

Habits Checklist

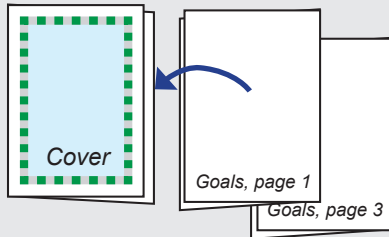
I am a star because...

- 1. I keep trying.
- 2. I use math symbols.
- 3. I explain my work.
- 4. I can use models.
- 5. I can use math tools.
- 6. I make my work neat and complete.
- 7. I can break problems into parts.
- 8. I try shortcuts.



Making a Leaflet

Fold all three sheets in half as shown. Put goal pages 1-4 within cover sheet and staple along left edge.



Grade 2 Math “I Can” Goals Leaflet (Published 08/08/2014 & Updated 07/22/2020)

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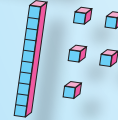
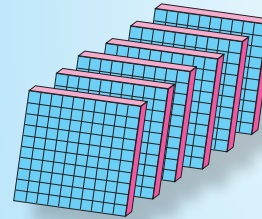
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Name _____

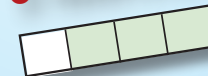
COMMON CORE STATE STANDARDS

Grade 2 Math

“I Can” Goals Checklist



3 fourths



5 minutes
before 2

2 groups of 5

250 - 100



3 rows of 4

Courtesy of K8 Math Sense for 2020-2021

Name _____

Class _____ Date _____



For each goal that has been mastered, mark the box and write the date.



OPERATIONS AND ALGEBRAIC THINKING

1 Represent and solve problems involving addition and subtraction.

- 1. I can add and subtract within 100 to solve word problems about combining or separating. _____
- 2. I can add and subtract within 100 to solve word problems about comparing. _____
- 3. I can use objects or drawings to represent word problems. _____
- 4. I can use equations to represent word problems. _____

2 Add and subtract within 20.

- 1. I can fluently add within 20 using mental strategies. _____
- 2. I can fluently subtract within 20 using mental strategies. _____
- 3. I know from memory all sums of two one-digit numbers. _____

3 Work with equal groups of objects to gain foundations for multiplication.

- 1. I can find out if a group of up to 20 objects is even or odd. _____
- 2. I can express an even number as a sum of two equal addends. _____
- 3. I can add to find the number shown by an array with up to 5 rows and 5 columns. _____
- 4. I can write an equation for an array as a sum of equal addends. _____

Name _____



NUMBER AND OPERATIONS IN BASE TEN

1 Understand place value.

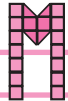
- 1. I understand that a three-digit number represents hundreds, tens, and ones. _____
- 2. I understand that a hundred is 10 tens. _____
- 3. I understand that 100, 200, and so on refer to hundreds with 0 tens and 0 ones. _____
- 4. I can count by 5s, 10s, and 100s within 1000. _____
- 5. I can read and write numbers to 1000. _____
- 6. I can represent numbers to 1000 as written numerals. _____
- 7. I can write numbers to 1000 in expanded form. _____
- 8. I can compare two 3-digit numbers using the symbols $>$, $=$, and $<$. _____

2 Use place value understanding and properties of operations to add and subtract.

- 1. I can fluently add within 100 using various strategies. _____
- 2. I can fluently subtract within 100 using various strategies. _____
- 3. I can add up to four 2-digit numbers using various strategies. _____
- 4. I can add within 1000 using models or drawings. _____
- 5. I can add within 1000 using place value strategies. _____
- 6. I can subtract within 1000 using models or drawings. _____
- 7. I can subtract within 1000 using place value strategies. _____
- 8. I can mentally find 10 or 100 more or less than any three-digit number. _____
- 9. I can explain why addition and subtraction strategies work. _____

**GEOMETRY****1 Reason with shapes and their attributes.**

1. I can draw shapes having a given number of angles or sides. _____
2. I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. _____
3. I can partition a rectangle into squares and count the squares. _____
4. I can partition circles and rectangles into two, three, or four equal shares. _____
5. I can describe shares using the words halves, thirds, half of, a third of, etc. _____
6. I recognize that equal shares need not have the same shape. _____

**MEASUREMENT AND DATA****1 Measure and estimate lengths in standard units.**

1. I can measure in inches, feet, centimeters, and meters. _____
2. I can measure an object with two units and relate the measurements to the unit size. _____
3. I can estimate lengths in inches, feet, centimeters, and meters. _____
4. I can measure to find out how much longer one object is than another. _____

2 Relate addition and subtraction to length.

1. I can use drawings and equations to solve word problems involving lengths. _____
2. I can represent sums and differences within 100 on a number line diagram. _____

3 Work with time and money.

1. I can tell and write time to the nearest five minutes. _____
2. I can write times using a.m. and p.m. _____
3. I can solve word problems involving dollar bills and coins, using \$ and ¢ symbols. _____

4 Represent and interpret data.

1. I can make a line plot of measurement data, measured to nearest whole unit. _____
2. I can draw a bar graph with up to four categories. _____
3. I can draw a picture graph with up to four categories. _____
4. I can add or subtract to solve problems about data presented in a bar graph. _____