Grade 2 *Everyday Mathematics*® Content by Strand

The Key Concepts and Skills for each content strand are presented by month. For more information, refer to the Key Concepts and Skills table in the Unit Organizer of the *Teacher's Lesson Guide*.

	August/September Lessons 1•1–2•3	October Lessons 2•4–3•4	November Lessons 3•5–4•8	December Lessons 4•9–5•9	January Lessons 6•1–7•2	February Lessons 7•3–8•5	March Lessons 8•6–9•10	April Lessons 10•1–11•3	May/June Lessons 11•4–12•8
Number and Numeration	Count on ones. [Goal 1; Lesson 1•1] Read and write numbers to 10s, 100s, and 1,000s. [Goal 2; Lesson 1•1] Compare and order numbers on a number line. [Goal 7; Lesson 1•1] Use *Addition Top-It* to practice addition. Compare numbers in *Addition Top-It*. [Goal 7; Lesson 1•4] Count on by 1s, 10s, and 100s. [Goal 1; Lesson 1•5] Count by 2s, 5s, and 10s on the number grid. [Goal 1; Lesson 1•5] Write numbers to 1,000s. [Goal 2; Lesson 1•7] Identify odd and even numbers on the number grid. [Goal 4; Lesson 1•7] Count on the number grid. [Goal 1; Lesson 1•8] Use place-value skills to complete number-grid puzzles. [Goal 2; Lesson 1•8] Count on by 2s and 10s on the calculator. [Goal 1; Lesson 1•9] Write equivalent names for numbers. [Goal 5; Lesson 1•9] Count by 6s, 7s, and 4s on the calculator. [Goal 1; Lesson 1•10] Identify the ones digit in numbers. [Goal 2; Lesson 1•10] Compare numbers. [Goal 7; Lesson 1•11] Count by 1s, 10s, and 100s with base-10 blocks. [Goal 1; Lesson 1•12] Use dominoes to identify equivalent names for numbers. [Goal 5; Lesson 1•12]	Recognize odd and even numbers. [Goal 4; Lesson 2•6] Generate equivalent names for numbers in a name-collection box. [Goal 5; Lesson 2•6] Count on and back by 1s, 2s, 3s, 5s and 10s. [Goal 1; Lesson 2•7] Count up and back by 1s. [Goal 1; Lesson 2•12] Count by ones, 10s, and 100s with base-10 blocks. [Goal 1; Lesson 2•11] Explore place-value concepts with base-10 blocks; read and write 2- and 3-digit numbers. [Goal 2; Lesson 3•1] Build numbers with base-10 blocks in preparation for modeling addition strategies. [Goal 2; Lesson 3•1] Count by 5s, 10s, and 25s. [Goal 1; Lesson 3•2] Use dollars-and-cents notation. [Goal 2; Lesson 3•2] Model 2-digit numbers with base-10 blocks. [Goal 2; Lesson 3•4]	Compare and order numbers. [Goal 7; Lesson 3•5] Use dollars-and-cents notation. [Goal 2; Lesson 3•6] Count by 1s, 5s, 10s, and 25s. [Goal 1; Lesson 3•7] Write money amounts. [Goal 2; Lesson 3•7] Count by ones, 10s, and 100s with base-10 blocks. [Goal 1; Lesson 3•8] Write money amounts. [Goal 2; Lesson 3•8] Count up by 5s and 10s to solve money number stories. [Goal 2; Lesson 4•2] Count by 10s and 2s from a multiple of 10. [Goal 1; Lesson 4•8] Identify the value of digits in multidigit numbers. [Goal 2; Lesson 4•8]	Identify the value of a digit in multidigit numbers. [Goal 2; Lesson 4•9] Count a collection of pennies. [Goal 1; Lesson 5•4] Count the total number of cubes. [Goal 1; Lesson 5•4] Divide shapes into equal parts. [Goal 3; Lesson 5•6]	Generate whole numbers from sets of tally marks. [Goal 5; Lesson 6•3] Count up and back by 1s and 10s. [Goal 1; Lesson 6•5] Model multidigit numbers using base-10 blocks. [Goal 2; Lesson 6•5] Count dots in an array. [Goal 1; Lesson 6•6] Find the total number of objects in several groups. [Goal 1; Lesson 6•7] Count objects in an array. [Goal 1; Lesson 6•9] Count up and back by 2s, 5s, and 10s. [Goal 1; Lesson 7•1] Skip count on a calculator. [Goal 1; Lesson 7•1] Count by 1s to find differences. [Goal 1; Lesson 7•2]	Compare numbers. [Goal 7; Lesson 7•3, 7•5] Find halves of even numbers. [Goal 3; Lesson 7•4] Read numbers on a bath scale. [Goal 2; Lesson 7•5] Order and compare numbers. [Goal 7; Lesson 7•7, 7•8] Use manipulatives to model ½, ⅓, and ¼. [Goal 3; Lesson 8•2] Divide shapes into equal parts. [Goal 3; Lesson 8•2] Write fractions to name equal parts. [Goal 3; Lesson 8•1] Count by 1s, 10s, and 100s. [Goal 1; Lesson 7•1] Use fractional parts using pattern blocks. [Goal 3; Lesson 8•2] Describe and name fractional parts of a collection of objects. [Goal 3; Lesson 8•3] Use manipulatives to model fractions as equal parts of a collection of things. [Goal 3; Lesson 8•3] Count equal parts of a circle. [Goal 3; Lesson 8•4] Label fractional parts of a circle. [Goal 3; Lesson 8•4] Identify and write equivalent fractions. [Goal 3; Lesson 8•4] Use fraction cards to find equivalences. [Goal 6; Lesson 8•5] Read and record equivalent fractions. [Goal 6; Lesson 8•5] Compare fractions. [Goal 7; Lesson 8•5]	Find equivalent fractions. [Goal 6; Lesson 8•6] Discuss strategies for comparing fractions. [Goal 7; Lesson 8•6] Identify and compare fractions using shaded fraction cards. [Goal 7; Lesson 8•7] Make up and solve number stories involving fractions of collections. [Goal 3; Lesson 8•7] Use manipulatives to represent fractions of collections. [Goal 3; Lesson 8•7] Share strategies for comparing fractions. [Goal 7; Lesson 8•7] Compare a U.S. customary and metric units. [Goal 2; Lesson 9•3] Find fractional parts of an inch and centimeter. [Goal 3; Lesson 9•3] Compare lengths. [Goal 7; Lesson 9•3] Compare measures. [Goal 7; Lesson 9•5] Compare square centimeters. [Goal 7; Lesson 9•8] Explore equivalent measures. [Goal 6; Lesson 9•9] Compare numbers. [Goal 7; Lesson 9•8] Compare weights. [Goal 7; Lesson 9•8]	Read and write money amounts in dollars-and-cents notation. [Goal 2; Lessons 10•2, 10•3] Find fractional parts of $1.00. [Goal 3; Lesson 10•6] Count by 1s, 5s, 10s, 25s, and 100s. [Goal 1; Lesson 10•5] Write money amounts using dollars-and-cents notation. [Goal 2; Lessons 10•6, 10•4] Write money amounts. [Goal 2; Lesson 10•7] Divide shapes to model fractions as equal parts of a region or collection. [Goal 3; Lesson 10•6] Count by 1s, 10s, and 100s. [Goal 1; Lessons 10•5, 11•1] Model and write 3- and 4-digit numbers using base-10 blocks and money. [Goal 2; Lesson 10•6] Count forward by 10s, 100s, and 1,000s. [Goal 1; Lesson 11•1] Read, write, and model numbers to the ten-thousands using place-value tools. [Goal 2; Lesson 10•6] Write the values of digits in numbers. [Goal 2; Lesson 11•1] Count by 1,000s. [Goal 1; Lesson 11•1] Model and write 4-digit numbers using a place-value tool. [Goal 2; Lesson 10•6] Identify digit values. [Goal 2; Lesson 10•10] Find equivalent names for whole numbers. [Goal 5; Lesson 10•11] Write money amounts in dollars-and-cents notation. [Goal 2; Lesson 11•1] Make equivalent names using base-10 blocks. [Goal 5; Lesson 11•3]	Order numbers in the context of timelines. [Goal 7; Lesson 12•3] Order numbers. [Goal 7; Lesson 12•6]
Operations and Computation	Use a counting-up strategy to calculate the total value of coin combinations. [Goal 2; Lesson 1•4] Calculate the values of coin combinations. [Goal 2; Lesson 1•2] Use *Addition Top-It* to practice addition facts. [Goal 1; Lesson 1•4] Use counting up to calculate the value of bill combinations. [Goal 2; Lesson 1•5] Write equivalent names for numbers using facts; use facts to solve Broken Calculator problems. [Goal 5; Lesson 1•9] Calculate and compare the values of combinations of coins. [Goal 2; Lesson 1•11] Practice addition facts with dominoes. [Goal 1; Lesson 1•12] Solve number stories involving addition. [Goal 1; Lesson 2•1] Write number stories that involve parts-and-total and change situations. [Goal 4; Lesson 2•1] Discuss +0 and −1 facts shortcuts. [Goal 1; Lesson 2•2] Use the Addition/Subtraction Fact Table to practice facts. Solve facts involving doubles. [Goal 1; Lesson 2•3]	Practice doubles facts. [Goal 1; Lesson 2•5] Develop and practice strategies for addition that use doubles facts. [Goal 1; Lesson 2•5] Practice subtraction facts. [Goal 1; Lesson 2•6] Show coin combinations for an amount. [Goal 2; Lesson 2•6] Practice basic facts in the context of Fact Triangles. [Goal 1; Lesson 3•3] Use repeated addition to solve equal groups problems. [Goal 4; Lesson 2•9] Use addition and subtraction facts in the *Name That Number* game. [Goal 1; Lesson 2•9] Practice facts in Frames-and-Arrows problems. [Goal 1; Lesson 2•10] Practice facts in "What's My Rule?" problems. [Goal 1; Lesson 2•11] Use addition and subtraction facts to solve subtraction problems. [Goal 1; Lesson 2•12] Use Fact Triangles to practice facts. [Goal 1; Lesson 3•3] Use counting-up and counting-back strategies for subtraction. [Goal 1; Lesson 2•12] Solve −8 and −9 facts to solve 2-digit by 1-digit subtraction problems. [Goal 2; Lesson 2•13] Calculate coin combinations. [Goal 2; Lesson 3•2]	Use parts-and-total diagrams to find totals. [Goal 4; Lesson 3•5] Use ballpark estimates. [Goal 2; Lesson 3•6] Make change by counting up. [Goal 2; Lesson 3•7] Show combinations for an amount. [Goal 2; Lesson 3•6] Use strategies to make change. [Goal 2; Lesson 3•8] Calculate coin amounts. [Goal 2; Lesson 3•8] Use basic addition and subtraction facts to compute extended facts. [Goal 1; Lesson 4•1] Use simple addition facts. [Goal 1; Lesson 4•1] Create and solve change-to-more number stories. [Goal 4; Lesson 4•1] Use a parts-and-total diagram. [Goal 4; Lesson 4•1] Solve multidigit addition number stories in the context of money. [Goal 4; Lesson 4•2] Solve parts-and-total number stories. [Goal 4; Lesson 4•8] Use counting and write the value of coin combinations. [Goal 2; Lesson 4•6] Solve problems involving addition and subtraction of 2-digit whole numbers. [Goal 2; Lesson 4•4] Demonstrate and explain temperature-change stories. [Goal 4; Lesson 4•4] Compare money amounts. [Goal 2; Lesson 4•5] Estimate money amounts to solve problems. [Goal 3; Lesson 4•5] Share strategies for estimating total money amounts. [Goal 3; Lesson 4•5] Calculate money amounts. [Goal 2; Lesson 4•5] Use parts-and-total diagrams to solve multidigit addition problems. [Goal 4; Lesson 4•6] Share solution strategies for finding the sum of multidigit numbers mentally. [Goal 1; Lesson 4•7] Use base-10 blocks to add two multidigit numbers. [Goal 2; Lesson 4•8] Practice addition fact extensions. [Goal 2; Lesson 4•8] Estimate sums by changing the addends to "close but easier" numbers. [Goal 3; Lesson 4•8]	Use base-10 blocks and fact extensions to add two multidigit whole numbers. [Goal 2; Lesson 4•9] Use ballpark estimates. [Goal 2; Lesson 5•1] Use equal sharing to explore division. [Goal 4; Lesson 5•2] Solve number stories using addition facts. [Goal 1; Lesson 5•2] Use arrays to model multiplication. [Goal 4; Lesson 5•4]	Use and explain strategies for adding three or more numbers. [Goal 1; Lesson 6•1] Share number tally solution strategies. [Goal 1; Lesson 6•2] Describe and solve comparison number stories. [Goal 4; Lesson 6•2] Explain solution strategies. [Goal 1; Lesson 6•3] Solve multidigit addition and subtraction problems within number stories. [Goal 2; Lesson 6•4] Identify change, parts-and-total, and comparison number stories. [Goal 4; Lesson 6•7] Develop counting up and back strategies for subtraction. [Goal 1; Lesson 6•5] Use and explain strategies for solving multidigit subtraction problems. [Goal 1; Lesson 6•6] Create equal-size groupings. [Goal 4; Lesson 6•6] Use geoboards to create arrays. [Goal 4; Lesson 6•8] Make arrays to represent equal groups. [Goal 4; Lesson 6•7] Use various strategies to solve equal-groups number stories. [Goal 4; Lesson 6•7] Solve multiplication number stories using rectangular arrays. [Goal 4; Lesson 6•8] Solve multiplication number stories using rectangular arrays. [Goal 4; Lesson 6•9] Create rectangular arrays using concrete objects. [Goal 4; Lesson 6•9] Explore the concept of equal sharing and equal grouping. [Goal 4; Lesson 6•10] Create rectangular arrays. [Goal 4; Lesson 6•10] Solve division number stories using concrete objects. [Goal 4; Lesson 6•10] Use a number grid and calculator to find differences between multidigit numbers and multiples of 10. [Goal 2; Lesson 7•2] Find the complements of multiples of 10. [Goal 1; Lesson 7•2]	Solve addition problems with 3 or more numbers. [Goal 2; Lesson 7•3] Calculate dollar and coin amounts. [Goal 2; Lesson 7•5] Solve and record solution strategies for equal sharing problems in the context of money. [Goal 4; Lesson 7•4] Solve number stories for the total amount. [Goal 4; Lesson 8•1] Make arrays on geoboards to model multiplication. [Goal 4; Lesson 8•2]	Use addition to find the perimeter of polygons. [Goal 1; Lesson 9•4] Solve number stories. [Goal 4; Lesson 9•5]	Calculate coin and bill combinations. [Goal 2; Lesson 10•1] Calculate dollar and coin amounts. [Goal 2; Lesson 10•1] Estimate the total cost. [Goal 3; Lesson 10•1] Solve multistep problems. [Goal 2; Lesson 10•2] Calculate arrays to model multiplication. [Goal 4; Lessons 10•4, 11•4] Make and solve difference and comparison problems. [Goal 4; Lesson 10•3] Calculate exact money amounts and share solution strategies. [Goal 2; Lesson 10•5] Solve money number stories using a calculator. [Goal 2; Lesson 10•5] Estimate money amounts. [Goal 3; Lesson 10•5] Count up to make change. [Goal 2; Lesson 10•6] Estimate and share solution strategies for finding change. [Goal 3; Lesson 10•6] Solve basic facts. [Goal 1; Lesson 10•11] Solve problems involving three or more addends. [Goal 2; Lesson 10•11] Solve and share solution strategies for addition problems in the context of money. [Goal 2; Lesson 11•1] Use strategies to estimate total cost. [Goal 3; Lesson 11•1] Find differences by counting up. [Goal 2; Lesson 11•1] Use and explain strategies for solving subtraction problems. [Goal 2; Lesson 11•3] Make ballpark estimates for subtraction problems. [Goal 3; Lesson 11•3]	Use repeated addition, arrays, and skip counting to model multiplication. [Goal 4; Lesson 11•4] Use equal groups and equal shares to model division. [Goal 4; Lesson 11•6] Create arrays to model multiplication. [Goal 4; Lesson 11•5] Use arrays and repeated addition to model division in the context of number stories. [Goal 4; Lessons 11•6, 11•7, 11•8] Use arrays to model multiplication. [Goal 4; Lesson 11•7] Draw arrays to model multiplication in the context of number stories. [Goal 4; Lesson 11•6] Use arrays, skip-counting, and repeated addition to model multiplication. [Goal 4; Lesson 11•8] Use manipulatives to solve multidigit addition and subtraction problems. [Goal 2; Lesson 12•2] Make reasonable estimates for whole number addition and subtraction. [Goal 3; Lesson 12•3] Use strategies to solve multiplication facts. [Goal 1; Lesson 12•5] Use manipulatives to solve equal-shares number stories. [Goal 4; Lesson 12•6] Investigate the connections between equal groups and equal shares. [Goal 4; Lesson 12•7] Solve and share solution strategies for addition problems in the context of money. Find the difference between two sets of numbers.	
Data and Chance	Use probability terms to describe events. [Goal 3; Lesson 1•3]	Make a tally chart and bar graph to represent data. [Goal 1; Lesson 2•5] Discuss data in a tally chart, bar graph, and picture graph. [Goal 2; Lesson 3•5]	Collect data and tabulate it in a tally chart. [Goal 1; Lesson 6•1] Use data in a tally chart to draw and interpret a bar graph. [Goal 1; Lesson 6•3] Draw conclusions and answer questions from tally-chart and bar-graph data. [Goal 2; Lesson 6•3]		Collect and record data. [Goal 1; Lesson 7•6] Collect and organize data. [Goal 1; Lesson 7•6] Find the median of a data set using concrete materials. [Goal 2; Lesson 7•7] Collect data and create frequency tables, line plots, and bar graphs. [Goal 1; Lesson 7•6] Use concrete materials to find the median of a data set. [Goal 2; Lesson 7•8] Use graphs to answer questions and draw conclusions. [Goal 2; Lesson 7•6]			Organize data on a timeline graph. [Goal 1; Lesson 12•3] Answer questions and draw conclusions from a timeline. [Goal 2; Lesson 12•3] Use given data to create a bar graph. [Goal 1; Lesson 12•6] Use a bar graph to ask and answer questions and draw conclusions. [Goal 2; Lesson 12•6] Find the median of a data set. [Goal 2; Lesson 12•6] Create a frequency table, line plot, and bar graph. [Goal 1; Lesson 12•7] Find the mode and median of a data set. [Goal 2; Lesson 12•7] Answer questions regarding data on a graph. [Goal 2; Lesson 12•7]
Measurement and Reference Frames	Name days in a week. [Goal 3; Lesson 1•3] Tell and show time to the nearest half hour. [Goals 6; Lessons 1•13] Make exchanges among bills. [Goal 4; Lesson 1•5] Make money equivalences. [Goal 4; Lesson 1•5] Explore analog and digital time pieces. [Goal 6; Lesson 1•6] Read a thermometer and record the temperature. [Goal 5; Lesson 1•12]	Use a spring scale to weigh objects that are about 1 pound. [Goal 1; Lesson 2•8] Distinguish between analog and digital clocks. [Goal 6; Lesson 2•3] Tell and write time. [Goal 6; Lesson 3•3] Write analog and digital time pieces. [Goal 6; Lesson 1•6]	Explore equivalent temperatures between °F and °C. [Goal 5; Lesson 4•4] Read and record temperatures. [Goal 5; Lesson 4•3] Compare Fahrenheit and Celsius thermometers. Read and show temperatures on a Fahrenheit thermometer. [Goal 5; Lesson 4•4] Distinguish between centimeter and inch. [Goal 1; Lesson 4•7] Compare lengths in centimeters and inches. [Goal 1; Lesson 4•7] Measure to the nearest inch and centimeter. [Goal 1; Lesson 4•7] Find area by tiling with pattern blocks and counting shapes. [Goal 2; Lesson 4•7]	Match the time on a clock face with the digital notation. [Goal 6; Lesson 5•1]	Create complements of $1.00 using nickels, dimes, and quarters. [Goal 4; Lesson 6•6]	Estimate weight. [Goal 1; Lesson 7•5] Compare inches and centimeters. [Goal 1; Lesson 7•8] Measure length and distances to the nearest inch and centimeter. [Goal 1; Lesson 7•8]	Estimate and measure using nonstandard measurement units. [Goal 1; Lesson 9•1] Develop an understanding of the importance of standard units. [Goal 1; Lesson 9•1] Measure using a meterstick. [Goal 1; Lesson 9•1] Measure objects to the nearest foot, centimeter, and decimeter. [Goal 1; Lesson 9•2] Estimate to the nearest inch. [Goal 1; Lesson 9•3] Explore the importance of standard units. [Goal 1; Lesson 9•3] Measure to the nearest inch and centimeter. [Goal 1; Lesson 9•3] Measure to the nearest inch and centimeter. [Goal 1; Lesson 9•4] Estimate measures. [Goal 1; Lesson 9•5] Identify appropriate units (centimeters and inches) used to make measurements. [Goal 1; Lesson 9•6] Count unit squares to find the area. [Goal 2; Lesson 9•6] Partition rectangles and count unit squares to find the area. [Goal 2; Lesson 9•7] Estimate weights. [Goal 1; Lesson 9•8] Explore standard tools to measure weight. [Goal 1; Lesson 9•8]	Generate equivalent names and make exchanges between coins and bills. [Goal 4; Lesson 10•1] Match equivalent monetary names. [Goal 4; Lesson 10•2] Find equivalent names for money amounts. [Goal 4; Lesson 10•2] Count the number of square centimeters on grid paper. [Goal 2; Lesson 10•4] Make exchanges with base-10 blocks and relate that to exchanges with money. [Goal 4; Lesson 10•6]	Describe relationships among units of time. [Goal 3; Lesson 12•1] Write and tell time to the nearest five-minute interval. [Goal 6; Lesson 12•1] Describe relationships between units of time. [Goal 3; Lesson 12•2] Show and tell time to the nearest five minutes. [Goal 6; Lesson 12•2]
Geometry		Model, describe, and compare shapes on a geoboard. [Goal 2; Lesson 3•4]	Connect points in a sequence to draw line segments. [Goal 1; Lesson 5•3] Use a straightedge to draw a line segment. [Goal 1; Lessons 5•2, 5•3] Identify parallel line segments. [Goal 1; Lesson 5•3] Draw a quadrangle. [Goal 2; Lesson 5•3] Name, compare, and construct polygons. [Goal 2; Lesson 5•4] Create shapes out of triangles and rectangles. [Goal 2; Lesson 5•5] Identify characteristics of quadrangles. [Goal 2; Lesson 5•5] Compare quadrangles. [Goal 2; Lesson 5•5] Identify cones, pyramids, prisms, cubes, and cylinders. [Goal 2; Lesson 5•6] Compare cones, pyramids, prisms, cubes, and cylinders. [Goal 2; Lesson 5•6] Describe 3-dimensional shapes. [Goal 2; Lesson 5•6] Model 2-dimensional shapes using straws and twist-ties. [Goal 2; Lesson 5•7] Model pyramids using straws and twist-ties. [Goal 2; Lesson 5•7] Describe different pyramids. [Goal 2; Lesson 5•7] Locate the line of symmetry in 2-dimensional shapes. [Goal 3; Lesson 5•8] Create symmetric shapes. [Goal 3; Lesson 5•8]				Identify and create models of cylinders. [Goal 2; Lesson 9•9] Make rectangles. [Goal 2; Lesson 9•7]	Model polygons using pattern blocks and geoboards. [Goal 2; Lesson 10•7]	Identify corners on a 2-dimensional shape. [Goal 2; Lesson 11•4]
Patterns, Functions, and Algebra	Describe calendar patterns and use them to solve problems. Write number sentences. [Goal 2; Lesson 1•4] Use the number grid to find 1 more, 1 less, 10 more, or 10 less. [Goal 1; Lesson 1•1] Use patterns to complete number-grid puzzles. [Goal 1; Lesson 1•8] Identify patterns on the number grid. [Goal 1; Lesson 1•8] Identify patterns in counts and use the patterns to answer questions. [Goal 1; Lesson 1•10] Read, write, and explain the <, >, and = symbols. [Goal 2; Lesson 1•11] Identify patterns in addition facts. [Goal 1; Lesson 2•3] Identify patterns for +0 and +1 facts. [Goal 1; Lesson 2•2] Identify patterns in the Addition/Subtraction Facts Table. [Goal 1; Lesson 2•3]	Identify and use patterns to solve +9 facts. [Goal 1; Lesson 2•5] Identify and use patterns on a number grid. [Goal 1; Lesson 2•9] Explore the turn-around rule for facts. [Goal 1; Lesson 2•6] Use doubles patterns to practice facts. [Goal 1; Lesson 2•5] Identify and use patterns to solve subtraction facts. [Goal 1; Lesson 2•6] Use symbols to write number sentences for fact families. [Goal 2; Lessons 2•6, 2•7] Construct fact families using the turn-around rule for addition. [Goal 3; Lesson 2•9] Use a pan balance to model the relationship between two objects. [Goal 2; Lesson 2•9] Use symbols to write number sentences for *Name That Number*. [Goal 2; Lesson 2•9] Use patterns to find rules for Frames-and-Arrows problems. [Goal 1; Lesson 2•10] Find missing numbers and rules for Frames-and-Arrows problems. [Goal 1; Lesson 2•10] Use patterns to find rules for "What's My Rule?" problems. [Goal 1; Lesson 2•11] Find missing numbers and rules for "What's My Rule?" problems. [Goal 1; Lesson 2•11] Use patterns in subtraction facts to solve −8 and −9 facts. [Goal 1; Lesson 2•13]	Identify and use rules for a function involving addition and subtraction of coins. [Goal 2; Lesson 3•6] Sort attribute blocks by three different attributes. [Goal 1; Lesson 4•3] Write number models for parts-and-total problems. [Goal 2; Lesson 4•6] Use rules to sort attribute blocks. [Goal 1; Lesson 4•7]	Show understanding of addition and subtraction symbols. [Goal 2; Lesson 4•9] Describe rules for a group of sorted attribute blocks. [Goal 1; Lesson 5•1] Sort attributes according to a rule. [Goal 1; Lesson 5•1] Identify patterns and relationships among pyramids. [Goal 1; Lesson 5•7]	Write number models with three or more numbers. [Goal 2; Lesson 6•1] Describe and apply the Associative Property of Addition. [Goal 3; Lesson 6•1] Write number models to summarize addition and subtraction number stories. [Goal 2; Lesson 6•2] Write a number model that represents a rectangular array. [Goal 2; Lesson 6•8] Record and discuss skip-counting patterns on a number grid. [Goal 1; Lesson 7•1]	Use the Associative Property of Addition to solve addition facts. [Goal 3; Lesson 7•3] Write number models for doubling and halving. [Goal 1; Lesson 7•4] Solve "What's My Rule?" problems involving doubling and halving. [Goal 1; Lesson 7•4] Create and record visual patterns using pattern blocks. [Goal 1; Lesson 7•5]	Solve measurement equivalency problems involving a rule. [Goal 1; Lesson 9•9]	Solve number sentences. [Goal 2; Lesson 11•11]	Write number sentences to model number stories. [Goal 2; Lessons 11•5, 11•6, 11•8, 11•9] Write number sentences. [Goal 2; Lesson 11•11] Find and discuss patterns in the Products Table. [Goal 1; Lesson 12•4] Develop an understanding of the turn-around rule. Use the Commutative Property (turn-around rule) to write number models. [Goal 3; Lesson 12•5]

Assessment 1 Assessment 2 Assessment 3 Assessment 4 & 5 Assessment 6 Assessment 7 Assessment 8 & 9 Assessment 10 Assessment 11 & 12

The University of Chicago School Mathematics Project

Grade 2 *Everyday Mathematics* Grade-Level Goals

Number and Numeration

Understand the meanings, uses, and representations of numbers.

Goal 1: Count on by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s, 10s, and 100s from any number less than 1,000 with and without number grids, number lines, and calculators.

Goal 2: Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation.

Goal 3: Use manipulatives and drawings to model fractions as equal parts of a region or a collection; describe the models and name the fractions.

Goal 4: Recognize numbers as odd or even.

Understand equivalent names for numbers.

Goal 5: Use tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent names for whole numbers.

Goal 6: Use manipulatives and drawings to model equivalent names for $\frac{1}{2}$.

Understand common numerical relations.

Goal 7: Compare and order whole numbers up to 10,000; use area models to compare fractions.

Operations and Computation

Compute accurately.

Goal 1: Demonstrate automaticity with all addition facts through $10 + 10$ and fluency with the related subtraction facts.

Goal 2: Use manipulatives, number grids, tally marks, mental arithmetic, paper & pencil, and calculators to solve problems involving the addition and subtraction of multidigit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations.

Make reasonable estimates.

Goal 3: Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained.

Understand meanings of operations.

Goal 4: Identify and describe change, comparison, and parts-and-total situations; use repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.

Data and Chance

Select and create appropriate graphical representations of collected or given data.

Goal 1: Collect and organize data or use given data to create tally charts, tables, graphs, and line plots.

Analyze and interpret data.

Goal 2: Use graphs to ask and answer simple questions and draw conclusions; find the maximum, minimum, mode, and median of a data set.

Understand and apply basic concepts of probability.

Goal 3: Describe events using *certain*, *likely*, *unlikely*, *impossible* and other basic probability terms; explain the choice of language.

Measurement and Reference Frames

Understand the systems and processes of measurement; use appropriate techniques, tools, units, and formulas in making measurements.

Goal 1: Estimate length with and without tools; measure length to the nearest inch and centimeter; use standard and nonstandard tools to measure and estimate weight.

Goal 2: Partition rectangles into unit squares and count unit squares to find areas.

Goal 3: Describe relationships between days in a week and hours in a day.

Goal 4: Make exchanges between coins and bills.

Use and understand reference frames.

Goal 5: Read temperature on both the Fahrenheit and Celsius scales.

Goal 6: Tell and show time to the nearest five minutes on an analog clock; tell and write time in digital notation.

Geometry

Investigate characteristics and properties of 2- and 3-dimensional geometric shapes.

Goal 1: Draw line segments and identify parallel line segments.

Goal 2: Identify, describe, and model plane and solid figures including circles, triangles, squares, rectangles, hexagons, trapezoids, rhombuses, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.

Apply transformations and symmetry in geometric situations.

Goal 3: Create and complete 2-dimensional symmetric shapes or designs.

Patterns, Functions, and Algebra

Understand patterns and functions.

Goal 1: Extend, describe, and create numeric, visual, and concrete patterns; describe rules for patterns and use them to solve problems; use words and symbols to describe and write rules for functions involving addition and subtraction and use those rules to solve problems.

Use algebraic notation to represent and analyze situations and structures.

Goal 2: Read, write, and explain expressions and number sentences using the symbols $+$, $-$, $=$, $>$, and $<$; solve number sentences involving addition and subtraction; write expressions and number sentences to model number stories.

Goal 3: Describe the Commutative and Associative Properties of Addition and the Additive Identity and apply them to mental arithmetic problems.

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