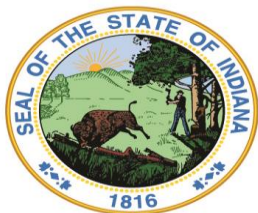


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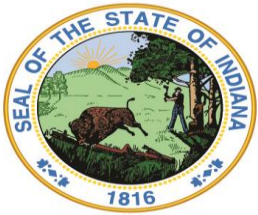
Grade 2 Math Content Connectors



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Second Grade Mathematics 2016

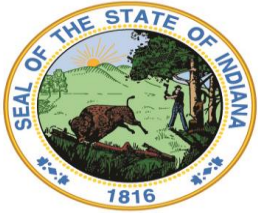
Indiana Academic Standards	Content Connectors
Number Sense	
2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.	2.NS.1.a.1: Count by ones, fives, and tens up to at least 100 from 0. 2.NS.1.a.2: Count by twos to at least 100 from 0 with tools.
2.NS.2: Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.	2.NS.2.a.1: Read and write whole numbers up to at least 100 in standard form.
2.NS.3: Plot and compare whole numbers up to 1,000 on a number line	2.NS.3.a.1: Plot and compare whole numbers up to 100 on a number line
2.NS.4: Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.	2.NS.4.a.1: Match the ordinal numbers first, second, third, etc., with an ordered set up to 10 items.
2.NS.5: Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).	2.NS.5.a.1: Determine whether a group of objects (up to 10) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).
2.NS.6: 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 that 100 can be thought of as a group of ten tens — called a “hundred.” Understand that 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).	2.NS.6.a.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.



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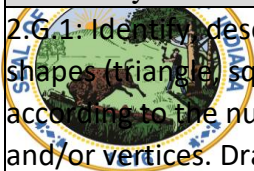
<p>2.NS.7: Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>2.NS.7.a.1: Use place value understanding to compare two two-digit numbers.</p> <p>2.NS.7.a.2: Use $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
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Computation	
<p>2.CA.1: Add and subtract fluently within 100.</p>	<p>2.CA.1.a.1: Add and subtract within 40 using multiple strategies.</p>
<p>2.CA.2: Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.</p>	<p>2.CA.2.a.1: Use strategies to solve real-world problems involving addition and subtraction in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem.</p>
<p>2.CA.3: Solve real-world problems involving addition and subtraction within 100 in situations 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).</p>	<p>2.CA.3.a.1: Use strategies to solve real-world problems involving addition and subtraction in situations involving lengths that are given in the same units.</p>
<p>2.CA.4: Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and</p>	<p>2.CA.4.a.1: Add and subtract whole numbers, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>



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hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.	
2.CA.5: 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 groups.	2.CA.5.a.1: Use addition to write an equation to express the total as a sum of equal groups.
2.CA.6: Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.	2.CA.6.a.1: Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order.
2.CA.7: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.	2.CA.7.a.1: Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 100.

Geometry	
 <p>2.G.1: Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.</p>	<p>2.G.1.a.1: Draw given two-dimensional or three-dimensional objects.</p> <p>2.G.1.a.2: Identify attributes of two-dimensional and three-dimensional objects.</p>
<p>2.G.2: Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials.</p>	<p>2.G.2.a.1: Create squares, rectangles, triangles, and cubes.</p>
<p>2.G.3: Investigate and predict the result of composing and decomposing two- and three-dimensional shapes.</p>	<p>2.G.3.a.1: Compose and decompose two- and three-dimensional shapes.</p>
<p>2.G.4: Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.</p>	<p>2.G.4.a.1: Divide a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares.</p>
<p>2.G.5: Partition circles and rectangles into two, three, or four equal parts; 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 parts of identical wholes need not have the same shape.</p>	<p>2.G.5.a.1: Divide circles and rectangles into two and four equal parts; name the parts of the shape using the word halves and quarters.</p>

**Second Grade Mathematics
2016**

Indiana Academic Standards

Content Connectors

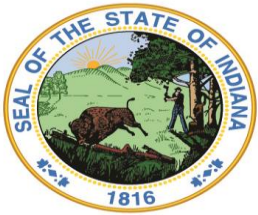
Measurement

2.M.1: Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter.

2.M.1.a.1: Identify inch, foot, yard, centimeter, and meter.

2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.

2.M.2.a.1: Measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.



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<p>2.M.3: Understand that the length of an object does not change regardless of the units used. 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.</p>	<p>2.M.3.a.1: Measure the same object with two different tools.</p>
<p>2.M.4: Estimate and measure volume (capacity) using cups and pints.</p>	<p>2.M.4.a.1: Measure volume (capacity) using cups and pints.</p>
<p>2.M.5: Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.</p>	<p>2.M.5.a.1: Tell and write time to the nearest half hour.</p>
<p>2.M.6: Describe relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.</p>	<p>2.M.6.a.1: Describe relationships of time, by at least including: hours in a day; days in a week; and days, weeks, and months in a year.</p>
<p>2.M.7: Find the value of a collection of pennies, nickels, dimes, quarters and dollars.</p>	<p>2.M.7.a.1: Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.</p>
<p>Data Analysis</p>	
<p>2.DA.1: Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.</p>	<p>2.DA.1.a.1: Interpret a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to three choices.</p>