

TEXAS

2nd

GRADE

NUMBER

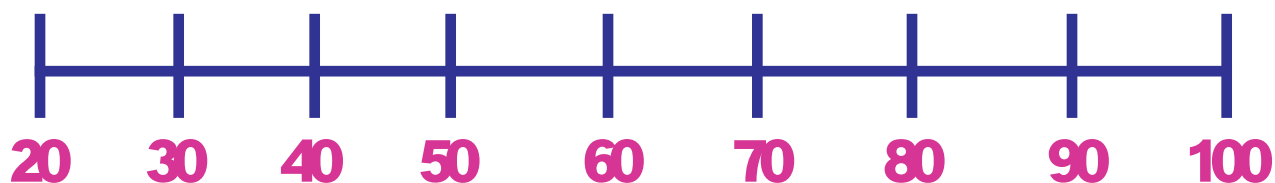
SENSE

STANDARDS

Building Number Sense!

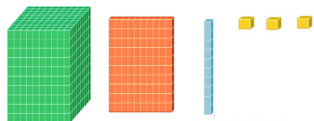
I CAN WORK WITH NUMBERS within

20 and 100.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I CAN USE CONCRETE AND
PICTURE MODELS TO COMPOSE
AND DECOMPOSE NUMBERS TO
1200 IN DIFFERENT WAYS.



I CAN TALK ABOUT
NUMBERS

GREATER THAN AND LESS THAN

1200.
565 > 464

I CAN PLOT
NUMBERS ON AN OPEN
NUMBER LINE.



I CAN USE THE CENT
SYMBOL, DOLLAR SIGN AND THE
DECIMAL POINT TO NAME THE
VALUE OF A COLLECTION OF
COINS.

¢ \$.

I CAN MODEL, CREATE
AND DESCRIBE
MULTIPLICATION PROBLEMS
ABOUT EQUAL GROUPS.



I CAN
MODEL, CREATE AND DESCRIBE
DIVISION PROBLEMS
ABOUT EQUAL GROUPS.



$4/4 = 1$

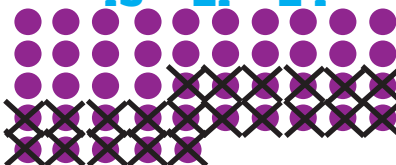
I CAN MODEL AND SOLVE JOIN WORD PROBLEMS

$$20 + \underline{\quad} = 43$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
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61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

I can solve take from problems within 20 and 100.
I can find the unknown in all places. **I CAN USE** objects, drawings and equations to represent the problem.

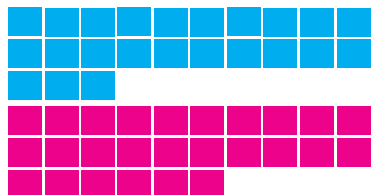
$$45 - 21 = 24$$



I CAN SOLVE put together problems within 20 and 100.
 I can find the unknown in all places.
I CAN USE OBJECTS, DRAWINGS AND EQUATIONS TO REPRESENT THE PROBLEM.



I can solve compare word problems within 20 and 100. *I can find* the unknown in all places.
I can use objects, drawings and equations to represent the problem.



I CAN SOLVE 2 STEP PROBLEMS.

SUE HAD 5 MARBLES.
 Maria had 3 more than she did.
HOW MANY DID THEY HAVE ALTOGETHER?



I CAN TELL

whether a group of objects within 20 is

ODD or EVEN.



I CAN ADD WITHIN 20 USING DIFFERENT STRATEGIES.

My fluency is within 20.

COUNTING ON... making ten...decomposing a number

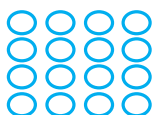
I CAN SUBTRACT within 20 using different strategies.
MY FLUENCY IS WITHIN 20.

Counting back, bridging 10, breaking apart a number

I can use **ADDITION** TO FIND THE TOTAL NUMBER OF OBJECTS IN AN ARRAY WITH UP TO 5 ROWS AND 5 COLUMNS.



I CAN WRITE an equation to express the total of an array as a sum of equal addends.



$$4 + 4 + 4 + 4 = 16$$

I KNOW PLACE VALUE.

I CAN

ADD
and

SUBTRACT

NUMBERS WITHIN

1000.

I
UNDERSTAND
3-DIGIT
NUMBERS.

321

457

888

I CAN COMPOSE
AND DECOMPOSE
3-DIGIT NUMBERS
IN DIFFERENT
WAYS.

$$300 + 20 + 1 = 321$$

321

3 hundreds, **2** tens, **1** one

I CAN
count within
1000.

998 . 999 . 1000

I can
SKIP COUNT
by
5s, 10s and 100s.

10 20 30 40 50 60 70 80 90 100
5 15 25 35 45 55 65 75 85 95
100 200 300 400 500 600 700 800 900 1000

I can
READ AND WRITE
NUMBERS WITHIN 1,000
USING BASE TEN
NUMERALS, NUMBER
NAMES AND EXPANDED
FORM.

300

I CAN COMPARE
TWO 3-DIGIT
NUMBERS WITH
THE SYMBOLS
>, =, AND <.

$$347 < 578$$

I can
FLUENTLY add
NUMBERS WITHIN 100
WITH STRATEGIES.

$$25 + 67 = 20 + 60 + 12 = 92$$

I can
fluently subtract
NUMBERS WITHIN 100 WITH
STRATEGIES.

$$100 - 49 = 99 - 48 = 51$$

I CAN add up to
4 two-digit numbers
using strategies.

$$25 + 35 + 12 + 32 = 60 + 44 = 104$$

I can **ADD WITHIN**
1000 using strategies, concrete
models, drawings, properties,
AND THE RELATIONSHIP
BETWEEN ADDITION AND
SUBTRACTION.

$$535 + 199 = 534 + 200 = 734$$

I CAN SUBTRACT
WITHIN 1000
using strategies, concrete models,
drawings, properties, and **THE**
RELATIONSHIP BETWEEN
ADDITION AND
SUBTRACTION.

$$501 - 447 = 499 - 445 = 54$$

I CAN
MENTALLY
ADD 10 or 100 to
a given number
100-900.

$$100 + 387 = 487$$

$$10 + 387 = 397$$

I can

mentally subtract
10 or 100 from a
given number
100-900.

$$598 - 100 = 498$$

$$598 - 10 = 588$$

I can solve
WORD PROBLEMS
INVOLVING LENGTHS using
equations with a symbol for the
unknown on the number line.



I CAN SOLVE WORD
PROBLEMS involving
QUARTERS, DIMS,
NICKELS AND PENNIES
WITHIN 99 CENTS.

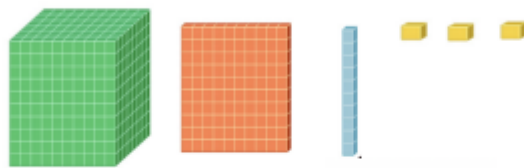




GREAT MATH WORK!



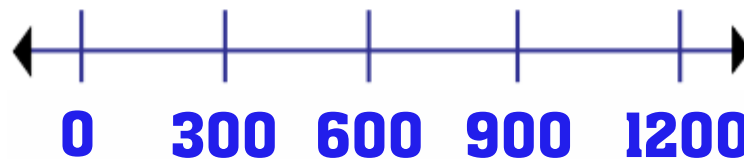
CAN use concrete and picture models to compose and decompose numbers to 1200 in different ways



GREAT MATH WORK!



CAN plot numbers on an open number line





GREAT MATH WORK!



**CAN talk about numbers
greater than and less than 1200**

$$565 > 464$$



GREAT MATH WORK!



**CAN use the cent symbol, dollar sign and the decimal
point to name the value of a collection of coins**

¢ \$.



GREAT MATH WORK!



CAN model, create and describe
multiplication problems about equal groups



GREAT MATH WORK!



CAN model, create and describe division
problems about equal groups



$$4/4=1$$



GREAT MATH WORK!



**CAN WORK WITH NUMBERS WITHIN
20 AND 100**

$$25 + 37 = ?$$



GREAT MATH WORK!



**CAN SOLVE JOIN WORD PROBLEMS
WITHIN 20 AND 100**

$$20 + 23 = 43$$



GREAT MATH WORK!



**CAN SOLVE TAKE FROM PROBLEMS
WITHIN 20 AND 100**

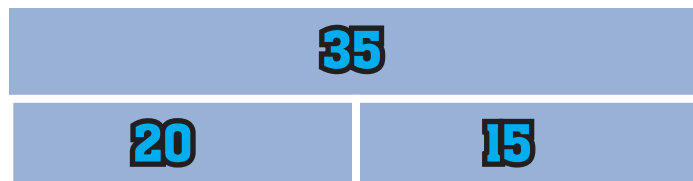
$$45 - 21 = 24$$



GREAT MATH WORK!



**CAN SOLVE PUTTING TOGETHER
PROBLEMS WITHIN 20 AND 100**



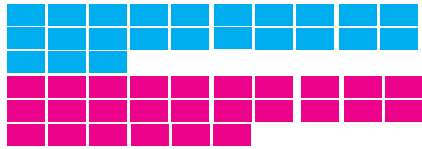


GREAT MATH WORK!



**CAN SOLVE COMPARE WORD
PROBLEMS WITHIN 20 AND 100**

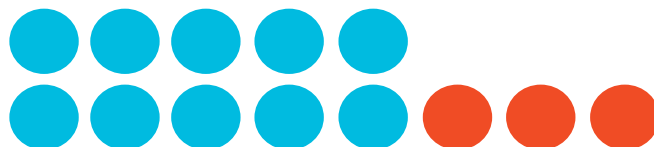
TWENTY THREE IS LESS THAN TWENTY SIX.



GREAT MATH WORK!



CAN SOLVE 2 STEP PROBLEMS

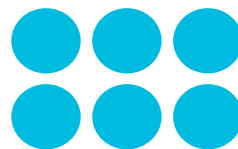




GREAT MATH WORK!



**CAN TELL WHETHER A GROUP OF
OBJECTS WITHIN 20 IS ODD OR EVEN**



GREAT MATH WORK!



**CAN ADD WITHIN 20 USING
DIFFERENT STRATEGIES**

DOUBLES

MAKE 10

BRIDGE 10

**DOUBLES PLUS 1
AND MORE...**



GREAT MATH WORK!



**CAN SUBTRACT WITHIN 20
USING DIFFERENT STRATEGIES**

Half facts

Count back

BRIDGE 10

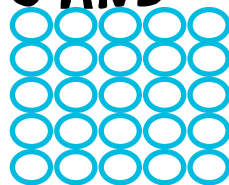
AND MORE...



GREAT MATH WORK!



**CAN USE ADDITION TO FIND THE TOTAL
NUMBER OF OBJECTS IN AN ARRAY WITH UP
TO 5 ROWS AND 5 COLUMNS**





GREAT MATH WORK!



**CAN WRITE AN EQUATION TO EXPRESS THE
TOTAL OF AN ARRAY AS A SUM OF EQUAL
ADDENDS**

$$4 + 4 + 4 + 4 = 16$$



GREAT MATH WORK!



CAN UNDERSTAND 3-DIGIT NUMBERS

321

888

457



GREAT MATH WORK!



**CAN CÖMPÖSE AND DECÖMPÖSE 3-DIGIT
NUMBERS IN DIFFERENT WAYS**

$$321 + 20 + 1 = 321$$



GREAT MATH WORK!



CAN CÖUNT WITHIN 1000

998, 999, 1000



GREAT MATH WORK!



CAN SKIP COUNT BY 5S, 10S AND 100S

5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
100 200 300 400 500 600 700 800 900 1000



GREAT MATH WORK!



**CAN READ AND WRITE NUMBERS WITHIN 1000
USING BASE TEN NUMERALS, NUMBER NAMES
AND EXPANDED FORM**

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3 0 0



GREAT MATH WORK!



**CAN COMPARE TWO 3-DIGIT
NUMBERS WITH THE SYMBOLS**

<, = AND >

$$457 < 578$$



GREAT MATH WORK!



**CAN FLUENTLY ADD NUMBERS WITHIN 100
WITH STRATEGIES**

$$25 + 67 = 20 + 60 + 12 = 92$$



GREAT MATH WORK!



**CAN FLUENTLY SUBTRACT NUMBERS
WITHIN 100 WITH STRATEGIES**

$$100 - 49 = 99 - 48 = 51$$



GREAT MATH WORK!



**CAN ADD UP TO 4 TWO-DIGIT NUMBERS
USING STRATEGIES**

$$25 + 35 + 12 + 32 = 60 + 44 = 104$$



GREAT MATH WORK!



**CAN ADD WITHIN 1000 USING STRATEGIES,
CONCRETE MODELS, DRAWINGS, PROPERTIES, AND
THE RELATIONSHIP BETWEEN ADDITION AND
SUBTRACTION**

$$535 + 199 = 534 + 200 = 734$$



GREAT MATH WORK!



**CAN SUBTRACT WITHIN 1000 USING STRATEGIES,
CONCRETE MODELS AND THE RELATIONSHIP
BETWEEN ADDITION AND SUBTRACTION**

$$501 - 447 = 499 - 445 = 54$$



GREAT MATH WORK!



**CAN MENTALLY ADD 10 OR 100 TO A
GIVEN NUMBER**

$$100 + 387 = 487$$

$$10 + 387 = 397$$



GREAT MATH WORK!



CAN MENTALLY SUBTRACT 10 ÖR 100
TÖ A GIVEN NUMBER 100-900

$$598 - 100 = 498$$

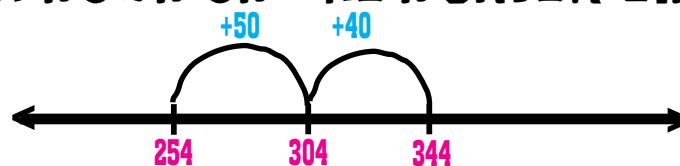
$$598 - 10 = 588$$



GREAT MATH WORK!



CAN SOLVE WORD PROBLEMS INVOLVING LENGTHS
USING EQUATIONS WITH A SYMBOL FOR THE
UNKNOWN ON THE NUMBER LINE





GREAT MATH WORK!



**CAN SOLVE WORD PROBLEMS INVOLVING
QUARTERS, DIMS, AND PENNIES WITHIN
99 CENTS**



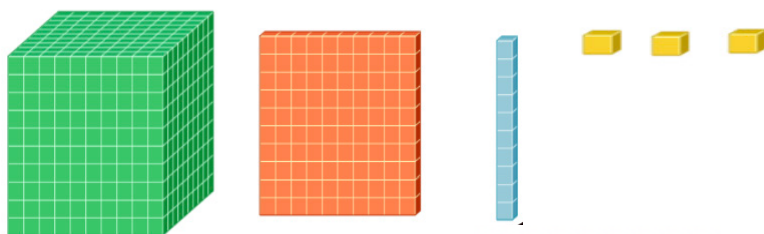
GREAT MATH WORK!



**CAN ADD AND SUBTRACT NUMBERS
WITHIN 1000**

$$500 - 350 = ?$$

I CAN USE CONCRETE AND
PICTURE MODELS TO COMPOSE
AND DECOMPOSE NUMBERS TO
1200 IN DIFFERENT WAYS.



I CAN TALK ABOUT
NUMBERS
GREATER THAN AND LESS THAN
1200.

**I CAN PLOT
NUMBERS ON AN OPEN
NUMBER LINE.**



**I CAN USE THE CENT
SYMBOL, DOLLAR SIGN AND THE
DECIMAL POINT TO NAME THE
VALUE OF A COLLECTION OF
COINS.**

¢ \$.

**I CAN MODEL, CREATE
AND DESCRIBE
MULTIPLICATION PROBLEMS
ABOUT EQUAL GROUPS.**



**I CAN
MODEL, CREATE AND DESCRIBE
DIVISION PROBLEMS
ABOUT EQUAL GROUPS.**

I CAN WORK

With numbers
within **20** and **100**.



I CAN SOLVE

JOIN WORD PROBLEMS WITHIN 20 AND 100.

I can FIND the unknown in all places.

I can use objects, drawings and equations to represent the problem.

$$20 + \underline{\quad} = 43$$

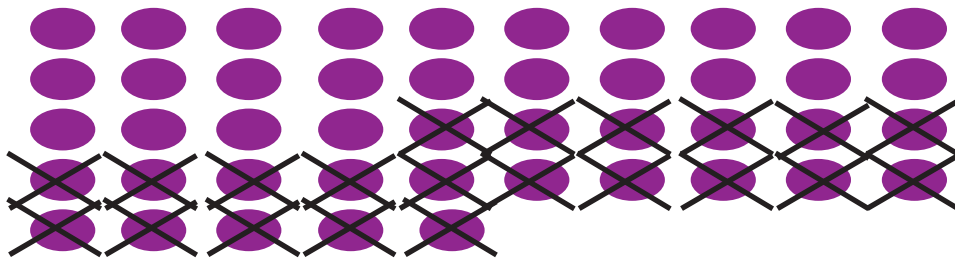
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
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61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**I CAN SOLVE TAKE FROM
PROBLEMS WITHIN 20 AND 100.**

I can find the unknown in all places.

I CAN USE OBJECTS,
drawings and equations to represent the problem.

$$45 - 21 = 24$$



I can solve

PUTTING TOGETHER PROBLEMS WITHIN 20 AND 100.

I can find the unknown in all places.

I can use objects, drawings and equations
to represent the problem.

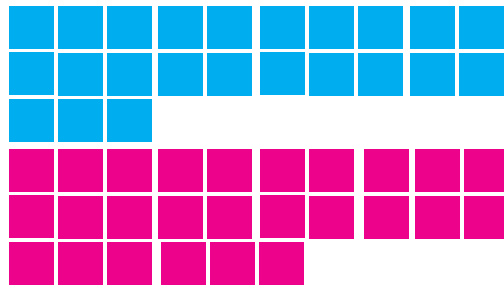
35	
20	15

I can solve **COMPARE WORD PROBLEMS WITHIN 20 AND 100.**

I can find the unknown in all places.

I CAN USE objects, drawings and equations to represent the problem.

TWENTY THREE IS LESS THAN TWENTY SIX.



I CAN SOLVE 2 STEP PROBLEMS

SUE HAD 5 MARBLES

Maria had 3 more than she did.

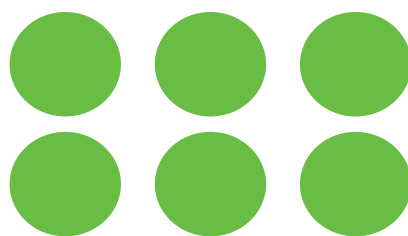
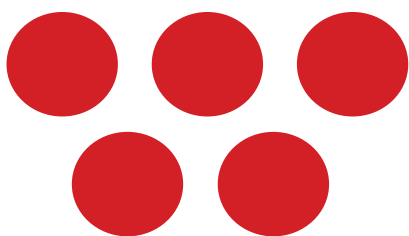
How many did they have altogether?



I CAN TELL

whether a group of objects within 20 is

ODD or EVEN



I can add

within 20 using different
strategies.

My fluency is within 20.

Counting on... making ten...
decomposing a number

I CAN SUBTRACT

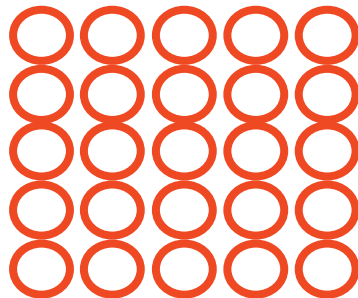
**WITHIN 20 USING DIFFERENT
STRATEGIES.**

MY FLUENCY IS WITHIN 20.

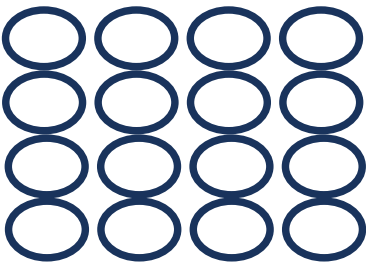
**COUNTING BACK,
BRIDGING 10, BREAKING
APART A NUMBER**

I can use

**addition to find the total number
of objects in an array with up to 5
rows and 5 columns.**



**I CAN WRITE AN EQUATION
TO EXPRESS THE TOTAL OF
AN ARRAY AS A SUM OF
EQUAL ADDENDS.**


$$4 + 4 + 4 + 4 = 16$$

I
UNDERSTAND
3-DIGIT NUMBERS.

321

888

457

**I CAN COMPOSE AND
DECOMPOSE 3-DIGIT
NUMBERS IN DIFFERENT
WAYS.**

$$300 + 20 + 1 = 321$$

321

3 hundreds, 2 tens, 1 one

I CAN
count within
1000.

998 , 999 , 1000

I CAN
SKIP COUNT
5s, 10s AND 100s.

5 10 20 30 40 50 60 70 80 90 100
15 25 35 45 55 65 75 85 95
100 200 300 400 500 600 700 800 900 1000

.....

I CAN READ AND WRITE

numbers within 1,000 using base ten
numerals, number names and expanded
form.



3 0 0

I CAN COMPARE

two 3-digit numbers with

THE SYMBOLS

>, =, AND <.

347 < 578



I CAN

**fluently add numbers within 100
with strategies.**

$$25 + 67 = 20 + 60 + 12 = 92$$



I CAN

**FLUENTLY SUBTRACT
numbers within 100 with
strategies.**

$$100 - 49 = 99 - 48 = 51$$

**I CAN ADD UP TO
4 TWO-DIGIT
NUMBERS
USING STRATEGIES.**

$$25 + 35 + 12 + 32 = 60 + 44 = 104$$

I CAN ADD within
1000 using strategies, concrete
models, drawings, properties, and
the relationship between addition
and subtraction.

$$535 + 199 = 534 + 200 = 734$$

I can subtract within **1000**
using strategies, concrete
models, drawings, properties, and
the relationship between
addition and subtraction.

$$501 - 447 = 499 - 445 = 54$$

I can mentally add **10** or
100 to a given number
100-900.

$$100 + 387 = 487$$

$$10 + 387 = 397$$

**I CAN
MENTALLY SUBTRACT
10 OR 100 TO A
GIVEN NUMBER
100-900.**

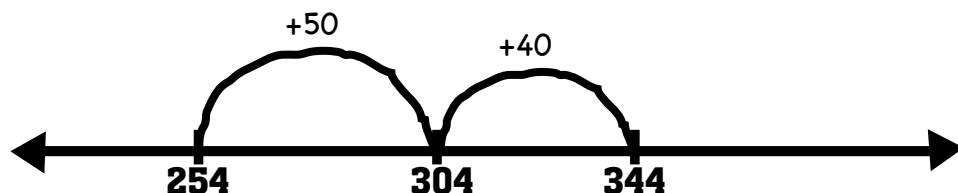
$$598 - 100 = 498$$

$$598 - 10 = 588$$

I CAN SOLVE

word problems

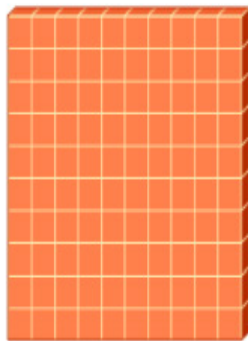
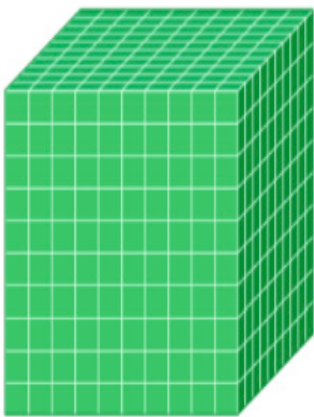
**involving lengths using equations with a
symbol for the unknown on the
number line.**



**I CAN SOLVE WORD
PROBLEMS INVOLVING
QUARTERS, DIMES, NICKELS
AND PENNIES WITHIN 99
CENTS.**



I CAN USE CONCRETE AND
PICTURE MODELS TO COMPOSE
AND DECOMPOSE NUMBERS TO
1200 IN DIFFERENT WAYS.

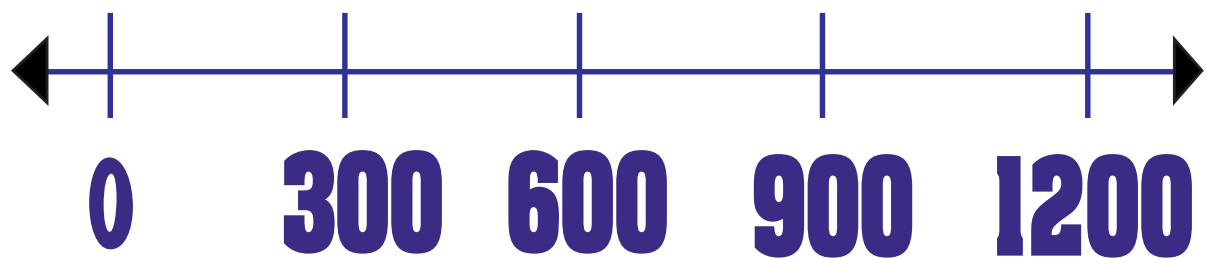


**I CAN TALK ABOUT
NUMBERS**

GREATER THAN AND LESS THAN

1200.

I CAN PLOT
NUMBERS ON AN OPEN
NUMBER LINE.



**I CAN USE THE CENT
SYMBOL, DOLLAR SIGN AND THE
DECIMAL POINT TO NAME THE
VALUE OF A COLLECTION OF
COINS.**

¢, \$, .

**I CAN MODEL, CREATE
AND DESCRIBE
MULTIPLICATION PROBLEMS
ABOUT EQUAL GROUPS.**



I CAN

MODEL, CREATE AND DESCRIBE

DIVISION PROBLEMS

ABOUT EQUAL GROUPS.



$$4/4=1$$

I CAN WORK

With numbers

within **20** and **100**.



I CAN SOLVE join word problems
WITHIN 20 AND 100.

I CAN FIND the unknown in all places.

**I can use objects, drawings and equations to
represent the problem.**

$$20 + \underline{\quad} = 43$$

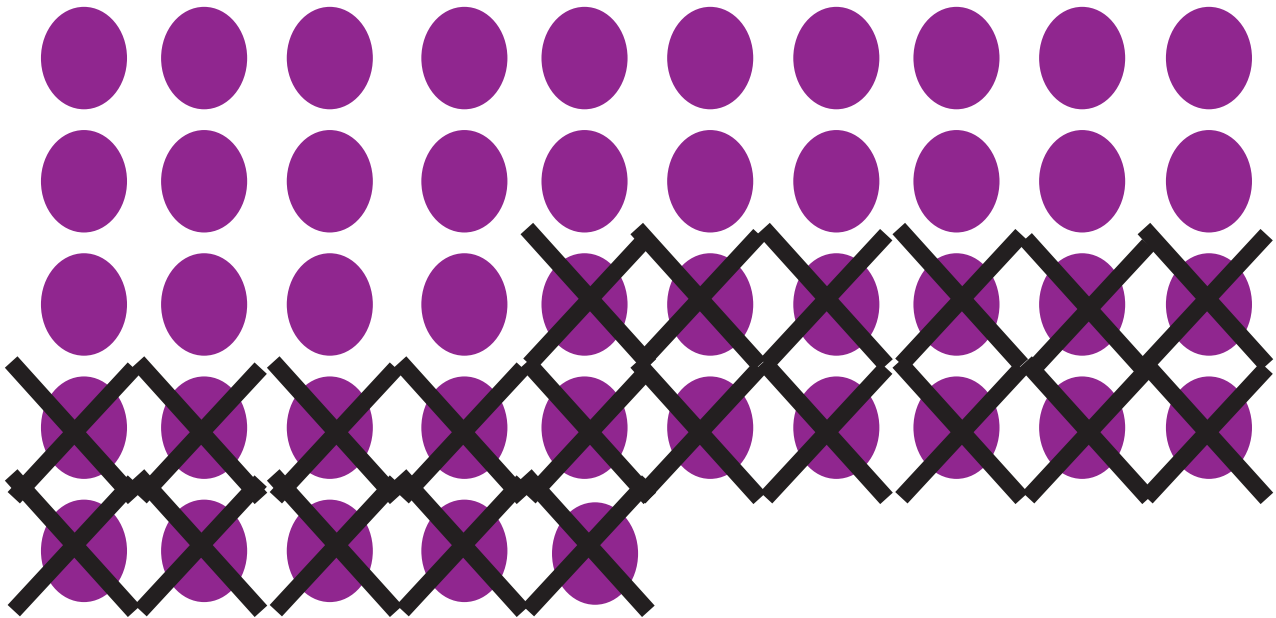
1	2	3	4	5	6	7	8	9	10
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41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**I CAN SOLVE TAKE FROM
PROBLEMS WITHIN 20 AND 100.**

I can find the unknown in all places.

**I CAN USE OBJECTS,
drawings and equations to represent the problem.**

$$45 - 21 = 24$$

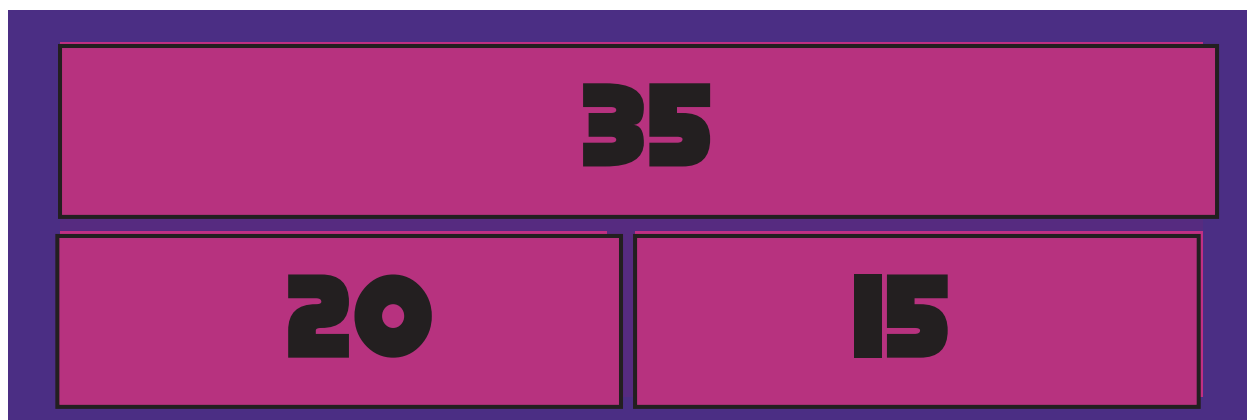


I can solve

putting together problems within 20 and 100.

I can find the unknown in all places.

I can use objects, drawings and equations to represent the problem.

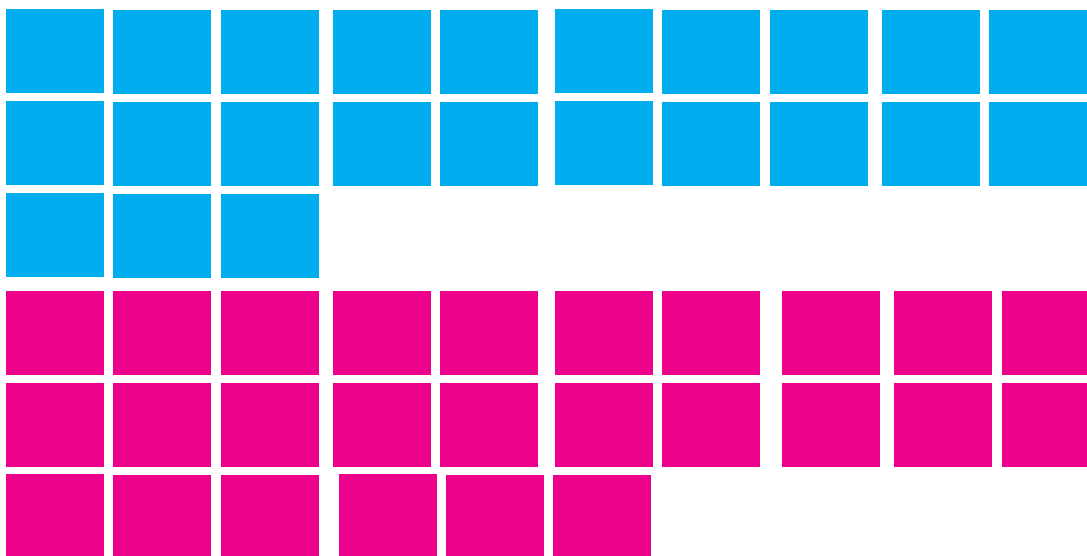


I can solve COMPARE WORD PROBLEMS WITHIN 20 AND 100.

I can find the unknown in ALL places.

I CAN USE objects, drawings and equations to represent the problem.

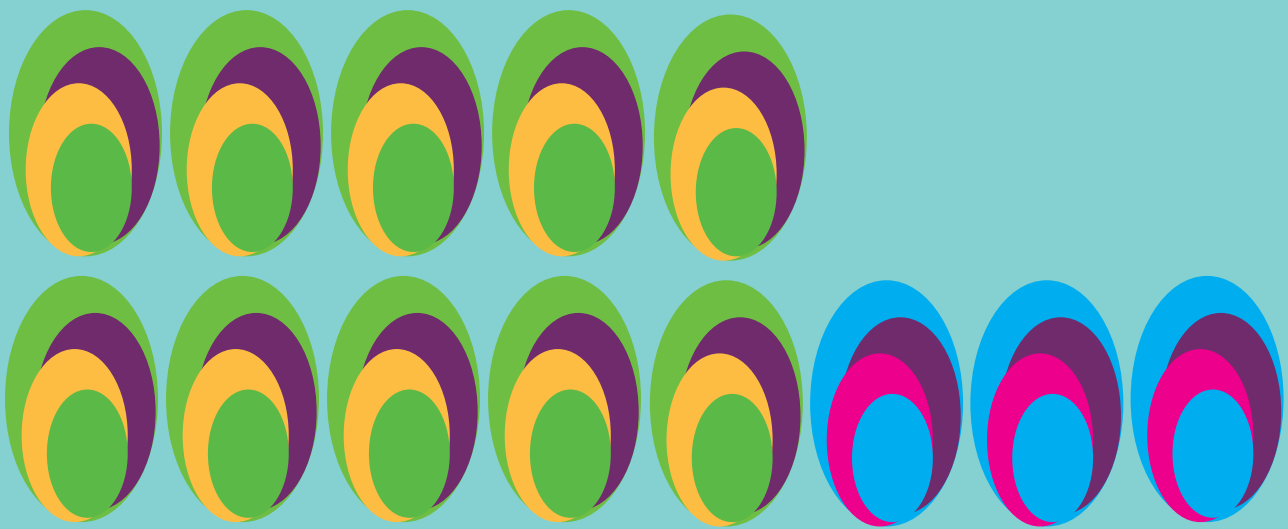
TWENTY THREE IS LESS THAN TWENTY SIX.



I CAN SOLVE 2 STEP PROBLEMS

SUE HAD 5 MARBLES

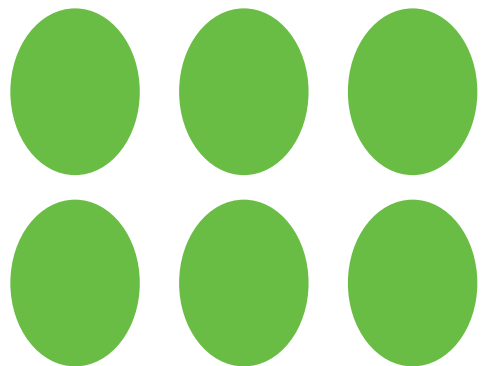
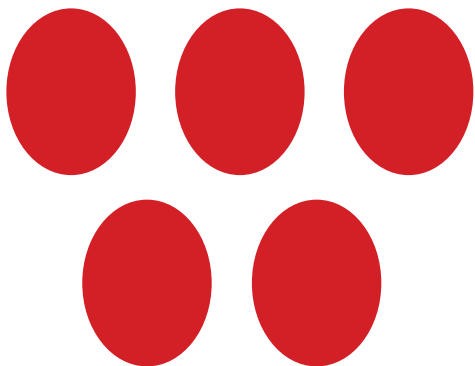
Maria had 3 more than she did.
How many did they have
altogether?



I CAN TELL

whether a group of objects within 20 is

ODD or EVEN.



**I can add
within 20 using different
strategies.**

My fluency is within 20.

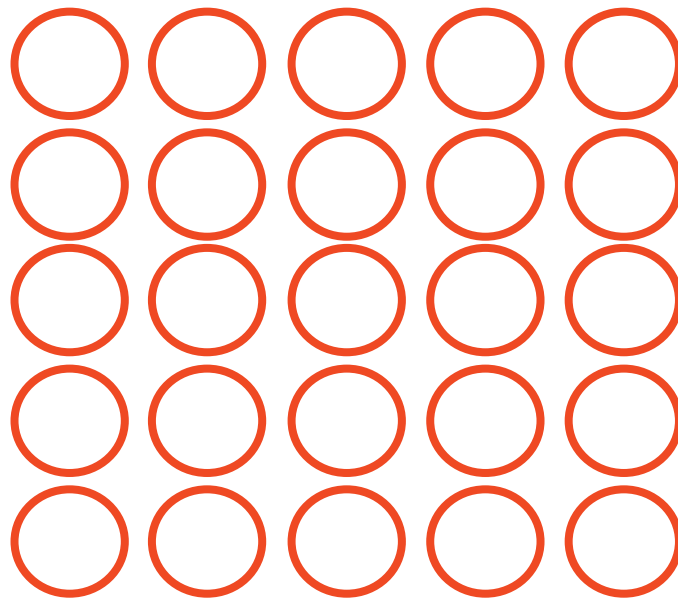
**Counting on... making ten...
decomposing a number**

**I CAN SUBTRACT
WITHIN 20 USING DIFFERENT
STRATEGIES.**

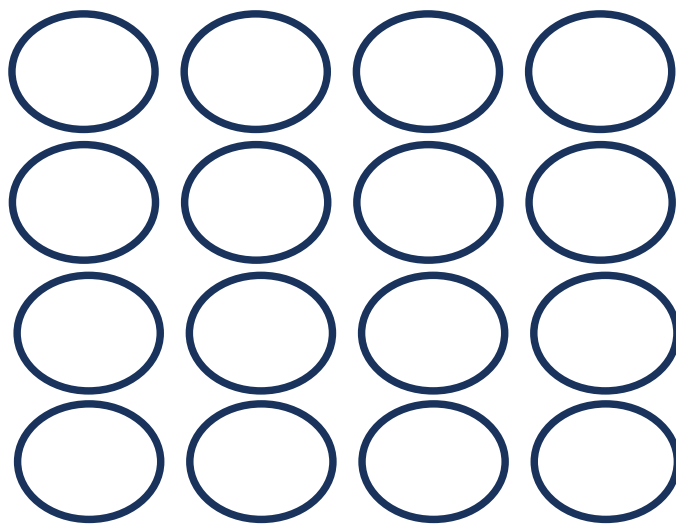
MY FLUENCY IS WITHIN 20.

**COUNTING BACK,
BRIDGING 10, BREAKING
APART A NUMBER**

I can use
addition to find the total number
of objects in an array with up to 5
rows and 5 columns.



I CAN WRITE AN EQUATION
TO EXPRESS THE TOTAL OF
AN ARRAY AS A SUM OF
EQUAL ADDENDS.



$$4 + 4 + 4 + 4 = 16$$



UNDERSTAND

3-DIGIT NUMBERS.



I CAN COMPOSE AND
DECOMPOSE **3**-DIGIT
NUMBERS IN DIFFERENT
WAYS.

$$300 + 20 + 1 = 321$$

321

3 hundreds, 2 tens, 1 one

I CAN
count within
1000.

998 , 999 , 1000

**I CAN
SKIP COUNT
5s, 10s AND 100s.**

5 10 20 30 40 50 60 70 80 90 100
15 25 35 45 55 65 75 85 95

100 200 300 400 500 600 700 800 900 1000

.....

I CAN READ AND WRITE

numbers within 1,000 using base ten
numerals, number names and expanded
form.

--	--	--

3 0 0

I CAN COMPARE

two 3-digit numbers with

THE SYMBOLS

>, =, AND <.

$$347 < 578$$

I CAN

**fluently add numbers within 100
with strategies.**

$$25 + 67 = 20 + 60 + 12 = 92$$

**I CAN
FLUENTLY SUBTRACT**

**numbers within 100 with
strategies.**

$$100 - 49 = 99 - 48 = 51$$

**I CAN ADD UP TO
4 TWO-DIGIT
NUMBERS
USING STRATEGIES.**

$$25 + 35 + 12 + 32 = 60 + 44 = 104$$

.....

I CAN ADD within

1000 using strategies, concrete models, drawings, properties, and the relationship between addition and subtraction.

$$535 + 199 = 534 + 200 = 734$$

I can subtract within **1000**
using strategies, concrete
models, drawings, properties, and
the relationship between
addition and subtraction.

$$501 - 447 = 499 - 445 = 54$$

I can mentally add **10** or
100 to a given number
100-900.

$$100 + 387 = 487$$

$$10 + 387 = 397$$

**I CAN
MENTALLY SUBTRACT 10 OR
100 TO A GIVEN NUMBER
100-900.**

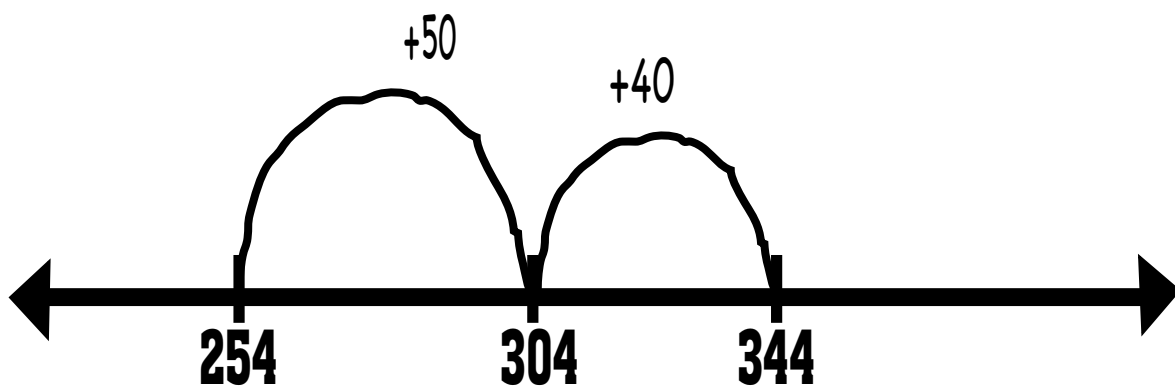
$$598 - 100 = 498$$

$$598 - 10 = 588$$

I CAN SOLVE

word problems

involving lengths using equations with a
symbol for the unknown on the
number line.



**I CAN SOLVE WORD
PROBLEMS INVOLVING
QUARTERS, DIMES, NICKELS
AND PENNIES WITHIN 99
CENTS.**



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About the Dr. Nicki Newton



Dr. Nicki Newton is an education consultant who works with schools and districts around the country and Canada on k-8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr Nicki has an Ed.M. and an Ed.D from Teachers, College Columbia University. She is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India. She has written several books, including being a part of the curriculum team for the new McGraw Hill Reveal Math series. She is currently working on a book about counting.

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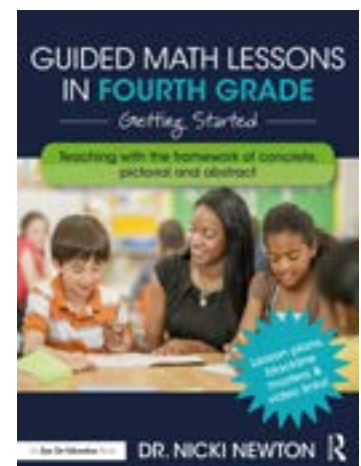
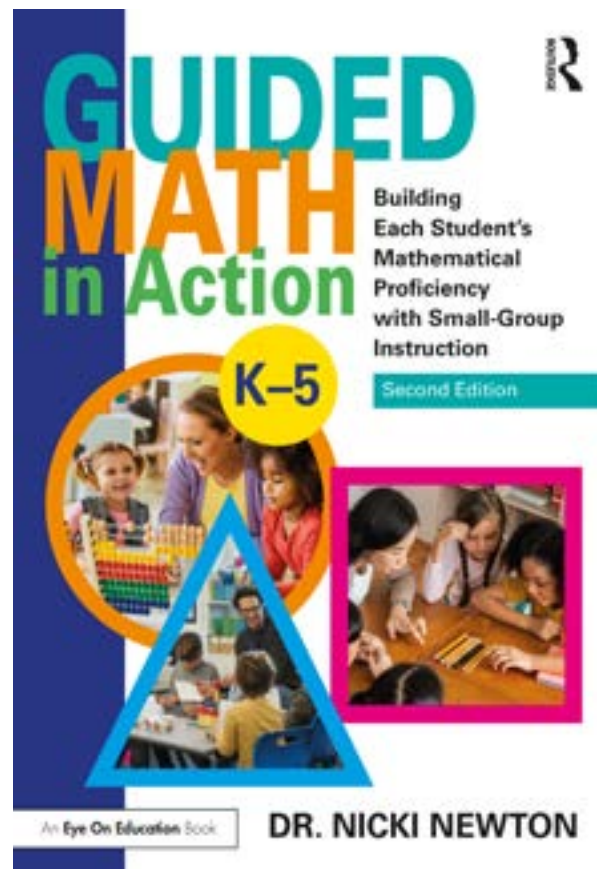
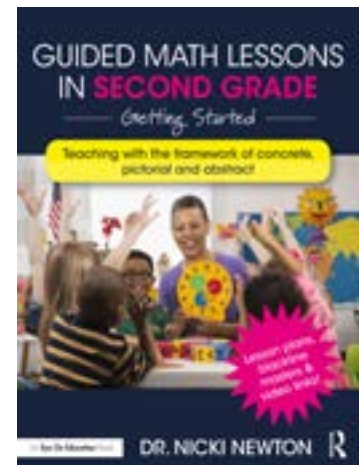
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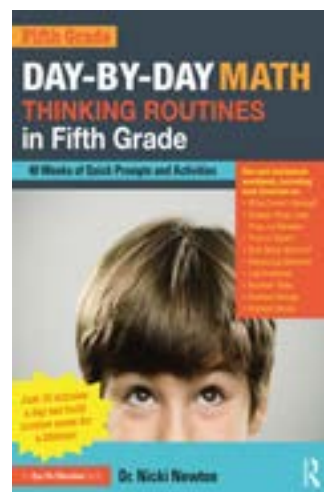
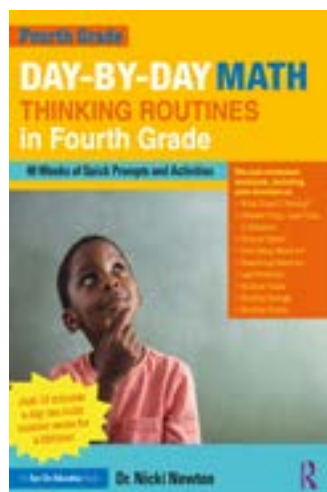
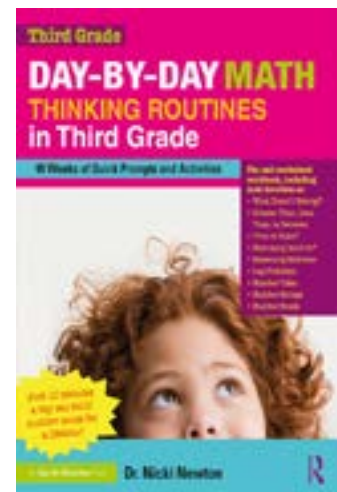
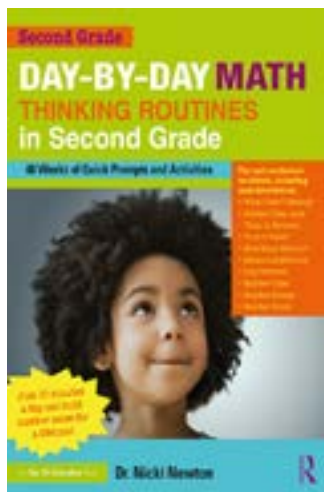
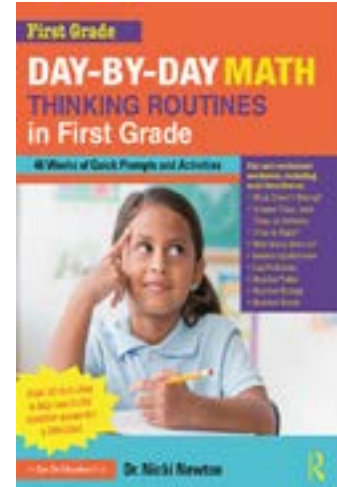
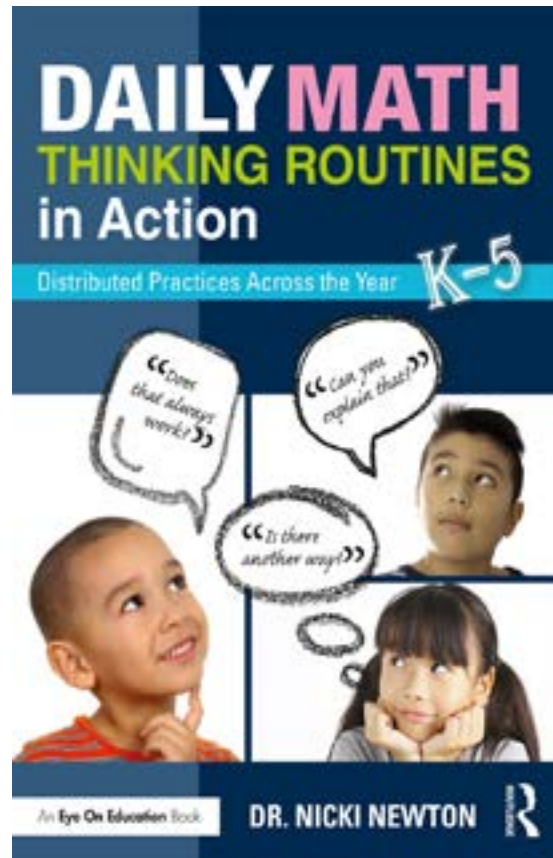
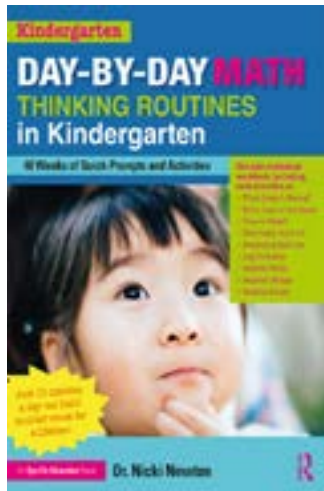
Dr. Nicki will POP into any book study group!

Contact her at drnicki7@gmail.com

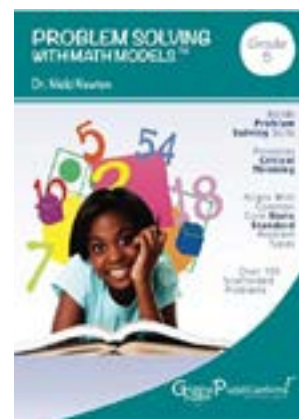
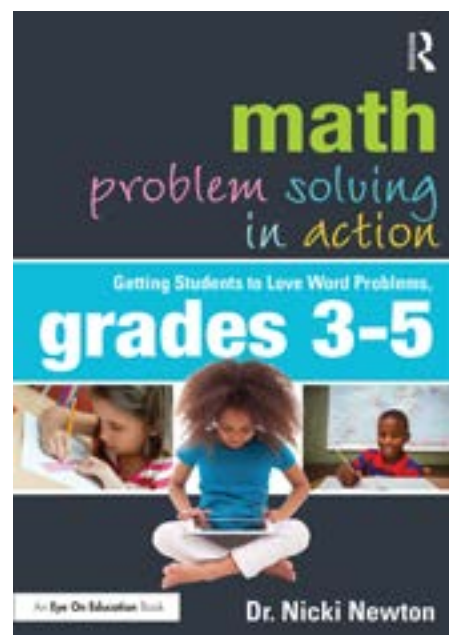
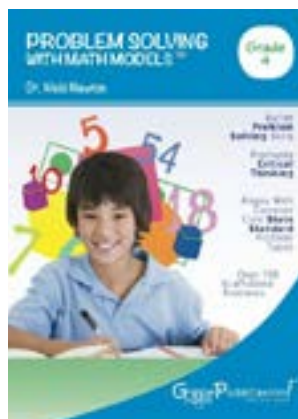
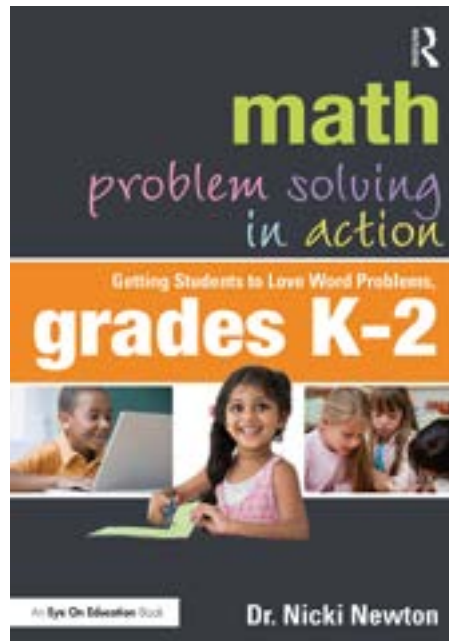


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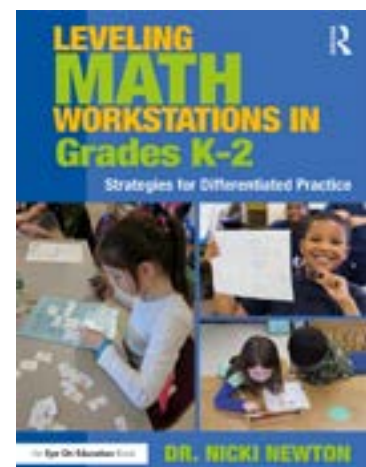
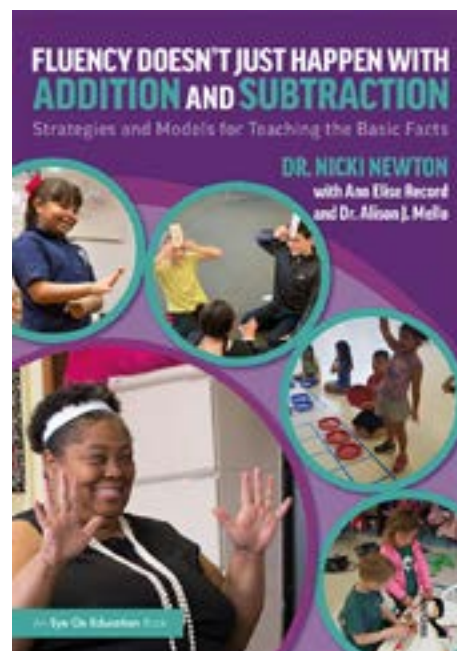
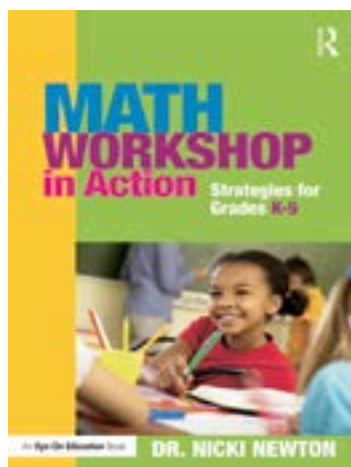
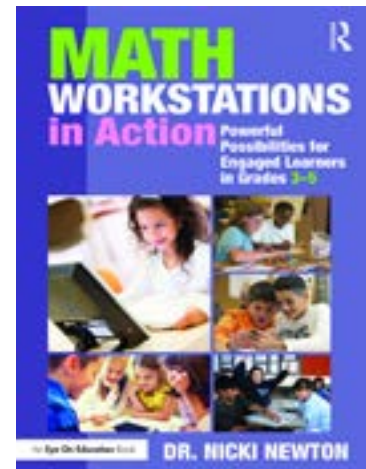
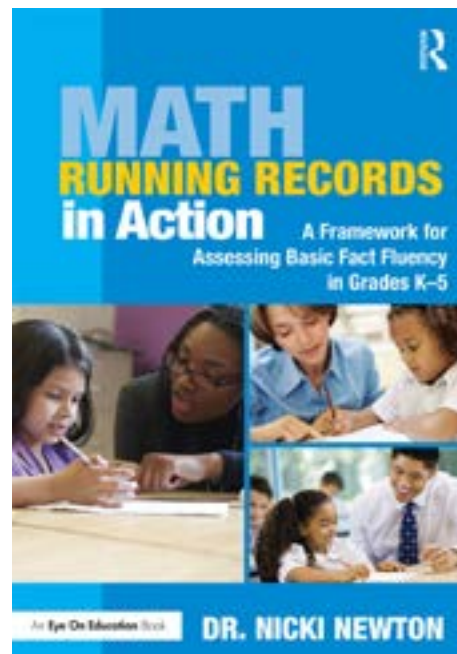
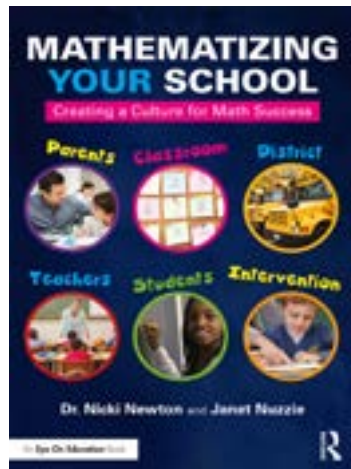
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