

2nd Grade Iowa Core - I Cans...

<p>3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.3.)</p>	<p>I can read and write numbers to 1000 in various ways.</p>
<p>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. (2.NBT.4.)</p>	<p>I can compare 2 three-digit numbers using $>$, $<$ and $=$.</p>
<p>Use place value understanding and properties of operations to add and subtract.</p>	<p>Use place value understanding and properties of operations to add and subtract.</p>
<p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2.NBT.5.)</p>	<p>I can quickly and correctly add and subtract within 100 using various strategies.</p>
<p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6.)</p>	<p>I can add up to 4 two-digit numbers.</p>
<p>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. (2.NBT.7.)</p>	<p>I can add and subtract within 1000 using concrete models or other strategies.</p>
<p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (2.NBT.8.)</p>	<p>I can mentally add or subtract 10 or 100 to/from a given number 100 - 900.</p>
<p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[3] (2.NBT.9.)</p>	<p>I can explain why multi-digit addition and subtraction strategies works.</p>

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Measurement and Data 2.MD	Measurement and Data 2.MD
Measure and estimate lengths in standard units.	Measure and estimate lengths in standard units.
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.1.)	I can measure the length of an object using an appropriate tool.
2. 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. (2.MD.2.)	I can measure the length of an object using 2 units of measure and explain why the measurements are different.
3. Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3.)	I can estimate lengths of objects using inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4.)	I can find how much longer one object is than another in standard length units.
Relate addition and subtraction to length.	Relate addition and subtraction to length.
5. 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. (2.MD.5.)	I can solve word problems using addition and subtraction within 100 involving lengths measured in the same unit.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. (2.MD.6.)	a. I can create a number line beginning at 0 with equally spaced points.(0, 1, 2...) b. I can use a number line to show addition and subtraction of numbers.
Work with time and money.	Work with time and money.
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (2.MD.7.)	I can write and tell time to the nearest 5 minute using a.m. and p.m.
IA.1.Describe the relationship among standard units of time: minutes, hours, days, weeks, months and years.	I can convert between measurements of time.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? (2.MD.8.)	I can solve word problems involving money in dollars and cents.

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Represent and interpret data.	Represent and interpret data.
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (2.MD.9.)	I can create a line plot, measure lengths of several objects, and plot them in whole number measures on the line plot.
IA.2 Use interviews, surveys, and observations to collect data that answer questions about students' interests and/or their environment.	I can collect data about my classmates through interviews, surveys and observations.
10. 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 problems[4] using information presented in a bar graph. (2.MD.10.)	<p>a. I can draw a picture and bar graphs(with a single-unit scale) to show data with four categories.</p> <p>b. I can solve addition and subtractions problems using bar graphs</p>
Geometry 2.G	Geometry 2.G
Reason with shapes and their attributes.	Reason with shapes and their attributes.
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. (2.G.1.)	I can draw and name shapes with specific attributes(including number of angles and equal faces).
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.G.2.)	I can divide a rectangle into rows and columns of same sized squares.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2.G.3.)	I can divide circles and rectangles into equal parts(up to 4 parts) and name the parts.
[1] See Glossary, Table 1.	
[2] See standard 1.OA.6 for a list of mental strategies.	
[3] Explanations may be supported by drawings or objects.	
[4] See Glossary, Table 1.	
[5] Sizes are compared directly or visually, not compared by measuring.	

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