2nd Grade Math: I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	**I Can Statement**
Operations and Algebraic Thinking (2.OA)	
Represent and solve problems involving addition and subtraction	
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.[1]	I can add/subtract up to 100 to solve word problems by using models, drawings and symbols.
Add and subtract within 20	
2.OA.2. Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.	I can add/subtract up to 20 in my head.
Work with equal groups of objects to gain foundations for multiplication	
2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	I can tell if a group of objects is odd or even by 2's. I can write an addition problem to show how 2 addends equal to a sum.
2.OA.4. Use 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.	I can write an addition problem to show the number of objects in a rectangular array with up to 5 rows and 5 columns.
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).	I can show numbers up to 999 using place value of hundreds, tens, and ones. I can tell that a bundle of ten tens is also called "hundred".
2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.	I can count to 1000 starting from any number. I can count aloud by 5's, 10's, and 100's starting from any number.

2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can count and show numbers to 1000 using place value, 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.	I can compare three-digit numbers using >, =, and <.
Use place value understanding and properties of operations to add and subtract	
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.	I can fluently explain how to add and subtract numbers to 100 using place value and the relationship between addition and subtraction.
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	I can explain how to add four two-digit numbers using place value.
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.	I can explain how to add and subtract to 1000 using models, drawings, and place value. I can use place value to add and subtract three-digit numbers to the hundreds.
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.	I can add and subtract 10 or 100 to a number up to 900 in my head.
2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[1]	I can explain why addition and subtraction work using place value.
Measurement and Data (2.MD)	
Measure and estimate lengths in standard units	
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can measure different objects using the best tools.
2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	I can measure the length an object twice using different measuring tools. I can explain how the measurements relate to the object.
2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.	I can measure things using inches, feet, centimeters, and meters.
2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	I can measure and find the difference between lengths of two objects using a standard unit of length.

Relate addition and subtraction to length	
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.	I can add/subtract word problems involving length of the same units up to 100. I can draw and write an addition/subtraction problems showing the missing number.
2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	I can add/subtract using numbers on a number line up to 100.
Work with time and money	
2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell/write the time using an analog/digital clock to the nearest 5 minutes.
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?	I can solve word problems using dollars, quarters, dimes, nickels, and pennies. I can write $ and c symbols appropriately.
Represent and interpret data	
2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	I can draw a line plot with the horizontal scale in whole number units showing the repeated measurements of objects that are the same or different.
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[1] using information presented in a bar graph.	I can draw a picture graph and bar graph showing data up to 4 categories and solve simple problems from the data.
Geometry (2.G)	
Reason with shapes and their attributes	
2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	I can tell if a shape has specific attributes. I can draw a shape with specific attributes. I can name a triangle, quadrilateral, pentagon, hexagon, and a cube.

2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	I can divide a rectangle into rows and columns of equal size squares. I can count to find the total number of squares in a rectangle divided into rows and/ or columns.
2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	I can divide a circle and a rectangle into equal shares up to four. I can name the fractions ½, 1/3, ¼ of a circle and rectangle. I can tell that fractions like 2/2, 3/3, and 4/4 are the same as one whole.