



**ADW Academic Standards
Report Card Guide Sheets**

Grade: Second Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Compares whole numbers up to 100 and arranges them in numerical order.		
Learning Targets by Quarter			
1	2	3	4
I can: Read, write, and identify whole numbers up to 100. Look two numbers and identify the larger number.	I can: Read, write, and order three whole numbers up to 100.	I can: Read, write, and order five whole numbers up to 100.	I can: Use greater than, less than, and equal to symbols to compare whole numbers up to 100.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Identify the larger number. 72 and seventy-two Student can identify that 48 is larger than 26.	Student can: Order three numbers from least to greatest. 42 13 84 13 42 84	Student can: Put five numbers in order from least to greatest or greatest to least. 42 13 84 28 16 84 42 28 16 13	Student can: Compare numbers: 37 < 98 100 = 100 17 > 11



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



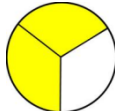

Grade: Second Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Identifies and writes numbers to 999 in various combinations of hundreds, tens, and ones.		
Learning Targets by Quarter			
1	2	3	4
	I can: Read and write numbers to 100 in combinations of tens and ones. Identify place value up to the hundreds.	I can: Identify the place value of each digit in numbers up to 999.	I can: Write numbers in word form and expanded form.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Example Work 87 = 8 tens 11111111 7 ones 276 2 hundreds 7 tens 6 ones	Student can: Example Work 51 <u>6</u> = 6 ones 7 <u>8</u> 2 = 8 tens <u>9</u> 43 – 9 hundreds	Student can: Example Work Standard Form 276 Expanded Form 200 + 70 + 6 Word Form Two hundred seventy-six



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Grade: Second Subject: Mathematics

Report Card Standard	<u>Number Sense</u> Interprets and models fractions as part of a whole or parts of a group.		
Learning Targets by Quarter			
1	2	3	4
	I can: Recognize fractions as parts of a whole. <div><div>half</div><div>$\frac{3}{4}$</div></div> <div><div>$\frac{7}{9}$</div></div> <div><div>whole</div></div>	I can: Model fractions and recognize and write fractions equal to one whole. Recognize fractions as parts of a set.	I can: Compare fractions.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Example Work $\frac{1}{4}$ = one of four equal parts <div></div>	Student can: Example Work <div><div>$\frac{4}{4}$</div></div> <div>$\frac{4}{4}$ = fourth-fourths = 1</div> <div></div> Two-thirds means two parts of the group of three are shaded.	Student can: Example Work Circle the largest fraction. <div><div>$\frac{1}{2}$ or $\frac{3}{4}$</div></div>



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Report Card Standard	<u>Number Sense</u> Represents, compares, and interprets data using tables, tally charts, and graphs.		
Learning Targets by Quarter			
1	2	3	4
		I can: Collect and record data. Create a table and a tally chart with my recorded data.	I can: Create a bar graph with information from a table or tally chart. Interpret data from a bar graph as well as other graphs.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Survey and record information on a variety of charts. Create a table and a tally chart.	Student can: Create a bar graph. Use the data from a bar graph to answer questions.



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Report Card Standard		<u>Computation</u> Adds two whole numbers less than 100 without regrouping.	
Learning Targets by Quarter			
1	2	3	4
I can: Add two-digit numbers without regrouping.	I can: Add two-digit numbers in word problems without regrouping.		
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Example Work Add $\begin{array}{r} 32 \\ + 46 \\ \hline 58 \end{array}$	Student can: Example Work Add Jon had 48 balls. He gave Kevin 31 balls. How many balls do the boys have in all? Answer: They have 79 balls in all.		



**ADW Academic Standards
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Grade: Second Subject: Mathematics

Report Card Standard	<u>Computation</u> Adds two whole numbers less than 100 with regrouping.		
Learning Targets by Quarter			
1	2	3	4
		I can: Add two-digit numbers, when the answer less than 100 by regrouping.	I can: Add two-digit numbers when the answer is less than 100 and recognize when regrouping is necessary.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Example Work Add <div><div>45</div><div>+ 26</div><div>71</div></div> <div><div>58</div><div>+ 33</div><div>91</div></div>	Student can: Example Work Add <div><div>76</div><div>+ 44</div><div>120</div></div> <div><div>36</div><div>+ 42</div><div>78</div></div>



**ADW Academic Standards
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Grade: Second Subject: Mathematics

Report Card Standard	<u>Computation</u> Subtracts two whole numbers less than 100 without regrouping.		
Learning Targets by Quarter			
1	2	3	4
	I can: Subtract two-digit numbers without regrouping.	I can: Subtract two-digit numbers without regrouping in word problems.	
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Example Work Subtract 56 - 32 24	Students can: Example Work Bill had 56 marbles. He gave 32 marbles. How many marbles do Bill have left?	



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Grade: Second Subject: Mathematics

Report Card Standard	<u>Computation</u> Subtracts two whole numbers less than 100 with regrouping.		
Learning Targets by Quarter			
1	2	3	4
		I can: Subtract two-digit numbers with an answer less than 100 by regrouping.	I can: Subtract two-digit numbers with regrouping in a word problem. Recognize when regrouping is necessary.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Example Work Subtract <div>91 - 47 — 44</div>	Student can: Example Work Subtract <div><div>4826 - 26- 17 — — 229</div><div>NoRegroup</div><div>Regroup</div><div>Bill has 48 marbles. He gave 26 marbles to Sue. How many marbles does Bill have left?</div></div>



**ADW Academic Standards
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Grade: Second Subject: Mathematics

Report Card Standard	<u>Computation</u> Understands and uses the inverse relationship between addition and subtraction.		
Learning Targets by Quarter			
1	2	3	4
	I can: Understand that if $6 + 8 = 14$ then $8 + 6 = 14$.	I can: Understand that if $14 - 6 = 8$, then $14 - 8 = 6$.	I can: Solve and identify fact families for sums to 99.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Complete the turn- around fact. Example Work $6 + 8 = 14$ $8 + 6 = 14$	Student can: Complete the turn-around fact. Example Work $14 - 6 = 8$ $14 - 8 = 6$	Student can: Create a fact family. Example Work $6, 8, 14$ $6 + 8 = 14$ $14 - 6 = 8$ $8 + 6 = 14$ $14 - 8 = 6$



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Report Card Standard	<u>Computation</u> Uses estimation to decide whether answers are reasonable in addition problems.		
Learning Targets by Quarter			
1	2	3	4
		I can: Estimate that 17 is closer to 20 than 10. Then I know that 17 + 10 is close to 30.	I can: Estimate to determine if my answer is reasonable.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Estimate the sum. <div><div>1720</div><div><u>+ 10</u><u>+ 10</u></div><div>30</div></div>	Student can: Estimate the sum. Your friend says that 20 + 42 = 90. Use estimation to show that is not correct. <div><div>2020</div><div><u>+ 42</u><u>+ 40</u></div><div>60</div></div>



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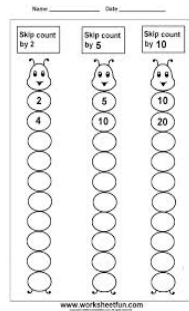
Grade: Second Subject: Mathematics

Report Card Standard	Algebra Creates and solves addition word problems using number sentences.		
Learning Targets by Quarter			
1	2	3	4
	I can: Interpret and use models to represent and addition word problem.	I can: Create addition number sentences using key vocabulary.	I can: Write and solve two-digit addition number sentences using problem situations.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Example Work 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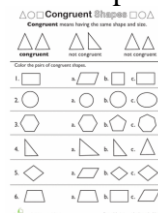
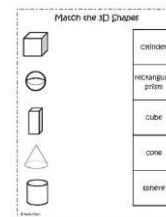

Grade: Second Subject: Mathematics

Report Card Standard	Algebra Creates, describes, and extends number patterns using addition/subtraction.		
Learning Targets by Quarter			
1	2	3	4
	I can: Identify odd and even numbers. Skip count by 2, 5, and 10	I can: Extend a number pattern by stating and writing the three numbers that come next. Determine and verbally explain the number pattern.	I can: Identify a number pattern, extend the pattern by determining the missing numbers, and create my own number pattern.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Verbally skip count and display number patterns in writing. 	Student can: What are the next three numbers? 1,3,5,__, __, __ “I added 2 to each number, so I skip counted by 2.”	Student can: Find the missing numbers in this pattern: 23, __, 17, 14, __. Explain how you solved the missing numbers: “I subtracted 14 from 17 to find out the skip counting pattern.” Create their own number pattern and have partner solve.



ADW Academic Standards Report Card Guide Sheets

Grade: Second Subject: Mathematics

Report Card Standard	Geometry Describes, classifies, sorts and constructs plane and solid geometric shapes.		
Learning Targets by Quarter			
1	2	3	4
	I can: Identify and name plane shapes and their attributes. Identify congruent shapes. Identify and create a line of symmetry.	I can: Identify and name solid shapes.	I can: Identify the attributes of solid shapes and sort by the number of faces, vertices, and edges.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can: Name each shape. Circle the congruent shape. Draw a line of symmetry inside each shape. 	Student can: Match the solid shape to its name. 	Student can: Identify how many faces, edges, and vertices there are for each solid shape. Sort by solid shapes. 



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Report Card Standard	<u>Measurement</u> Identifies and uses appropriate units for estimating and measuring length, temperature, capacity, weight, and time.		
Learning Targets by Quarter			
1	2	3	4
I can: Explain the relationship between centimeters, inches, feet, and yards. Determine the appropriate unit of measurement when measuring for length. Estimate length to the nearest inch, food, and yard.	I can: Estimate capacity of one gallon using cups and pints. Identify how many cups, pints, quarts are in one gallon.	I can: Identify when AM hours and PM hours take place. Understand the relationship between time and events of the day. Tell time intervals. Use objects to balance a scale.	I can: Explain why we use a unit to measure for weight. Estimate outdoor temperatures. Read a thermometer using ° F and °C. Estimate the area of a space using various objects.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Choose a unit of measurement to find the length of a car. Determine how many inches are in a foot. Measure your desk to the nearest whole inch.	Student can: Estimate the number of pints/cups/ quarts in a gallon pitcher of lemonade. Measure how many cups/pints/quarts in a gallon of lemonade.	Student can: Identify differences in time. When do we eat breakfast? Is it AM or PM in the morning? How many minutes are in an hour? Hour in a day? School begins at nine AM and ends at 2 PM. How many hours are you in school? Estimate how many paper clips weigh the same as 25 jelly beans.	Student can: Estimate and explore how many paperclips weigh the same as a box of chalk. Will 25 jelly beans weigh the same as the chalk? Explain. Predict or estimate the outdoor temperature. Observe a thermometer placed outside. Read and write the exact temperature using ° F and °C. Estimate the number of sheets of paper it will take to cover the classroom floor.



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Report Card Standard	<u>Measurement</u> Tells time in varying intervals: ½ hour, ¼ hour, 5 minutes		
Learning Targets by Quarter			
1	2	3	4
		I can: Identify the hour and minute hands on an analog clock. Distinguish hours and minutes on a digital clock. Tell and write time on the hour. Tell and write time on the half-hour.	I can: Tell and write time in quarter intervals. Tell and write time in five minute intervals.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can: Identify the blue hand as the minute hand and the red hand as the hour hand. Identify the time on the hour and half-hour by matching the analog time to its digital time. Example Work The blue hand is the minute hand and the red hand is the hour hand.	Student can: Identify time on an analog clock in quarter hour and five minute intervals by circling the matching digital time. Identify analog time in five minute intervals and write each in digital format.



ADW Academic Standards Report Card Guide Sheets

Grade: Second Subject: Mathematics

Report Card Standard	<u>Measurement</u> Gives and counts the values of collections of pennies, nickels, dimes, quarters, half-dollars, and dollars.																																			
Learning Targets by Quarter																																				
1	2	3	4																																	
	I can: Identify half-dollars, quarters, dimes, nickels, and pennies. Identify the value of the coin.	I can: Count more than one of the same coins and state the value.	I can: Count a mixed collection of coins using and state the value.																																	
Work Sample for Meets the Grade Level Expectations at this Time by Quarter																																				
1	2	3	4																																	
	Student can: Example Work <table border="1"><tr><td>penny</td><td>\$0.01</td><td></td><td>1¢</td><td></td></tr><tr><td>nickel</td><td>\$0.05</td><td></td><td>5¢</td><td></td></tr><tr><td>dime</td><td>\$0.10</td><td></td><td>10¢</td><td></td></tr><tr><td>quarter</td><td>\$0.25</td><td></td><td>25¢</td><td></td></tr><tr><td>half dollar</td><td>\$0.50</td><td></td><td>50¢</td><td></td></tr></table> Cut out each box. Sort the coins. Identify each coin and its value by matching each coin to its name and its value.	penny	\$0.01		1¢		nickel	\$0.05		5¢		dime	\$0.10		10¢		quarter	\$0.25		25¢		half dollar	\$0.50		50¢		Student can: Example Work 2 quarters = 50 cents 5 dimes = 50 cents 10 nickels = 50 cents	Student can: Example Work <table><tr><td>Name :</td><td>_____</td><td>Score :</td><td>_____</td></tr><tr><td>Teacher :</td><td>_____</td><td>Date :</td><td>_____</td></tr></table> <div><div>1.)</div><div></div><div>\$ _____</div></div> <div><div>2.)</div><div></div><div>\$ _____</div></div> <div><div>3.)</div><div></div><div>\$ _____</div></div> Count on beginning with the half-dollar. Write the value of each mixed collection of coins. Use a <i>different</i> collection of coins to show the same value from your worksheet.	Name :	_____	Score :	_____	Teacher :	_____	Date :	_____
penny	\$0.01		1¢																																	
nickel	\$0.05		5¢																																	
dime	\$0.10		10¢																																	
quarter	\$0.25		25¢																																	
half dollar	\$0.50		50¢																																	
Name :	_____	Score :	_____																																	
Teacher :	_____	Date :	_____																																	