Second Grade Math

Word Problems within 100	
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.MD.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.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.
Add and Subtract wtihin 1000	
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.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.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Mental Math	
2.NBT.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.OA.2	Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
Measurement	
2.MD.1	Measure the length of an object by selecting and using appropriate tools.
2.MD.4	Measure to determine how much longer one object is than another.
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points.
Place Value	
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and 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.
Time and Graphs	
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.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 using information presented in a bar graph.