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| **Common Core State Standards**  **Grade 2**  **Unit 2: Place Value Up to 1,000** |
| **Number and Operations in Base Ten 2.NBT**  **Understand place value.**   * 2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:   + 100 can be thought of as a bundle of ten tens — called a “hundred.”   + The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). * 2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s. * 2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. * 2.NBT.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. |

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| Grade Two Standards for Mathematical Practice  The K-12 Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. This page gives examples of what the practice standards look like at the specified grade level. | |
| ***Standards*** | ***Explanations and Examples*** |
| Students are expected to:  **1. Make sense of problems and persevere in solving them**. | In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach. |
| Students are expected to:  **2. Reason abstractly and quantitatively.** | Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and objects. |
| Students are expected to:  **3. Construct viable arguments and critique the reasoning of others.** | Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?”, “Explain your thinking,” and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask appropriate questions. |
| Students are expected to:  **4. Model with mathematics.** | In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. |
| Students are expected to:  **5. Use appropriate tools strategically.** | In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation. |
| Students are expected to:  **6. Attend to precision.** | As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. |
| Students are expected to:  **7. Look for and make use of structure.** | Second graders look for patterns. For instance, they adopt mental math strategies based on patterns (making ten, fact families, doubles). |
| Students are expected to:  **8. Look for and express regularity in repeated reasoning**. | Students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract, they look for shortcuts, such as rounding up and then adjusting the answer to compensate for the rounding. Students continually check their work by asking themselves, “Does this make sense?” |