Second Grade Math Expectations

This list is to be used as a general framework. Each school or school district may have their own set of guidelines.

Fall

- Can orally count to 120 starting from any number
- Can count by 10s and understands the meaning of 10 more and 10 less
- Can write the numbers from 1-100
- Know the partners to 10
- Can add and subtract numbers within 20 using objects, fingers, mental images or drawings to solve word problems
- Understands the meaning of the equal sign
- Can work with numbers 11-19 to gain foundation for place value (e.g. 12 = 10 +2)
- More comfortable solving one-step word problems involving situations of adding to or taking from
- Can classify objects and count the number of objects in each category
- Can identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders and spheres)
- With support, can represent and interpret data

Spring

- Can count within 1,000, count by 5s, 10s, 100s
- Can read and write numbers to 1,000
- Can fluently add and subtract within 1,000 using mental strategies
- Can mentally add 10 or 100 to a given number 100-900, and can mentally subtract 10 or 100 from a given number 100-900
- Can add and subtract numbers to 1,000 with and without regrouping (e.g. 56 + 33, 104 + 77, 765-21, 846-379, etc.). There is a huge emphasis on using the vertical algorithm as one of the most efficient strategies
- Growing more comfortable with comparing numbers using >, <, and = symbols to record the results of the comparisons
- Can solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions using drawing and symbols to help solve the problem
- Using repeated addition to find the total number of objects arranged in rectangular arrays in preparation for multiplication
- Draw a picture graph and a bar graph to represent a data set
- Knows how to measure the length of an object and using appropriate tools (e.g. ruler, yardstick, etc.)
- Represent whole numbers as lengths from 0 on a number line diagram