GRADE 2 Mathematics	Quarter 4 – Units 10, 11 & 12 Reported		
Standards for Mathematical Practice			
Makes sense of a problem and creates a plan to solve it	Based on teacher observation during math		
Perseveres in solving problems	Based on teacher observation during math		
Attends to detail using precise math words / symbols and works carefully and accurately	Based on teacher observation during math		
Explains his/her mathematical thinking orally and shows / tells / writes why the answer makes sense	Based on teacher observation during math		
Operations and Algebraic Thinking			
Represents and solves one and two-step number stories	**12d OA.1**	I can solve 1 and 2-step number stories and write a matching open number model with a variable for the unknown.	Oliver has 42 toy cars. His older brother gave him 47 more and he gave 30 to his younger brother. How many cars does he have now? 42 + 47 = 89 cars 89– 30 = C 59 cars = C
Automatically recalls addition basic facts	See basic fact assessment data		
Automatically recalls subtraction basic facts	See basic fact assessment data		
Number and Operations in Base Ten			
Counts by 1s, 5s, 10s, and 100s	**10a NBT.2**	I can skip count by 1s, 5s, 10s, and 100s up to 1000.	Count by 1s. 897, 898, _____, _____, _____ Count by 5s. 455, 460, _____, _____, _____ Count by 10s. 880, 890, _____, _____, _____ Count by 100s. 230, 330, _____, _____, _____

Reads, writes, models, and compares numbers within 1,000	**10c** **NBT.1**	I can identify the value of digits to the hundreds place.	The 4 in 452 stands for 4 _hundreds_ or _400_ The 2 in 8,325 stands for 2 _tens_ or _20_
	10d **NBT.3**	I can write numbers up to 1,000 in expanded form.	452 = 400 + 50 + 2 325 = 300 + 20 + 5
Adds or subtracts 1, 10, or 100 to/from a given number	**10b** **NBT.8**	I can add and subtract 10 or 100 to/from 2 and 3-digit numbers.	Add 10 Add **357** _367_ 100 _457_ Sub. Sub. 10 100 _273_ _183_ **283**

Estimates, represents, and solves addition problems within 1,000	**11c** **NBT.5**	I can solve addition problems of 2-digit numbers and show that my answer is reasonable using a ballpark estimate.	27 + 34 = ? estimate: 30 + 30 = 60
			   27
			 + 34
			   50 I added the tens.
			 + 11 I added the ones.
			   61 50 + 11 (close to my estimate)

	11d **NBT.7**	I can solve addition problems within 1,000 using an open number line or computation strategy and show that my answer is reasonable using a ballpark estimate.	315 + 288 = ? estimate: 300 + 300 = 600 315 + 288
	12c **NBT.6**	I can add up to four 2-digit numbers.	22 + 31 +16 + 45 = ?

	12a
	NBT.5
		I can solve subtraction problems of 2-digit numbers and show that my answer is reasonable using a ballpark estimate.	50 - 26 = ? estimate: 50 - 25 = 25
			
			  50
			- 26 .
			
			  30 I took 50 -20 and got 30..
			
			- 6 . I took 6 more away.
			
			  24 30 - 6 = 24 (close to my estimate)

Estimates, represents, and solves subtraction problems within 1,000	**12b** **NBT.7**	I can solve subtraction problems within 1,000 using an open number line or computation strategy and show that my answer is reasonable using a ballpark estimate.	809 - 631 = ? estimate: 800 - 600 = 200 809 - 631

Measurement and Data		

Tells and writes time to the nearest 5 minute interval (using am and pm)	**12e** **MD.7**	I can tell time to the nearest 5-minutes, record it in digital notation, and correctly indicate am or pm.	I see: I write: 9:10 am

	10e **MB.8**	I can write the value of coin and bill combinations using a ⊃ and \$ sign or draw a value using \$1, Q, D, N, & P, including those in number stories.	Grayson emptied his piggy bank. How much money does he have? \[S1\] Q D D N N N P P P P Grayson has \$1.64.
Solves problems involving money	**11a** **MD.8**	I can make a ballpark (reasonable) estimate involving money in addition and subtraction word problems.	Dan buys a bag of grapes for 76¢ and a drink for 42¢. Is the total cost more or less than \$1.00? *More, because when I estimated, I got 80¢ + 40¢ which equals \$1.20, and that is more than \$1.00.*
	11b **MD.8**	I can make change from \$1.00.	Tim had \$1.00. He spent \$0.83 on an apple. How much change should he get back? . \$ 0.17 .