

Map: **Math Grade 2** Grade Level: **2**District: **Island Trees**Created: **08/27/2009** Last Updated: **08/27/2009**

| | Essential Questions | Content | Skills | Assessments | Standards/PIs | Resources/Notes |
|--------|--|--|--|-------------|--|-----------------|
| Unit 1 | <p>What does addition mean to you?</p> <p>Why do I need to add?</p> <p>What are some ways you can add?</p> <p>What are some activities you do in which you need to add?</p> <p>How can I use knowledge of addition to add three 1 digit numbers?</p> <p>How can I draw conclusions about how numbers are used in everyday life using <u>Numbers</u>?</p> | <p>Chapter 1</p> <p>The meaning of addition</p> <p>Number facts to 18</p> <p>Different addition strategies</p> <p>Number sentences</p> <p>Problem solving</p> | <p>Understand the meaning of and use the terms add, addend, sum, plus, equals, and number sentence</p> <p>Show different facts for the sums to ten using manipulatives</p> <p>Explore counting on, doubles, doubles + 1,2, or 3, make a ten, associative property</p> <p>Use a ten frame to find sums or patterns when adding with ten</p> <p>Adding three or more numbers</p> <p>Solve problems with missing addends</p> <p>Identifying key words (in all, altogether, more, total) to solve addition word problems</p> <p>Write one digit number sentences using the draw a picture strategy to solve problems</p> | | <p>MST3-2.PS.3</p> <p>MST3-2.PS.4</p> <p>MST3-2.PS.5</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.RP.4</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.2</p> <p>MST3-2.CN.4</p> <p>MST3-2.CN.7</p> <p>MST3-2.CN.9</p> <p>MST3-2.R.1</p> <p>MST3-2.R.4</p> <p>MST3-2.R.7</p> <p>MST3-2.N.15</p> <p>MST3-2.N.16</p> <p>MST3-2.N.17</p> | |

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| Unit 2 | <p>What does subtraction mean to you?</p> <p>Why do I need to subtract?</p> <p>What is the difference between addition and subtraction?</p> <p>What are some ways you can subtract?</p> <p>What is a fact family?</p> <p>How can a fact family help me to remember my math facts?</p> | <p>Chapter 2</p> <p>The meaning of subtraction</p> <p>Different subtraction strategies</p> <p>Relationship of addition to subtraction</p> <p>Problem solving</p> | <p>Understand the meaning of and use the terms subtraction, difference, and minus</p> <p>Explore counting back, doubles, using 10, and using addition to subtract</p> <p>Solve a subtraction sentence</p> <p>Identify fact families to 18</p> <p>Read, make and interpret a bar graph</p> <p>Identify key words (take away, left, less, how many more) to solve a subtraction word problem)</p> <p>Write one digit number sentences using draw a picture or a number line to solve subtraction problems</p> <p>Choose the correct operation</p> | | <p>MST3-2.PS.3</p> <p>MST3-2.PS.4</p> <p>MST3-2.PS.5</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.RP.4</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.2</p> <p>MST3-2.CN.4</p> <p>MST3-2.CN.7</p> <p>MST3-2.CN.8</p> <p>MST3-2.CN.9</p> <p>MST3-2.N.15</p> <p>MST3-2.N.16</p> <p>MST3-2.N.17</p> <p>MST3-2.S.3</p> <p>MST3-2.S.5</p> <p>MST3-2.R.1</p> <p>MST3-2.R.4</p> <p>MST3-2.R.7</p> | |

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| Unit 3 | How do we write larger numbers? | Chapter 3 Two-digit numbers Place value Regrouping Number patterns to 99 Problem solving | Review addition & subtraction facts | MST3-2.PS.4 MST3-2.N.1 MST3-2.PS.8 MST3-2.PS.9 MST3-2.N.2 MST3-2.N.5 MST3-2.N.6 MST3-2.N.7 MST3-2.N.9 MST3-2.N.10 MST3-2.N.11 MST3-2.N.14 MST3-2.CM.2 MST3-2.CM.3 MST3-2.CM.4 MST3-2.CM.6 MST3-2.R.1 MST3-2.R.4 MST3-2.R.7 MST3-2.A.1 MST3-2.RP.3 MST3-2.RP.4 MST3-2.CN.1 MST3-2.CN.2 MST3-2.CN.4 MST3-2.CN.9 |
| | How many ones are in one group of ten? | | Understand and use the terms; tens, ones, pattern, regroup, estimate, odd, even, greater than, less than, after, before, between | |
| | How can you tell how many tens and ones are in a number? | | Group and count objects by tens and ones | |
| | What kinds of patterns do you see in numbers? | | Identify and write tens and ones | |
| | | | Regroup ones as tens | |
| | | | Compare two digit numbers using the > and < | |
| | | | Skip count by twos, threes, fours, fives and tens | |
| | | | Recognize even, odd, and ordinal numbers | |
| | | | Identify ordinal positions of objects or people in a picture | |
| | | | Introduce and use guess and check to estimate large numbers | |
| | | | Use skip counting to identify patterns | |

| | Essential Questions | Content | Skills | Assessments | Standards/PIs | Resources/Notes |
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| Unit 4 | <p>What are some addition strategies?</p> <p>How can you add three numbers?</p> <p>What is place value?</p> <p>What is the highest amount of ones that you can have in the ones places?</p> <p>In what place value should you begin to add?</p> | <p>Chapter 5</p> <p>When and how to regroup when adding two digit numbers</p> <p>Three digit addition</p> <p>Problem solving</p> | <p>Count by tens</p> <p>Estimating sums</p> <p>Identify when to regroup ten ones as one ten</p> <p>Regrouping using pictures</p> <p>Continue a color or number pattern</p> <p>Use data from a table to interpret information correctly</p> <p>Continue number patterns with addition</p> <p>Using addition clues solve two digit problems</p> | | <p>MST3-2.PS.2</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.PS.10</p> <p>MST3-2.RP.3</p> <p>MST3-2.RP.5</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.4</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.2</p> <p>MST3-2.CN.4</p> <p>MST3-2.R.1</p> <p>MST3-2.R.4</p> <p>MST3-2.R.5</p> <p>MST3-2.N.7</p> <p>MST3-2.N.16</p> <p>MST3-2.N.18</p> <p>MST3-2.S.4</p> | |
| Unit 5 | <p>What are some subtraction strategies?</p> <p>What is a fact family?</p> <p>How do fact families make it easier to add and subtract?</p> <p>What happens to the tens place each time you subtract a ten</p> | <p>Chapter 6</p> <p>When and how to regroup when subtracting two digit numbers</p> <p>Addition and subtraction of money</p> | <p>Count by tens to subtract</p> <p>Identify when to regroup one ten as ten ones</p> <p>Subtract two digit numbers</p> <p>Subtracting two digit numbers in both</p> | | <p>MST3-2.PS.2</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.PS.10</p> <p>MST3-2.RP.5</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.2</p> | |

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| | In what place value do you begin to subtract? | Subtraction to check addition Problem solving | horizontal and vertical form Understand that addition can be used to check subtraction Add and subtract money amounts less than one dollar Decide when to add or subtract when solving a story problem Continue number patterns with subtraction | | MST3-2.CN.4 MST3-2.CN.8 MST3-2.CN.9 MST3-2.N.7 MST3-2.N.15 MST3-2.N.16 |
| Unit 6 | How does knowing about money help us in our everyday lives? What are the different coins and how can I identify them? Why is it important to count money? How can you count a set of coins? How can I determine how many coins I need to buy items and make change? When do you use telling time in real life? What are some things that you can do in a minute? What are some things you can do in an hour? | Chapters 4 and 7 Coin values The concept of time Measurement of time Elapse time Problem solving | Introduce terms; cent, penny, nickle, dime, quarter, half dollar, dollar Identify coins and their values Count pennies, nickles, and dimes Count coins equal to a quarter and half dollar Count and compare sets of coins Demonstrate different ways to show the same amount of money in more than one way Identify the value of a dollar Solve problems using data from a picture Deciding the amount of change needed if required | | MST3-2.M.6 MST3-2.M.7 MST3-2.M.8 MST3-2.M.9 MST3-2.PS.3 MST3-2.PS.4 MST3-2.PS.8 MST3-2.RP.5 MST3-2.CN.2 MST3-2.CN.7 MST3-2.CN.9 MST3-2.CM.6 MST3-2.R.4 |

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| <p>How can I use a step by step process to create a budget using Making a Budget?</p> | | <p>Introduce and use a list to record various money amounts</p> <p>Practice telling time to the hour, half hour and quarter hour</p> <p>Introduce terms; minute, hour, hour hand, minute hand, calendar</p> <p>Identify time on an analog & digital clocks</p> <p>Read and write time to the hour, half hour and quarter hour</p> <p>Telling time in five minute intervals</p> <p>Determine and write elapse time</p> <p>How to read and interpret a schedule and a calendar</p> | | | |
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| | Essential Questions | Content | Skills | Assessments | Standards/PIs | Resources/Notes |
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| Unit 7 | <p>How can you tell how many tens and ones are in a number?</p> <p>How can you compare two digit numbers?</p> <p>How do you decide when to regroup when adding or subtracting hundreds?</p> | <p>Continue Chapter 7</p> <p>Math Chapter 9</p> <p>Place value</p> <p>Number patterns to 1,000</p> <p>rounding</p> | <p>Introduce terms; hundreds, digit</p> <p>Group and count count objects by hundreds, tens and ones</p> <p>Identify and write three digit numbers</p> <p>Recognize and understand the place value of each digit in a three digit number</p> <p>Finding patterns using a number chart</p> <p>Count and write dollars and cents</p> <p>Comparing three digit numbers using < and ></p> <p>Identifying before, after, and between numbers</p> <p>Use basic facts to add and subtract hundreds with and without regrouping</p> | | <p>MST3-2.PS.4</p> <p>MST3-2.PS.6</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.RP.1</p> <p>MST3-2.RP.5</p> <p>MST3-2.CM.1</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.2</p> <p>MST3-2.PS.10</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.1</p> <p>MST3-2.CN.4</p> <p>MST3-2.CN.6</p> <p>MST3-2.CN.7</p> <p>MST3-2.CN.9</p> <p>MST3-2.N.1</p> <p>MST3-2.N.2</p> <p>MST3-2.N.5</p> <p>MST3-2.N.6</p> <p>MST3-2.N.9</p> <p>MST3-2.N.13</p> <p>MST3-2.N.16</p> <p>MST3-2.R.4</p> <p>MST3-2.A.1</p> | |

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| Unit 8 | <p>How can you compare two digit numbers?</p> <p>How do you decide when to regroup when adding or subtracting hundreds?</p> | <p>Chapter 11</p> <p>Addition and subtraction of three digit numbers</p> <p>Problem solving</p> | <p>Adding and subtracting money</p> <p>Counting up to make change</p> <p>Solve three digit problems using addition and subtraction</p> | | <p>MST3-2.PS.6</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.10</p> <p>MST3-2.RP.3</p> <p>MST3-2.RP.3</p> <p>MST3-2.RP.5</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.4</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.2</p> <p>MST3-2.CN.4</p> <p>MST3-2.R.1</p> <p>MST3-2.R.4</p> <p>MST3-2.N.7</p> <p>MST3-2.N.16</p> <p>MST3-2.N.18</p> | |
| Unit 9 | <p>What measurements can you use to tell how long or high something is?</p> <p>What measurements can you use to tell how much something weighs?</p> <p>What measurements can you use to tell how much something holds?</p> | <p>Chapters 8 and 10</p> <p>Use concrete materials for measurement</p> <p>Units of measurement in the non-standard, standard and metric systems</p> <p>Tools of measurement</p> <p>Problem solving</p> | <p>Introduce terms; times, product, multiply</p> <p>Identify and make equal groups</p> <p>Relate multiplication to repeated addition</p> <p>Explore multiplication using arrays</p> <p>Multiplication in the vertical and horizontal form</p> | | <p>MST3-2.N.20</p> <p>MST3-2.N.21</p> <p>MST3-2.PS.3</p> <p>MST3-2.PS.4</p> <p>MST3-2.PS.6</p> <p>MST3-2.PS.7</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.CM.1</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.6</p> | |

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| | | | <p>Use various strategies to multiply</p> <p>Draw pictures to solve problems</p> <p>Making equal groups in division</p> <p>Finding how many are in each group in division</p> <p>Make, read and use a pictograph to solve problems</p> | <p>MST3-2.RP.4</p> <p>MST3-2.CN.2</p> <p>MST3-2.CN.6</p> <p>MST3-2.R.4</p> <p>MST3-2.S.3</p> | |
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| | Essential Questions | Content | Skills | Assessments | Standards/PIs | Resources/Notes |
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| Unit 10 | <p>Where in the real world would you find geometric shapes?</p> <p>What shapes are useful in the world around me?</p> <p>How do I compare fractions?</p> <p>How do I identify fractional parts of a whole?</p> <p>What activities would involve fractions?</p> <p>How do I make reasonable predictions?</p> <p>How do I identify the likelihood of events to occur?</p> <p>How can I locate facts that describe the attributes of a circle using <u>Finding Shapes: Circles?</u></p> | <p>Geometric shapes</p> <p>Differentiate between various shapes and faces</p> <p>Fractions: importance of equal parts</p> <p>Probability: making predictions</p> <p>Problem solving</p> | <p>Define and understand geometrical terms: side, face, corner, edge, and angle</p> <p>Identify the shapes of various objects</p> <p>Compare space shapes and plane shapes</p> <p>Identify and count corners and sides of shapes</p> <p>Recognize congruent figures</p> <p>Find the perimeter of various shapes</p> <p>Read, make and interpret a bar graph</p> <p>Recognize symmetrical figures</p> <p>Identify equal and unequal parts of shapes</p> <p>Explore and describe fractions as parts of a whole</p> <p>Explore fractions that name more than one part</p> <p>Identify fractions as groups</p> <p>Record and use data from a survey</p> | | <p>MST3-2.G.2</p> <p>MST3-2.G.3</p> <p>MST3-2.G.6</p> <p>MST3-2.S.2</p> <p>MST3-2.S.3</p> <p>MST3-2.S.5</p> <p>MST3-2.PS.8</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.1</p> <p>MST3-2.CN.7</p> | |

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| How can I identify and define new vocabulary words about triangles using Finding Shapes: Triangles? | Identify the likelihood of events to occur Predict the probable outcomes of probability experiments | | |
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Key to Standards used in this Map

MST3-2.PS.2 [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 2.PS.2 - interpret information correctly, identify the problem, and generate possible solutions [Grade 2]

MST3-2.PS.3 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 2.PS.3 - act out or model with manipulatives activities involving mathematical content from literature and/or storytelling [Grade 2]

MST3-2.PS.4 [6 occurrences] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 2.PS.4 - formulate problems and solutions from everyday situations [Grade 2]

MST3-2.PS.5 [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.5 - use informal counting strategies to find solutions [Grade 2]

MST3-2.PS.6 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.6 - experience teacher-directed questioning process to understand problems [Grade 2]

MST3-2.PS.7 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.7 - compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking [Grade 2]

MST3-2.PS.8 [10 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.8 - use manipulatives to model the action in problems [Grade 2]

MST3-2.PS.9 [7 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.9 - use drawings/pictures to model the action in problems [Grade 2]

MST3-2.PS.10 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 2.PS.10 - explain to others how a problem was solved, giving strategies and justifications [Grade 2]

MST3-2.RP.1 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 2.RP.1 - understand that mathematical statements can be true or false [Grade 2]

MST3-2.RP.3 [4 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 2.RP.3 - investigate the use of knowledgeable guessing as a mathematical tool [Grade 2]

MST3-2.RP.4 [4 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 2.RP.4 - explore guesses, using a variety of objects and manipulatives [Grade 2]

MST3-2.RP.5 [5 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 2.RP.5 - justify general claims, using manipulatives [Grade 2]

MST3-2.CM.1 [2 occurrences] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 2.CM.1 - understand how to organize their thought processes [Grade 2]

MST3-2.CM.2 [5 occurrences] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 2.CM.2 - verbally support their reasoning and answer [Grade 2]

MST3-2.CM.3 [8 occurrences] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 2.CM.3 - share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations [Grade 2]

MST3-2.CM.4 [3 occurrences] - MST Standard 3 - Communication Strand - Students will analyze and evaluate the mathematical thinking and strategies of others. - Performance Indicator 2.CM.4 - listen to solutions shared by other students [Grade 2]

MST3-2.CM.6 [10 occurrences] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 2.CM.6 - use appropriate mathematical terms, vocabulary, and language [Grade 2]

MST3-2.CN.1 [3 occurrences] - MST Standard 3 - Connections Strand - Students will recognize and use connections among mathematical ideas. - Performance Indicator 2.CN.1 - recognize the connections of patterns in their everyday experiences to mathematical ideas [Grade 2]

- MST3-2.CN.2** [8 occurrences] - MST Standard 3 - Connections Strand - Students will recognize and use connections among mathematical ideas. - Performance Indicator 2.CN.2 - understand and use the connections between numbers and the quantities they represent to solve problems [Grade 2]
- MST3-2.CN.4** [7 occurrences] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 2.CN.4 - understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas [Grade 2]
- MST3-2.CN.6** [2 occurrences] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 2.CN.6 - understand how mathematical models represent quantitative relationships [Grade 2]
- MST3-2.CN.7** [5 occurrences] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 2.CN.7 - recognize the presence of mathematics in their daily lives [Grade 2]
- MST3-2.CN.8** [2 occurrences] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 2.CN.8 - recognize and apply mathematics to solve problems [Grade 2]
- MST3-2.CN.9** [6 occurrences] - MST Standard 3 - Connections Strand - Students will recognize and apply mathematics in contexts outside of mathematics. - Performance Indicator 2.CN.9 - recognize and apply mathematics to objects, pictures and symbols [Grade 2]
- MST3-2.R.1** [5 occurrences] - MST Standard 3 - Representation Strand - Students will create and use representations to organize, record, and communicate mathematical ideas. - Performance Indicator 2.R.1 - use multiple representations, including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations [Grade 2]
- MST3-2.R.4** [8 occurrences] - MST Standard 3 - Representation Strand - Students will select, apply, and translate among mathematical representations to solve problems. - Performance Indicator 2.R.4 - connect mathematical representations with problem solving [Grade 2]
- MST3-2.R.5** [1 occurrence] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical phenomena. - Performance Indicator 2.R.5 - use mathematics to show and understand physical phenomena [Grade 2]
- MST3-2.R.7** [3 occurrences] - MST Standard 3 - Representation Strand - Students will use representations to model and interpret physical, social, and mathematical phenomena. - Performance Indicator 2.R.7 - use mathematics to show and understand mathematical phenomena [Grade 2]
- MST3-2.N.1** [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.1 - skip count to 100 by 2's, 5's, 10's [Grade 2]
- MST3-2.N.2** [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.2 - count back from 100 by 1's, 5's, 10's using a number chart [Grade 2]
- MST3-2.N.5** [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.5 - compare and order numbers to 100 [Grade 2]
- MST3-2.N.6** [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.6 - develop an understanding of the base ten system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand [Grade 2]
- MST3-2.N.7** [4 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.7 - use a variety of strategies to compose and decompose two-digit numbers [Grade 2]
- MST3-2.N.9** [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.9 - name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart) [Grade 2]
- MST3-2.N.10** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.10 - use and understand verbal ordinal terms [Grade 2]
- MST3-2.N.11** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.11 - read written ordinal terms (first through ninth) and use them to represent ordinal relations [Grade 2]
- MST3-2.N.13** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.13 - recognize the meaning of zero in the place value system (0-100) [Grade 2]
- MST3-2.N.14** [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 2.N.14 - use concrete materials to justify a number as odd or even [Grade 2]
- MST3-2.N.15** [3 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.15 - determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one) [Grade 2]

MST3-2.N.16 [6 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.16 - use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping [Grade 2]

MST3-2.N.17 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.17 - demonstrate fluency and apply addition and subtraction facts up to and including 18 [Grade 2]

MST3-2.N.18 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.18 - use doubling to add 2-digit numbers [Grade 2]

MST3-2.N.20 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.20 - develop readiness for multiplication by using repeated addition [Grade 2]

MST3-2.N.21 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.21 - develop readiness for division by using repeated subtraction, dividing objects into groups (fair share) [Grade 2]

MST3-2.A.1 [2 occurrences] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 2.A.1 - use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers up to 100 [Grade 2]

MST3-2.G.2 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 2.G.2 - identify and appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both regular and irregular) [Grade 2]

MST3-2.G.3 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 2.G.3 - compose (put together) and decompose (break apart) two-dimensional shapes [Grade 2]

MST3-2.G.6 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will apply transformations and symmetry to analyze problem solving situations. [Transformational Geometry] - Performance Indicator 2.G.6 - explore line symmetry [Grade 2]

MST3-2.M.6 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 2.M.6 - know and recognize coins (penny, nickel, dime, quarter) and bills (\$1, \$5, \$10, and \$20) [Grade 2]

MST3-2.M.7 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 2.M.7 - recognize the whole dollar notation as \$1, etc. [Grade 2]

MST3-2.M.8 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 2.M.8 - identify equivalent combinations to make one dollar [Grade 2]

MST3-2.M.9 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 2.M.9 - tell time to the half hour and five minutes using both digital and analog clocks [Grade 2]

MST3-2.S.2 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 2.S.2 - collect and record data (using tallies) related to the question [Grade 2]

MST3-2.S.3 [3 occurrences] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 2.S.3 - display data in pictographs and bar graphs using concrete objects or a representation of the object [Grade 2]

MST3-2.S.4 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 2.S.4 - compare and interpret data in terms of describing quantity (similarity or differences) [Grade 2]

MST3-2.S.5 [2 occurrences] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 2.S.5 - discuss conclusions and make predictions from graphs [Grade 2]