

# Everyday Math Second Grade Standards

Name: \_\_\_\_\_ 2018-2019

| Operations & Algebraic Thinking |  |
|---------------------------------|--|
| 2.OA.A.1                        | Use addition and subtraction within 100 to solve word problems involving unknowns in all positions— <i>for</i> , <i>less than</i> , or <i>in between</i> —in situations involving equal groups, unknown quantities in a word problem, and a total. Represent unknown quantities in a word problem with a letter such as <i>x</i> . |
| 2.OA.A.2                        | Fluently add and subtract within 100 using strategies based on the eight addition and subtraction facts within 20, mental computation, and the relationship between addition and subtraction.  |
| 2.OA.B.5                        | Apply properties of operations as strategies to add and subtract. Examples: using the commutative property of addition to add 2+6 and 6+2; using the associative property of addition to add 2+8+1.  |
| 2.OA.C.5                        | Use mental strategies to add and subtract. Examples: 35+32 by first adding 30+30, then 5+2; 48-37 by first subtracting 30 from 48, then 8 from 37.   |
| 2.OA.D.8                        | Use addition to solve subtraction word problems, and subtraction to solve addition word problems.  |
| 2.OA.E.7                        | Relate multiplication to repeated addition and division to repeated subtraction. For example, recognize that 5 groups of 4 objects can be represented by the multiplication equation $5 \times 4 = 20$ and the division equation $20 \div 4 = 5$ .   |
| Number & Operations in Base Ten |  |
| 2.NB.A.1                        | Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; recognize that 100 is composed of 10 tens and that 10 is composed of 10 ones.  |
| 2.NB.A.2                        | Count to 100 by ones and by tens.  |
| 2.NB.A.3                        | Read and write numerals from 0 to 100, and represent a number from 0 to 100 with a numeral.  |
| 2.NB.B.3                        | Compose and decompose a number from 11 to 19 into ten ones and one more one; for example, 15 = 10 + 5 and 18 = 10 + 8; use a ten frame and other models to illustrate.   |
| 2.NB.C.3                        | Recognize that the length of a line segment is the same regardless of its orientation.   |
| 2.NB.C.4                        | Classify two-dimensional shapes (rectangles, squares, trapezoids, triangles, parallelograms, etc.) by attributes that define them (number of sides, vertices, and corners).  |

Name: \_\_\_\_\_ 2018-2019

## Unit 1 Standards

| Code     | Standard   | Prerequisite | Related Standard |
|----------|--|--------------|------------------|
| 2.OA.A.1 | Use addition and subtraction within 100 to solve word problems involving unknowns in all positions— <i>for</i> , <i>less than</i> , or <i>in between</i> —in situations involving equal groups, unknown quantities in a word problem, and a total. Represent unknown quantities in a word problem with a letter such as <i>x</i> . | 2.OA.A.2     | 2.OA.A.2         |
| 2.OA.A.2 | Fluently add and subtract within 100 using strategies based on the eight addition and subtraction facts within 20, mental computation, and the relationship between addition and subtraction.  | 2.OA.A.1     | 2.OA.A.1         |
| 2.OA.B.5 | Apply properties of operations as strategies to add and subtract. Examples: using the commutative property of addition to add 2+6 and 6+2; using the associative property of addition to add 2+8+1.  | 2.OA.A.1     | 2.OA.A.1         |
| 2.OA.C.5 | Use mental strategies to add and subtract. Examples: 35+32 by first adding 30+30, then 5+2; 48-37 by first subtracting 30 from 48, then 8 from 37.   | 2.OA.A.1     | 2.OA.A.1         |
| 2.OA.D.8 | Use addition to solve subtraction word problems, and subtraction to solve addition word problems.  | 2.OA.A.1     | 2.OA.A.1         |
| 2.OA.E.7 | Relate multiplication to repeated addition and division to repeated subtraction. For example, recognize that 5 groups of 4 objects can be represented by the multiplication equation $5 \times 4 = 20$ and the division equation $20 \div 4 = 5$ .   | 2.OA.A.1     | 2.OA.A.1         |

**By: Loving Literacy  
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# Everyday Math Second Grade

**Max Bell, University of Chicago. School  
Mathematics Project, Everyday  
Learning Corporation, Jean Bell**

## **Everyday Math Second Grade:**

Everyday Mathematics [second Grade] ,1993 *Scope and sequence chart* Max Bell,University of Chicago. School Mathematics Project,Everyday Learning Corporation,1995 Everyday Mathematics Max Bell,University of Chicago. School Mathematics Project,Everyday Learning Corporation,Jean Bell,1992 Everyday Mathematics , *Second Grade Everyday Mathematics* Max Bell,Jean Bell,University of Chicago. School Mathematics Project,1992 *Everyday Mathematics* Max Bell,University of Chicago. School Mathematics Project,Everyday Learning Corporation,Jean Bell,1992 Everyday Mathematics ,1995 Everyday Mathematics Max Bell,University of Chicago. School Mathematics Project,Everyday Learning Corporation,Jean Bell,Robert Hartfield,1995 *Everyday Mathematics* Jean Bell,Max Bell,University of Chicago. School Mathematics Project,Everyday Learning Corporation,Robert Hartfield,1995 **Everyday Mathematics** Jean Bell,Max Bell,University of Chicago. School Mathematics Project,2004 *Everyday Mathematics* ,2004 **Everyday Mathematics** ,1995 Everyday Mathematics ,2004 Everyday Mathematics 4, Grade 2, Student Math Journal 1 Bell et al.,McGraw-Hill Education,2014-05-16 Supports daily classroom instruction and gives students a long term record of their mathematical progress and development Two volumes Grade 1 6 consumable **Everyday Mathematics** ,2001

**Everyday Mathematics 4, Grade 2, Student Math Journal 2** Bell et al.,McGraw-Hill Education,2014-05-19 Supports daily classroom instruction and gives students a long term record of their mathematical progress and development Two volumes Grade 1 6 consumable **Everyday Mathematics** Max Bell,2008 **Second Grade Everyday Mathematics Training Video** WrightGroup/McGraw-Hill Staff,2000-07 This handbook for teachers of Grades 3 6 has all the basic operations used in Everyday Mathematics Use to enrich your instruction and assign extra practice Algorithms are presented with teaching notes and accompanying Blackline Masters for making copies or transparencies **Everyday Mathematics 2 Grade Teacher's Lesson Guide Volume 1** Max Bell,2004 **Everyday Mathematics 4, Grade 2, Consumable Home Links** Bell et al.,McGraw-Hill Education,2014-07-10 Print consumable for hands on mathematical practice

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