

Grade 2 Unpacked Math Standards – Number Sense

2.N.1.1. Students are able to **read, write, count,** and **sequence** numerals to 100.

Webb Level: 1

Bloom: Comprehension

Verbs Defined:

Sequence – arrange or place in ascending or descending order

Key Terms Defined:

Numerals - a symbol that is used to represent a number (1, 26, 415)

Teacher Speak:

Students are able to read, write, count (use one-to-one correspondence to find the total number of objects), and sequence (arrange in ascending and descending order) the numerals 0 – 100.

Student Speak:

I can...

- Say the numbers in order from 0 to 100.
 - Say the numbers in order from 100 to 0.
 - Say the number before and after each number from 0 to 100.
 - Count 100 objects by groups of two, five and ten and tell how many.
 - Write the numerals in order from 0 to 100.
 - Write the numerals in order from 100 to 0.
 - Match number words I hear to numerals 0 to 100.
 - Say the forward and backward skip counting sequences in the range 0 – 100 for twos, fives, and tens.
 - Write numbers 0 – 100 in expanded notation ($54 = 50 + 4$)
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2.N.1.2. Students are able to **identify** and **represent** fractions as parts of a group.

Webb Level: 2

Bloom: Comprehension

Verbs Defined:

Identify – recognize

Represent – show

Key Terms Defined:

Fractions – when something (group, set, number) is divided in to equal parts, each part is called a fraction. A fraction can be expressed as one number written above another (x/y).

Teacher Speak:

Students are able to identify (recognize) and represent (show) fractions as parts of a group (halves, thirds, fourths).

Student Speak:

I can use fractions to show parts of a group.

2.N.2.1. Students are able to **solve** two-digit addition and subtraction problems written in horizontal and vertical formats using a variety of strategies.

Webb Level: 2**Bloom: Comprehension****Verbs Defined:**

Solve – answer

Key Terms Defined:

Two-digit number – a numeral containing a digit in the ones place and a digit in the tens place

Variety of strategies

- Breaking apart numbers – thinking of numbers in terms of their parts and adding part of a number at a time.
 $12+18$
 $10+2+10+8$
 $10+10+2+8$
 $20+10=30$
- Commutative Property $3+4=4+3$
- Using Landmark numbers – example: $18+6$ think $18+2=20$ then $20+4=24$. 20 is the landmark number.
- Estimation
- Inverse Operations $4+5=9$ so $9-5=4$
- Internalized number combinations - memorized math facts
- Compensation - $18+7$ think of 18 as 20 then remove the extra 2 at the end.
 $18+7$
 $18+2=20$
 $20+7=27$
 $27-2=25$

Teacher Speak:

Students are able to solve two-digit addition and subtraction problems written in horizontal and vertical formats using a variety of strategies.

Student Speak:

I can solve two-digit addition or subtraction problems using different strategies.

I can solve addition or subtraction problems written horizontally or vertically.

2.N.3.1. Students are able to solve addition and subtraction problems up to 100 in context.

Webb Level:

Bloom: Application

Verbs Defined:

Key Terms Defined:

In context - In word form

Teacher Speak:

Students are able to solve addition and subtraction problems up to 100 in context (in word form).

- Students are able to represent problem situations and solve using concrete objects, pictures, numbers, tables, or charts.
- Students are able to explain the strategies used to arrive at a solution to a problem.
- Students are able to select the appropriate operation.
- Estimate to determine if a given answer is reasonable.

Student Speak:

I can solve story problems.

I can tell how I solved the problem.

I can estimate to see if my answer makes sense.