.M.

B. P.M.

4. Measure the length of the line.



It is about _____  long.