

Student: \_\_\_\_\_

Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

\*Indicates not taught this 9 weeks

<b>Second Grade Math Checklist</b>	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
<b>Number and Operations</b>				
<i>M2N1: Students will use multiple representations of numbers to connect symbols to quantities.</i>				
a. Represent numbers using a variety of models, diagrams, and number sentences.				
b. Understand the relative magnitudes of numbers using 10 as a unit, 100 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawings of hundreds, tens, and ones.				
c. Use money as a medium of exchange. Make change and use decimal notation and the dollar and cent symbols to represent the collection of coins and currency.	*	*		
<i>M2N2: Students will build fluency with multi-digit addition and subtraction.</i>				
a. Correctly add and subtract two whole numbers up to three digits each with regrouping.	*			
b. Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.	*			
c. Use mental math strategies such as benchmark numbers to solve problems.	*			
d. Use basic properties of addition (commutative, associative, and identity) to simplify problems.	*			
e. Estimate to determine if solutions are reasonable for addition and subtraction.	*			
<i>M2N3: Students will understand multiplication, multiply numbers, and verify results.</i>				
a. Understand multiplication as repeated addition.	*	*	*	
b. Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table.	*	*	*	
c. Use the multiplication table (grid) to determine a product of two numbers.	*	*	*	
d. Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication.	*	*	*	
<i>M2N4: Students will understand and compare fractions.</i>				
a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.	*	*	*	
b. Know that when all fractional parts are included, such as three thirds, the result is equal to the whole.	*	*	*	
<i>M2N5: Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, &lt;, &gt;, ≠).</i>				
a. Include the use of boxes or _____ to represent a missing value.				
b. Represent problem solving situations where addition, subtraction, or multiplication may be applied using mathematical expressions.	*			
<b>Measurement</b>				
<i>M2M1: Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.</i>				
a. Compare the relationship of one unit to another by measuring objects twice using different units each time.	*	*		
b. Estimate lengths, and then measure to determine if estimations were reasonable.	*	*		
c. Determine an appropriate tool and unit for measuring.	*	*		
<i>M2M2: Students will tell time to the nearest five minutes and know relationships of time such as the number of seconds in a minute, minutes in an hour, and hours in a day.</i>				
	*	*		
<i>M2M3: Students will explore temperature.</i>				
a. Determine a reasonable temperature for a given situation.	*	*		
b. Read a thermometer.	*	*		

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<b>Geometry</b>				
<i>M2G1: Students will describe and classify plane figures (triangles, squares, rectangles, trapezoids, quadrilaterals, pentagons, hexagons, and irregular polygonal shapes) according to the number of sides and vertices and the sizes of the angles (right ang)</i>	*			
<i>M2G2: Students will describe and classify solid figures (prisms, pyramids, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles.</i>				
a. Recognize the (plane) shapes of the faces of a geometric solid and count the number of faces of each type.	*			
b. Recognize the shape of an angle as a right angle, an obtuse angle, or acute angle.	*			
<i>M2G3: Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.</i>	*			
<b>Data Analysis and Probability</b>				
<i>M2D1: Students will simple tables and graphs and interpret their meaning.</i>				
a. Create, organize and display data using pictographs, Venn diagram, bar graphs, picture graphs, simple charts and tables to record results with scales of 1, 2, and 5.				
b. Know how to interpret picture graphs, Venn diagrams, and bar graphs.				
<b>Process Skills</b>				
<i>M2P1: Students will solve problems (using appropriate technology).</i>				
a. Build new mathematical knowledge through problem solving.				
b. Solve problems that arise in mathematics and in other contexts.				
c. Apply and adapt a variety of appropriate strategies to solve problems.				
d. Monitor and reflect on the process of mathematical problem solving.				
<i>M2P2: Students will reason and evaluate mathematical arguments.</i>				
a. Recognize reasoning and proof as fundamental aspects of mathematics.				
b. Make and investigate mathematical conjectures.				
c. Develop and evaluate mathematical arguments and proofs.				
d. Select and use various types of reasoning and methods of proof.				
<i>M2P3: Students will communicate mathematically.</i>				
a. Organize and consolidate their mathematical thinking through communication.				
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.				
c. Analyze and evaluate the mathematical thinking and strategies of others.				
d. Use the language of mathematics to express mathematical ideas precisely.				
<i>M2P4: Students will make connections among mathematical ideas and to other disciplines.</i>				
a. Recognize and use connections among mathematical ideas.				
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.				
c. Recognize and apply mathematics in contexts outside of mathematics.				
<i>M2P5: Students will represent mathematics in multiple ways.</i>				
a. Create and use representations to organize, record, and communicate mathematical ideas.				
b. Select, apply, and translate among mathematical representations to solve problems.				
c. Use representations to model and interpret physical, social, and mathematical phenomena.				