

2nd Grade Math Timeline

Macon County 2014-2015

1st 9 Weeks

Standard	Learning Target	Resources	M
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 .b	I can explain the value of each digit in a 3 digit number (R) *		
2.NBT.A.1 .a	I can recognize that a bundle of 10 tens is called 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 form (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	M
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)		

3rd 9 Weeks

Standard	Learning Target	Resources	M
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	M
2.NBT.B9	I can explain the mathematical strategies I used to solve a number problem. (S)	Number Talk	
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)		

