

**Willington Public Schools
Grade 2
End of Trimester 2
Math Performance Expectations**

<p>Operations and Algebraic Thinking</p>	<p><u>Represents and solves problems involving addition and subtraction</u></p> <ul style="list-style-type: none"> ● Use addition and subtraction within 100 to solve one- and two-step word problems. <p><u>Is able to add or subtract within 20</u></p> <ul style="list-style-type: none"> ● Fluently add and subtract within 20. <p><u>Determine whether groups of objects has an odd or even number</u></p> <ul style="list-style-type: none"> ● Taught in trimester 1. <p><u>Works with equal groups of objects aligned to multiplication</u></p> <ul style="list-style-type: none"> ● Taught in trimester 3.
<p>Numbers and Operations in Base 10</p>	<p><u>Understand place value</u></p> <ul style="list-style-type: none"> ● Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. ● Count within 1000; skip-count by 5's, 10's, and 100's. ● Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. ● 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><u>Use place value understanding and properties of operations to add and subtract</u></p> <ul style="list-style-type: none"> ● Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. ● Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. ● Add up to four two-digit numbers using strategies based on place value and properties of operations. ● 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. ● Explain why addition and subtraction strategies work, using place value and the properties of operations.
<p>Measurement and Data</p>	<p><u>Measure and estimate lengths in standard units</u></p> <ul style="list-style-type: none"> ● Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

<p>Measurement and Data continued</p>	<ul style="list-style-type: none"> ● 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. ● Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. <p><u>Relate addition and subtraction to length</u></p> <ul style="list-style-type: none"> ● Represent whole numbers as lengths from 0 on a number line diagram. ● Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. <p><u>Work with time and money</u></p> <ul style="list-style-type: none"> ● Use mixed coins to solve addition and subtraction problems with correct symbols. ● Solve one step word problems involving money. <p><u>Represent and interpret data</u></p> <ul style="list-style-type: none"> ● Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems¹ using information presented in a bar graph. ● Taught in trimester 3.
<p>Geometry</p>	<p><u>Reason with shapes and their attributes</u></p> <ul style="list-style-type: none"> ● Taught in trimester 3.