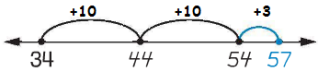
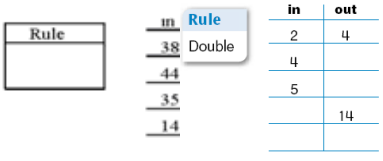
SCHOOL DISTRICT OF FORT·ATKINSON

<table>
<tr><th>GRADE 2 Mathematics</th><th>Quarter 3 – Units 6, 7, 8 & 9 Reported</th></tr>
<tr><td colspan="2">Standards for Mathematical Practice</td></tr>
<tr><td>Makes sense of a problem and creates a plan to solve it</td><td>Based on teacher observation during math</td></tr>
<tr><td>Perseveres in solving problems</td><td>Based on teacher observation during math</td></tr>
<tr><td>Attends to detail using precise math words / symbols and works carefully and accurately</td><td>Based on teacher observation during math</td></tr>
<tr><td>Explains his/her mathematical thinking orally and shows / tells / writes why the answer makes sense</td><td>Based on teacher observation during math</td></tr>
<tr><td colspan="2">Operations and Algebraic Thinking</td></tr>
<tr><td>Represents and solves one and two-step number stories</td><td>
<table>
<tr><td>6c
OA.1</td><td>I can solve a 1-step addition and subtraction number story and write a number model.</td><td>Two fish weigh 55 pounds together. One fish weighs 20 lbs. How heavy is the other one?
 

55 – 20 = F</td></tr>
<tr><td>9i
OA.1
MD.5
MD.6</td><td>I can plot measurements on an open number line to solve addition and subtraction number stories and write the corresponding number model using a symbol for the unknown.</td><td>Maggie threw the football 34 feet. Tasha threw it 23 feet longer. How far did Tasha throw the football?
 

34 + 23 = T
57 ft. = T</td></tr>
</table>
</td></tr>
<tr><td>Automatically recalls addition basic facts with sums up on 20</td><td>See basic fact assessment data</td></tr>
<tr><td>Represents and solves problems with equal groups</td><td>
<table>
<tr><td>6d
OA.4</td><td>I can represent multiplication problems by creating a rectangular array and write an addition number sentence to find the total.</td><td>How many cans are there in three 6-packs of juice?
X X X X X X
X X X X X X
X X X X X X
6 + 6 + 6 = 18</td></tr>
<tr><td>7a
OA.3</td><td>I can find the rule and complete What's My Rule? tables, including those involving doubling.</td><td> 
</td></tr>
</table>
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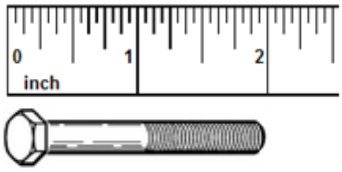
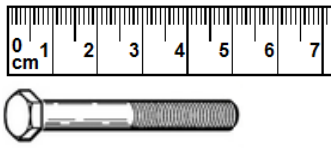
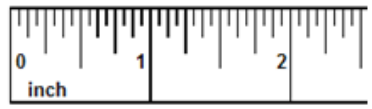
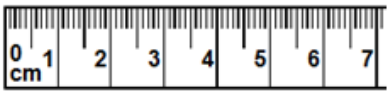
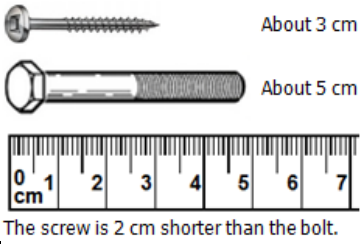
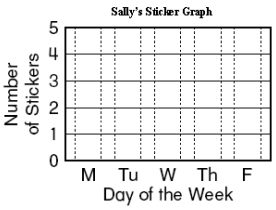
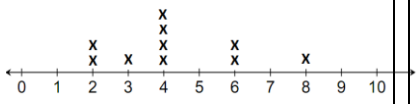
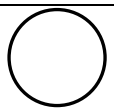
<table>
<tr><th colspan="2">Number and Operations in Base Ten</th><th></th></tr>
<tr><td>Reads, writes, models and compares numbers within 1,000</td><td colspan="2"><table>
<tr><td>6b
NBT.4</td><td>I can order numbers or compare numbers less than 1,000 using >, <, = .</td><td>463, 753, 735, →

463, 735, 753
232 > 223 65 < 650</td></tr>
</table></td></tr>
<tr><td>Estimates, represents and solves addition problems within 1,000</td><td colspan="2"><table>
<tr><td>6a
NBT.6</td><td>I can add three or four numbers by reordering the addends (the Associative Property).</td><td>16 + 3 + 4 + 2=

16 + 4 + 3 + 2=

20 + 5 = 25</td></tr>
<tr><td>9a
NBT.5</td><td>I can write a number sentence to show a ballpark estimate for addition.</td><td>47
+ 23
Ballpark estimate:
50 + 20 = 70</td></tr>
</table></td></tr>
<tr><th colspan="2">Measurement and Data</th><th></th></tr>
<tr><td>Estimates, measures and compares lengths</td><td colspan="2"><table>
<tr><td>9b
MD.1
MD.3</td><td>I can estimate a length and select the appropriate measuring tool in the US Customary System (inch, foot, yard).</td><td> 
The toy snake is about 2 inches long.</td></tr>
<tr><td>9c
MD.1
MD.3</td><td>I can estimate a length and select the appropriate measuring tool in the Metric System (centimeter, meter).</td><td> 
The toy snake is about 5 cm long.</td></tr>
<tr><td>9d
MD.1</td><td>I can measure an object to the nearest inch.</td><td> 
About 2 inches</td></tr>
<tr><td>9e
MD.1</td><td>I can measure an object to the nearest centimeter.</td><td> 
About 5 centimeters</td></tr>
</table></td></tr>
</table>

	9g MD.2	I can measure the same object using different units and describe how the measurements relate to the size of the units.	   There are more centimeters than inches because centimeters are smaller than inches.
	9h MD.4	I can measure to find the difference in length of two objects.	 The screw is 2 cm shorter than the bolt.
Tells and writes time to the quarter hour (using am and pm)	**7b MD.7**	I can tell time to the nearest quarter-hour and identify am or pm.	 ☼ 10:45 am
	8e MD.7	I can tell time to the nearest quarter-hour and identify am or pm.	  1:15 pm
Solves problems involving money	**6f MD. 8**	I can count or draw a collection of coins.	74 ⊃ = Q Q D D P P P P or Q D D D D N P P P P
Represents and interprets data	**6e MD.10**	I can create a bar graph or pictograph to represent data and answer questions about the information displayed.	Complete the graph: Sally earned 5 stickers on Monday, 3 on Tuesday, 4 on Wednesday, 4 on Thursday, and 5 on Friday. 
	9f MD.9	I can make a line plot showing measurement data.	Length of Paper Strips in Inches  Number of inches

Geometry			
Identify / represent halves, thirds and fourths of circles and rectangles	**8a G.3**	I can write dictated, simple fractions.	I hear: "one-half" "one-third" "one-fourth" I write: 1/2 1/3 1/4
	8b G.3	I can identify or represent a fraction of a region.	Write the fraction:  $\frac{1}{3}$
	8c G.3	I can divide a circle or rectangle into 2, 3, or 4 equal parts and describe the whole in terms of the parts.	 "1 whole"  "2 halves"  "3 thirds"
	8d G.3	I can demonstrate my understanding that equal sizes of the same whole may have different shapes.	 These both show fourths of the same-sized square.