2nd Grade Math Timeline

Macon County 2014-2015

1st 9 Weeks

Standard	Learning Target	Resources	М
2.NBT.B9	I can explain the mathematical strategies I used to solve a number problem. (S) (i.e. number talk)	Number Talk	
2.NBT.A.1	I can explain the value of each digit in a 3 digit number		
.b	(R) *		
2.NBT.A.1	I can recognize that a bundle of 10 tens is called a		
.a	"hundred" (K)		
2.NBT.A.1	I can represent a 3 digit number using ones, tens, and hundreds (R) *		
2.NBT.A.1	I can represent a 1 or 2 digit number using ones and tens. (R)		
2.NBT.A.2	I can count by fives to 100 starting at any multiple of 5 (K) *		
2.NBT.A.2	I can count by tens to 100 starting at any number (K)		
2.NBT.A.2	I can count by hundreds to 1000 starting at any number (K) *		
2.NBT.A.3	I can write numbers to 100 using expanded form (P) *		
2.NBT.A.4	I can compare two 2-digit numbers based on place value		
	using the symbols >,<, and = (R)		
2.NBT.A.3	I can read numbers to 100 using base 10 numbers (K)		
2.NBT.A.3	I can read numbers to 100 using expanded from (K)		
2.NBT.A.3	I can read numbers to 100 using word names (K)		
2.NBT.A.3	I can write numbers to 100 using word names (P) *		
2.NBT.A.3	I can write numbers to 100 using base 10 numbers (P) *		
2.NBT.A.3	I can write numbers to 500 using word names (P)		
2.NBT.A.3	I can read numbers to 500 using expanded notation (K)		
2.NBT.A.3	I can write numbers to 500 using base 10 numbers (P)		
2.NBT.A.3	I can read numbers to 500 using word names (K)		
2.NBT.A.3	I can write numbers to 500 using expanded notation (P)		
2.NBT.A.3	I can read numbers to 500 using base 10 numbers (K)		
2.NBT.A.3	I can read numbers to 1000 using word names (K)		
2.NBT.A.3	I can write numbers to 1000 using base 10 numbers (P)		
2.NBT.A.3	I can read numbers to 1000 using base 10 numbers (K)		
2.NBT.A.3	I can write numbers to 1000 using word names (P)		
2.NBT.A.3	I can write numbers to 1000 using expanded form (P) *		
2.NBT.A.1	I can recognize that a bundle of 3 hundreds is called 300.		

.b	(1-9 hundreds) (K) *	
2.OA.C.3	I can identify odd and even numbers up to 20 (K)	
2.OA.C.3	I can classify a set of up to 10 objects into odd or even groups (R)	
2.OA.C.3	I can deconstruct a set of objects to prove if the set is even or odd. (S) *	
2.OA.C.3	I can classify a set of up to 20 objects into odd or even groups (R)	
2.NBT.A.4	I can compare two 3-digit numbers based on place value using the symbols >,<, and = (R) *	
2.MD.D.7	I can identify an analog and digital clock (K)	
2.MD.C.7	I can write time to the nearest hour from looking at an analog and digital clock (K) *	
2.MD.C.7	I can tell time on an analog and digital clock to the nearest hour (K) *	
2.MD.C.7	I can recognize the hour hand is shorter than the minute hand (K)	
2.MD.D.7	I can tell time on an analog and digital clock to the nearest half hour. (K)	
2.MD.C.7	I can write time to the nearest half hour from looking at an analog and digital clock (K) *	

2nd 9 Weeks

Standard	Learning Target	Resources	М
2.NBT.B9	I can explain the mathematical strategies I used to solve a number problem. (i.e. umber talk)	Number Talk	
2.NBT.B.5	I can add fluently within 100 using properties of operations (fact families) (S) *		
2.NBT.B.6	I can add four two digit numbers using place value and properties of operations (S) *		
2.OA.B.2	I can fluently add to 10 using mental strategies (K)		
2.OA.A.1	I can use addition to solve 2 step word problems to 20 (S)		
2.OA.A.1	I can use addition to solve 2-step word problems to 50 (S)		
2.MD.B.6	I can construct a number line to solve addition problems (P)		
2.MD.B.6	I can add within 50 on a number line		
2.MD.B.8	I can add mentally by 10 to 900 starting at any number (S)		
2.MD.B.8	I can add mentally by 100 to 900 starting at any number (S)		

2.MD.B.6	I can add three two-digit numbers using place value and		
	properties of operations (S)		
2.OA.A.1	I can use addition to solve 1-step word problems to 20		
	(S)		
2.OA.A.1	I can use addition to solve 2-step word problems to 50		
	(S)		
2.NBT.B.5	I can add fluently within 100 using associative and		
	commutative properties of addition (S) *		
2.NBT.B.5	I can add fluently within 100 using place value (i.e.		
	Aligning 1's, 10's and 100's columns) (S) *		
2.NBT.B.7	I can add within 1000 using place value, properties of		
	operations, fact families and explain the strategies I		
	used to get my answer. (R) *		
2.MD.B.6	I can add translate within 100 on a number line (R) *	?	
2.OA.BA	I can fluently add to 20 using mental strategies (K) *		
2.MD.B.6	I can identify a number line (K)		
2.MD.C.8	I can determine the value of a certain amount of dollar		
	bills (S)		
2.MD.C.8	I can determine the value of a certain amount of dimes		
	(S)		
2.MD.C.8	I can determine the value of a given number of pennies		
	(S)		
2.MD.C.8	I can identify dollar bills, quarters, dimes, nickels, and		
	pennies (K)		
2.MD.C.8	I can identify the \$ and c symbol (K)		
2.MD.C.8	I can determine the value of a certain amount of nickels		
	(S)		
2.MD.C.8	I can determine the value of a certain amount of		
	quarters (S)		
2.MD.C.8	I can determine the amount of money for a certain		
	amount of coins and bills (S)		
2.MD.C.8	I can solve word problems using different amounts of		
	money (S) *		
2.MD.C.8	I can identify the value of dollar bills, quarters, dimes,		
	nickels, and pennies (K) *		
2.OA.A.1	I can use addition to solve or represent 2-step word		
	problems to 100 (S) *		
2.OA.A.1	I can use addition to solve or represent 1-step word		
	problems to 100 (S) *		
2.MD.C.7	I can identify the difference in A.M. and P.M. (K) *		
2.MD.C.7	I can compare and contrast activities that would be		
	going on at A.M. hours and P.M. hours (R)		
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3rd 9 Weeks

Standard	Learning Target	Resources	М
2.NBT.B9	I can explain the mathematical strategies I used to solve a number problem. (S)	Number Talk	
2.NBT.5	I can subtract fluently within 100 using place value. (i.e. aligning 1s, 10s, and 100s in columns) (S)		
2.NBT.B.5	I can subtract fluently within 100 using associative and commutative properties of addition. (S)		
2.NBT.B.5	I can subtract fluently within 100 using properties of operations (fact families). (S)		
2.NBT.B.7	I can subtract within 1000 using place value, properties of operations, fact families and explain the strategies I used to get my answer. (R)		
2.NBT.B.8	I can subtract mentally by 10 to 900 starting at any number. (S)		
2.NBT.B.8	I can subtract mentally by 100 to 900 starting at any number. (S)		
2.OA.A.1	I can use subtraction to solve one step word problems to 10. (S)		
2.OA.A.1	I can use subtraction to solve one step word problems to 20. (S)		
2.OA.A.1	I can use subtraction to solve one step word problems to 50. (S)		
2.OA.A.1	I can use subtraction to solve and represent one step word problems to 100. (S)		
2.OA.A.1	I can use subtraction to solve two step word problems to 20. (S)		
2.OA.A.1	I can use subtraction to solve two step word problems to 50. (S)		
2.OA.A.1	I can use subtraction to solve and represent two step word problems to 100. (S)		
2.OA.B.2	I can fluently subtract to 10 using mental strategies. (K)		
2.OA.B.2	I and fluently subtract within 20 using mental strategies. (K)		
2.MD.B.6	I can subtract within 100 on a number line. (S)		
2.MD.B.6	I can subtract within 50 on a number line. (S)		
2.MD.B.6	I can construct a number line to solve subtraction problems (P)		
2.MD.A.1	I can identify a ruler, yardstick, meter stick and measuring tape as measuring tools. (K)		
2.MD.A.1	I can select the appropriate measurement tool and measure the length of an object. (S)		

2.MD.A.2	I can identify inches, centimeters, feet and meters as	
	standard units of measure. (K)	
2.MD.A.2	I can measure an object using two different standard	
	units. (S)	
2.MD.A.2	I can compare and contrast the lengths of an object as	
	measured by two different standard units. (R)	
2.MD.A.3	I can estimate lengths using inches. (R)	
2.MD.A.3	I can estimate lengths using centimeters. (R)	
2.MD.A.3	I can estimate lengths of objects using meters. (R)	
2.MD.A.4	I can compare the lengths of two different objects using	
	standard units by finding the difference. (R)	
2.MD.B.5	I can add within 100 to solve word problems involving	
	lengths, using pictures and equations with missing	
	addends. (S)	
	I can subtract within 100 to solve word problems	
	involving lengths, using pictures and equations with	
	missing addends. (S)	
2.MD.C.7	I can tell time to the nearest 5 minutes on an analog and	
	digital clock. (K)	
	I can skip count by 5s on an analog clock. (K)	
	I can write time to the nearest 5 minutes using analog	
	and digital clocks. (K)	
	I can make a clock using correct placement of numbers	
	and hands. (P)	

4th 9 Weeks

Standard	Learning Target	Resources	М
2.NBT.B9	I can explain the mathematical strategies I used to solve	Number Talk	
	a number problem. (S)		
2.OA.C.4	I can identify an array as objects arranged in rows and		
	columns. (K)		
2.OA.C.4	I can write a repeated addition equation to represent an		
	array up to 5x5. (S)		
2.OA.C.4	I can construct an array with a given set of objects. (P)		
2.OA.C.4	I can design an array and write its equation to 5x5. (P)		
2.G.A.1	I can recognize angles and faces within a given shape.		
	(K)		
2.G.A.1	I can identify shapes. (triangles, quadrilaterals,		
	pentagons, hexagons and cubes) (K)		

xplain why a shape is classified under a certain (EX: This shape is a triangle because it has 3		
(EX: This shape is a triangle because it has 3		
and 3 sides.) (R)		
eate shapes. (Triangles, quadrilaterals,		
ons, hexagons and cubes) based on its attributes		
nd angles). (P)		
fine the word partition. (K)		
plain how to partition a rectangle and create an		
e. (R) (P)		
e equal sized squares within a rectangle to find		
a of that rectangle. (S)		
plain fractional parts of a whole. (R)		
derstand what "fractional" means and use it		
scussing parts of a shape. (R)		
rtition (make) circles and rectangles into two,		
nd four equal parts. (P)		
entify and use the words, halves, thirds, half of, a		
, etc. (fraction words) (K) (S)		
nstruct a story problem using equal sized parts		
ole. (P)		
cognize equal shares of a whole. (K)		
entify a line plot. (K)		
oresent measurements on a line plot. (R)		
ganize data on a line plot. (S)		
nstruct a line plot using measurements of		
t objects. (P)		
cognize what a picture graph is. (K)		
mpare and contrast information on a picture		
(R)		
lve problems relating to data in graphs by using		
n and subtraction. (S)		
eate a single-unit picture graph to represent data		
ur categories. (P)		
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	cate shapes. (Triangles, quadrilaterals, ons, hexagons and cubes) based on its attributes and angles). (P) fine the word partition. (K) plain how to partition a rectangle and create an e. (R) (P) e equal sized squares within a rectangle to find a of that rectangle. (S) plain fractional parts of a whole. (R) derstand what "fractional" means and use it iscussing parts of a shape. (R) retition (make) circles and rectangles into two, and four equal parts. (P) entify and use the words, halves, thirds, half of , a , etc. (fraction words) (K) (S) instruct a story problem using equal sized parts ole. (P) cognize equal shares of a whole. (K) entify a line plot. (K) present measurements on a line plot. (R) ganize data on a line plot. (S) instruct a line plot using measurements of it objects. (P) cognize what a picture graph is. (K) mpare and contrast information on a picture (R) live problems relating to data in graphs by using and subtraction. (S) eate a single-unit picture graph to represent data our categories. (P)	cate shapes. (Triangles, quadrilaterals, ons, hexagons and cubes) based on its attributes and angles). (P) fine the word partition. (K) plain how to partition a rectangle and create an e. (R) (P) e equal sized squares within a rectangle to find a of that rectangle. (S) plain fractional parts of a whole. (R) derstand what "fractional" means and use it iscussing parts of a shape. (R) ritition (make) circles and rectangles into two, and four equal parts. (P) entify and use the words, halves, thirds, half of , a , etc. (fraction words) (K) (S) nstruct a story problem using equal sized parts ole. (P) cognize equal shares of a whole. (K) entify a line plot. (K) present measurements on a line plot. (R) ganize data on a line plot. (S) nstruct a line plot using measurements of it objects. (P) cognize what a picture graph is. (K) mpare and contrast information on a picture (R) live problems relating to data in graphs by using and subtraction. (S) eate a single-unit picture graph to represent data