SECOND GRADE ICANS

Student's Name: _____

Math

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
2.OA.A.1 I CAN add and subtract within 100 to solve one- and two-step= contextual problems, with unknowns in all positions, involving situations of= add to, take from, put together/take apart, and compare. Use objects,= drawings, and equations with a symbol for the unknown number to represent= the problem.				
2.OA.B.2 I CAN fluently add and subtract within 30 using mental strategies.=By the end of 2nd grade, know all sums of two one-digit numbers and=related subtraction facts.				
2.OA.C.3 I CAN determine whether a group of objects (up to 20) has an odd or=even number of members by pairing objects or counting them by2s. Write an=equation to express an even number as a sum of two equal addends.				
2.OA.C.4 I CAN use repeated addition to find the total number of objects= arranged in rectangular arrays with up to 5 rows and up to 5 columns;=write an equation to express the total as a sum of equal addends.				
2.OA.D.5 I CAN identify arithmetic patterns in addition or hundreds chart=and explain them using properties of operations.				

Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4
2.NBT.A.1 I CAN know that the three digits of a three-digit number= represent amounts of hundreds, tens, and ones (e.g., 706 can be= represented in multiple ways as 7 hundreds, 0 tens, and 6 ones;= 706 ones; or 70 tens and 6 ones).				
2.NBT.A.2 I CAN recognize, describe, extend, and create patterns when= counting by ones, twos, fives, tens, and hundreds and use those=patterns to predict the next number in the counting sequence up=to 1000 through counting.(111,113,115: 82,84,86 : 370,380,390: 100,200,300)				
2.NBT.A.3 I CAN read and write numbers to 1000 using standard form, word=form, and expanded form.				
2.NBT.A.4 I CAN compare two three-digit numbers based on the meanings=of the digits in each place and use the symbols >, =, and < to show the=relationship.				
2.NBT.B.5 I CAN fluently add and subtract within 100 using properties of=operations, strategies based on place value, and/or the relationship=between addition and subtraction.				

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Math

Numbers and Operations in Base Ten continued...	Q1	Q2	Q3	Q4
2.NBT.B.6 I CAN add up to four two-digit numbers using properties of operations and=strategies based on place value**.**				
2.NBT.B.7 I CAN add & subtract within 1000 using concrete models, drawings,= strategies based on place value, properties of operations, and/or the= relationship between addition and subtraction to explain the reasoning used.				
2.NBT.B.8 I CAN mentally add or subtract 10 or 100 to/from any given number=within 1000.				

Measurement and Data	Q1	Q2	Q3	Q4
2.MD.A.1 I CAN measure the length of an object in whole number units by=selecting and using appropriate tools such as rulers, yardsticks, meter=sticks, and measuring tapes.				
2.MD.A.2 I CAN measure the length of an object using two different units of= measure and describe how the two measurements relate to the size of the= unit chosen.				
2.MD.A.3 I CAN estimate lengths using whole number units of inches, feet, yards,=centimeters, and meters.				
2.MD.A.4 I CAN measure to determine how much longer one object is than another=and express the difference in terms of a standard unit of length.				
2.MD.B.5 I CAN add and subtract within 100 to solve contextual problems, with the=unknown in any position, involving lengths that are given in the same units by=using drawings and equations with a symbol for the unknown to represent the=problem.				
2.MD.B.6 I CAN represent whole numbers as lengths from 0 on a number line and=know that the points corresponding to the numbers on the number line are=equally spaced. Use a number line to represent whole number sums and=differences of lengths within 100.				
2.MD.C.7 I CAN tell and write time in quarter hours and to the nearest five minutes=(in a.m. and p.m.) using analog and digital clocks.				
2.MD.C.8 I CAN solve contextual problems involving amounts less than one=dollar including quarters, dimes, nickels, and pennies using ¢ appropriately. Solve contextual problems involving whole number dollar= amounts up to $100 using the $ symbol appropriately.				

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Math

Measurement and Data continued....	Q1	Q2	Q3	Q4
2.MD.D.9 I CAN given a set of data, create a line plot, where the horizontal scale is=marked off in whole- number units.				
2.MD.D.10 I CAN draw a pictograph (with a key of values of 1,2,5, or 10) and a=bar graph (with intervals of one)to represent a data set with up to four=categories. Solve addition and subtraction problems related to the=data in a graph.				

Geometry	Q1	Q2	Q3	Q4
2.G.A.1 I CAN identify triangles, quadrilaterals, pentagons, and hexagons. Draw=two-dimensional shapes having specified attributes (as determined directly=or visually, not by measuring), such as a given number of angles/ vertices or=a given number of sides of equal length.				
2.G.A.2 I CAN partition a rectangle into rows and columns of same-sized squares=and find the total number of squares.				
2.G.A.3 I CAN partition circles and rectangles into two, three, and four equal= shares, describe the shares using the words *halves, thirds, fourths, half of, a third of, and a fourth of*, and describe the whole as *two halves, three thirds, four fourths*. Recognize that equal shares of identical wholes need not have= the same shape.				

Comments