

Common Core Standards Pacing Guide
Second Grade Math 3rd Nine Weeks

Common Core State Standards for ELA (Outcome Based)	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessments/Dates
<p>2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens— called a —hundred. □ b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<ul style="list-style-type: none"> I can identify the place value of one, tens, hundreds. I can identify the how many ones are in ten. I can identify how many tens are in a hundred. 	<p>Blooms: Application</p>	<p>Digit, number representation, place value.</p>	
<p>2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<ul style="list-style-type: none"> I can count to 1,000. I can count by 5's, 10's, and 100's. I can skip count starting with various numbers within 100. 	<p>www.k-5mathteachingresources.com/2nd-gradenumber-activities.html</p> <p>Blooms: Comprehension/ Synthesis</p>	<p>Numerial order, skip counting.</p>	
<p>2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<ul style="list-style-type: none"> I can identify numbers within 1,000 and write numbers within 1,000. I can create number names within 1,000. I can read and write numbers within 1,000 using base-ten numerals. I can select a number name within 1,000. 	<p>www.k-5mathteachingresources.com/2ndgradenumber-activities.html</p> <p>Blooms: Evaluate</p>	<p>Expanded form, base-ten, place value.</p>	
<p>2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</p>	<ul style="list-style-type: none"> I can recognize the symbols <, >, and =. I can define greater than, less than, or equal to. I can Identify place value of ones, tens, and hundreds. I can choose the correct symbol. 	<p>Blooms: Application</p>	<p>Comparison, place value, digits, symbols <>=.</p>	

<p>2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<ul style="list-style-type: none"> • I can identify properties of operations and place value. • I can understand inverse operation. • I can lineup numbers correctly based on place value. • I can add numbers within 1,000 using concrete models, drawings, and strategies with and without regrouping. • I can use a written method to support the method applied. 	<p>Blooms: Knowledge/Synthesis</p>	<p>Add, subtract, strategies, properties of operation, relationship, compose, decompose, digit.</p>	
<p>2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<ul style="list-style-type: none"> • I can mentally add and subtract 10 or 100 to a number 100-900. 	<p>Blooms: Comprehension</p>	<p>Mental math, numerical order.</p>	
<p>2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³</p>	<ul style="list-style-type: none"> • I can explain or model with drawings and/ or objects why addition strategies work. • I can explain a model with drawings and/or objects why subtraction strategies work. 	<p>Blooms: Comprehension</p>	<p>Addition, subtraction, strategies, place value, operations.</p>	
<p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollar and cent symbols appropriately.</p>	<ul style="list-style-type: none"> • I can solve money word problems. • I can identify correct money symbols and coins. 	<p>www.k-5mathteachingresources.com/measurementand-data-activities.html</p> <p>Blooms: Comprehension/Application</p>		
<p>2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<ul style="list-style-type: none"> • I can recognize shapes based on given attributes. • I can draw shapes based on given attributes. • I can identify triangle, quadrilaterals, pentagons, hexagons, and cubes. 	<p>Blooms: Synthesis</p>	<p>Attributes, 3-dimensional shapes, angles, face.</p>	

<p>2.G.2. Partition a rectangle into rows and columns of same size squares and count to find the total number of them.</p>	<ul style="list-style-type: none"> • I can identify a square and a rectangle. • I can compare a square and rectangle. • I can recognize the differences of a square and rectangle. • I can divide a rectangle into rows and columns of same—size squares. • I can count the squares to find the total number of them. 	<p>Blooms: Synthesis</p>	<p>Compare, identify, 2-dimensional shapes, partitions.</p>	
<p>2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, etc.</i>, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<ul style="list-style-type: none"> • I can define the words—halves, thirds, half of, a third of, fourths, etc. • I can identify equal shares. • I can divide circles and rectangles into two, three, or four equal shares. • I can demonstrate that equal shares of identical wholes do not need to have the same shape. • I can use drawings to make fractions that represent them. 	<p>Blooms: Analysis</p>	<p>Partition of shapes, halves, thirds, whole.</p>	