

Habits Checklist

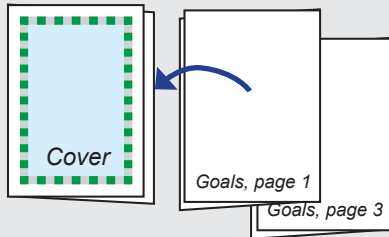
I am a star because...

- 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.



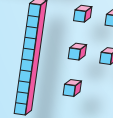
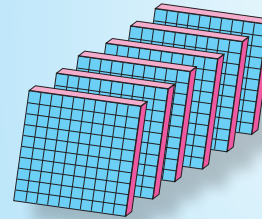
Grade 2 Math “I Can” Goals Leaflet (Published 08/08/2014 & Updated 05/11/2024)
Copyright © K8 Math Sense, 549 Acorn Drive, Oakwood, Ohio 45419. Written and illustrated by Angie Seltzer. Teachers and schools have permission to distribute to teachers, parents, students, and staff for noncommercial use. Highlighted cluster statements and Standards for Mathematical Practice © 2010 by National Governors Association Center for Best Practices and Council of Chief State School Officers. All Rights Reserved. Find related resources and links at www.k8mathsense.com.

Name _____

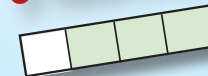
COMMON CORE STATE STANDARDS

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 2024-2025

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.

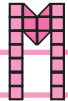
1. I understand that a three-digit number represents hundreds, tens, and ones. _____
2. I understand that a hundred is 10 tens. _____
3. I understand that 100, 200, and so on refer to hundreds with 0 tens and 0 ones. _____
4. I can count by 5s, 10s, and 100s within 1000. _____
5. I can read and write 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.

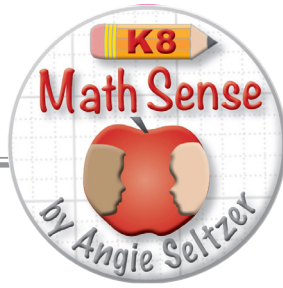
1. I can use drawings and equations to solve word problems involving lengths. _____
2. I can represent sums and differences within 100 on a number line diagram. _____

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. _____



Terms of Use

Thank you for downloading a printable *K8 Math Sense (K8MS)* resource and/or the related digital files! Your purchase gives you the right to use the resources in certain ways, but the copyright ownership is not transferred to you. Resources may occasionally be offered by K8MS as freebies, and the same terms of use apply to both purchased and free resources.

What a purchaser is allowed to do...

- Copy the PDF to your home computer or digital devices for personal use as an educator.
- Make photocopies for students in your classroom, for your own children, and for students you tutor.
- Post printable resources within your classroom or tutoring space.
- Transfer digital pages to the folders for your students as long as access is limited to those students only.
- Share a cover image for a resource in blog posts, at workshops, or at other professional development venues provided credit is given along with appropriate links back to the resource. Provide links to www.k8mathsense.com or to the *K8 Math Sense* store at an online marketplace that is legally distributing *K8 Math Sense* resources.
- Refer teachers, parents, or other people to the *K8 Math Sense* store to obtain the resources legally.

What a purchaser is NOT allowed to do...

- Claim ownership or authorship of *K8 Math Sense* resources.
- Remove the copyright line from printed resources.
- Share or exchange any portion of the digital or printed files with other teachers, with parents, or with students who are not in the purchaser's class.
- Resell your *K8 Math Sense* purchase or offer it as a giveaway.
- Post the digital files on any non-secure website anywhere on the internet including, but not limited to, sharing sites, news lists, or shared databases.

Thank you for respecting copyright laws and the hard work of authors. Please abide by the Terms of Use. If you have questions, please direct them to angieseltzer@gmail.com. Thanks again for choosing a *K8 Math Sense* resource.

Angie Seltzer

Click to view *K8 Math Sense* on Facebook or Pinterest.

