Math - Grade 2

Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis	Calculator codes: o NO: student MUST NOT have a calculator while completing this item in order to assess this objective.	**Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.**			
Standard 1: Number and Operation						
Goal 1.1: Understand and use numbers.	2.M.1.1.1 Demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100.	Demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100.	Group objects by tens. *Recognize patterns of counting by tens using a hundreds chart. *Count forward to 100 by tens. *Group objects by fives. *Recognize patterns of counting by fives using a hundreds chart. *Count forward to 100 by fives. *Group objects by twos. *Recognize patterns of counting by twos using a hundreds chart. *Count forward to 100 by twos. *Count forward by twos, fives, and tens to 100.	skip count forward backward	Ask student to count to 100 by tens. Ask student to count to 100 by fives. Ask student to count to 100 by twos.	http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_sch
		Demonstrate knowledge of our numeration system by counting forward and backward by ones from any given number less than 100.	*Count forward to 100 by ones. *Count backward from 100 by ones. *Count forward and backward by ones from any given number less than 100.		Pick any number between 1 and 100 and ask student to count forward (stop after a few numbers). Pick any number between 1 and 100 and ask student to count backward (stop after a few numbers).	ool/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/ http://www.d83.org/math.html http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml http://www.mathplayground.com/GrandSlamMath1.html
	2.M.1.1.2 Read, write, compare, and order whole numbers to 1,000.	Read whole numbers to 1,000.	• Recognize whole numbers to 1,000. • Name whole numbers to 1,000.	compare • order • whole number Additional vocabulary not tested. Odd • even	• Show student any number between 100 and 1000. Ask child to name that number. • Ask student to write any number between 100 and 1000. • Show student any two numbers between 100 and 1000 and ask them to compare them. • Show student any 4 numbers between 100 and 1000 and ask them to write/tell them in order from least to greatest.	http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm
		Write whole numbers to 1,000.	• Write whole numbers to 1,000.			http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx
		Compare whole numbers to 1,000.	• Recognize the value of whole numbers to 1,000. • Compare whole numbers to 1,000.			

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		Order whole numbers to 1,000.	• Order whole numbers to 1,000. • Read, write, compare, and order whole numbers to 1,000.			http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/ http://www.d83.org/math.html http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml http://www.mathplayground.com/GrandSlamMath1.html
	2.M.1.1.3 Identify place value through 999.	• Identify place value through 999.	• Identify the digit in ones place. • State the value of a digit in the ones place. • Identify the digit in the tens place. • State the value of the digit in the tens place. • Identify the digit in hundreds place. • State the value of the digit in the hundreds place. • Identify place value to 999.	digits • numeral • number • value • ones place • tens place • hundreds place	• In the number 345 what digit is in the hundreds place? What is the value of that digit? • In the number 472 what digit is in the ones place? What is the value of that digit? • In the number 638 what digit is in the tens place? What is the value of that digit?	http://www.starfall.com/ http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/

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	2.M.1.1.4 Count the value of a collection of pennies, nickels, dimes, and quarters up to $1.00.	• Count the value of a collection of pennies, nickels, dimes, and quarters up to $1.00.	• Identify a quarter. • State the value of a quarter. • Count pennies to $1.00 • Count dimes to $1.00. • Count pennies and dimes to $1.00. • Count nickels to $1.00. • Count pennies, dimes, and nickels to $1.00. • Count quarters to $1.00. • Count pennies, dimes, nickels, and quarters to $1.00.	quarter • change • coin • dollar sign $ • cent sign	• Give the student three pennies, two nickels, four dimes, and one quarter (use real money if possible). Ask the student to count the money out loud.	http://nlvm.usu.edu/en/nav/vlibrary.html http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/
	2.M.1.1.5 Recognize mathematical information and select strategies appropriate for solving a problem.	• Analyze mathematical information necessary in order to select appropriate strategies to solve a problem.	• Identify mathematical information found in a problem. • Locate essential and non-essential information within a problem. • Explain when to use addition within a problem. • Explain when to use subtraction within a problem. • Choose the appropriate strategy. • Analyze mathematical information necessary in order to select appropriate strategies to solve a problem.	solve • add/plus • subtract/minus • strategy	• Provide a story problem which requires addition or subtraction for the student. Ask the student to solve the problem. Example: I have five cookies and I gave two to my brother, how many cookies do I have left? On Monday Tom ate two cookies, on Tuesday he ate three, and on Friday he ate one, how many cookies did he eat all together?	http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-

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	2.M.1.1.6 Use appropriate vocabulary.	• Use appropriate vocabulary.	• Discuss math using appropriate grade level vocabulary as listed in essential vocabulary column. • Follow directions using grade level appropriate vocabulary. • Use appropriate vocabulary.			http://www.janbrett.com/ http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Platto http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/
Goal 1.2: Perform computations accurately.	2.M.1.2.1 Use strategies for addition and subtraction combinations through 18.	• Use strategies for addition and subtraction combinations through 18.	• Create and solve addition and subtraction problems by composing and decomposing numbers (using flexible thinking) • Solve addition and subtraction problems using a number line. • Solve addition and subtraction problems using a hundred chart. • Solve addition and subtraction problems using doubles and doubles plus one strategies. • Solve addition and subtraction problems using rules of 0 and 1. • Solve addition and subtraction problems using fact family rules. • Solve addition and subtraction problems by drawing a picture. • Use strategies for addition and subtraction combinations through 18.	number line • hundred chart • doubles • strategy • fact family • add/plus • subtract/minus • addend • sum • difference	• Provide the students with several addition and subtraction problems (answers to and from 18). Example: 8+8= 9+9= 7+7= 18-9= 17-8=	http://www.practicalmoneyskills.com/english/at_school/ http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/

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	2.M.1.2.2 Add whole numbers with and without regrouping through 99.	Add whole numbers without regrouping through 99.	• Add whole numbers 0-9. • Rewrite a horizontal double digit addition problem vertically.	regroup • horizontal • vertical • double digit • ones • tens • hundreds	• Provide students with several double-digit addition problems. Make sure some problems require regrouping. 32+45= 28+53=	http://www.thinkfinity.org/home.aspx http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html
		Add whole numbers with regrouping through 99.	• Apply place value knowledge in order to determine whether or not regrouping is necessary. • Regroup as necessary.			http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Platto http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/ http://www.d83.org/math.html http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml http://www.mathplayground.com/GrandSlamMath1.html

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	2.M.1.2.3 Add three one-digit addends.	• Add three one-digit addends	• Add two one-digit addends. • Add three one-digit addends.	digit (0-9) • addend	• Provide students with several problems which have three one-digit addends. 8+7+5=	http://mathforum.org/ http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Platto http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/
	2.M.1.2.4 Choose addition or subtraction to solve word problems and explain the choice.	• Choose addition or subtraction to solve word problems and explain the choice.	• Recognize when to use addition to solve word problems. • Recognize when to use subtraction to solve word problems. • Select an appropriate strategy to solve word problem. • Compute accurately to solve word problem. • Explain choice using appropriate vocabulary. • Choose addition or subtraction to solve word problems and explain the choice.	word problem • addition • subtraction • sum • difference • strategy	• Provide a word problem that requires addition or subtraction for the student. Ask the student to solve the problem. When student has finished, ask student to explain to you how they solved the problem. Example: Shawn had some puppies and his dog had 5 more puppies and he now has 8. How many puppies did he start with. How would you solve this problem?	Plato http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/

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	2.M.1.2.5 Use appropriate vocabulary.	• Use appropriate vocabulary.	• Discuss math using appropriate grade level vocabulary as listed in essential vocabulary column. • Follow directions using grade level appropriate vocabulary. • Use appropriate vocabulary.			http://www.coolmath-games.com/ http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/
Goal 1.3: Estimate and judge reasonableness of results.	2.M.1.3.1 Estimate to predict the sum of numbers through 99.	• Estimate to predict the sum of numbers through 99.	• Estimate a quantity of objects up to 99. • Round to the nearest 10. • Mentally add two rounded numbers (rounded to nearest 10.) • Estimate to predict the sum of numbers through 99.	estimate • round • sum	• Provide student with an addition problem with a sum less than 100. Ask student to estimate the sum of the problem. Example: Estimate the sum by rounding to the nearest 10. 53+39=	http://starfish.k12.ar.us/MathPacing.htm http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/

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	2.M.1.3.2 Use estimation to evaluate the reasonableness of the sum of numbers through 99.	• Use estimation to evaluate the reasonableness of the sum of numbers through 99.	• Estimate to predict the sum of numbers through 99. • Compare estimation with given sum. • Justify why the estimation is reasonable.	estimate • reasonable • predict • compare • justify	• Provide student with an addition problem with a sum less than 100. Ask student to estimate the sum of the problem. Have student solve problem. Ask student to compare their estimation with the sum and justify the reasonableness of their estimation. Example: Estimate the sum by rounding to the nearest 10. Now solve the equation by finding the actual sum and justify why your answer is correct.	http://www.softschools.com/grades/1and2.jsp http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/
	2.M.1.3.3 Use appropriate vocabulary.	• Use appropriate vocabulary.	• Discuss math using appropriate grade level vocabulary as listed in essential vocabulary column. • Follow directions using grade level appropriate vocabulary. • Use appropriate vocabulary.			http://www.edhelper.com/math_grade2.htm
Standard 2: Concepts and Principles of Measurement						
Goal 2.1: Understand and use U.S. customary and metric measurements.	2.M.2.1.1 Select a tool that can measure a given attribute (ruler – length, cup – volume, balance – weight, clock – time, thermometer – temperature).	• Select a tool that can measure a given attribute.	• Identify a ruler and state that it is used to measure length. • Recognize appropriate abbreviations for length. (in., ", ', cm., m.) • Identify a clock and state that it is used to measure time. • Recognize appropriate abbreviations for time. (a.m., p.m.) • Identify a cup and state that it is used to measure volume. • Recognize appropriate abbreviations used to measure volume. (c., t., T., tsp., Tbl.) • Identify a balance and state that it is used to measure weight. • Identify a scale and state that it is used to measure weight. • Recognize appropriate abbreviations used to measure weight. (lb. oz.) • Identify a thermometer and state that it is used to measure temperature. • Recognize appropriate abbreviations used to measure temperature. (C., F., degree sign) • Select a tool that can measure a given attribute.	ruler • clock • cup • balance • scale • thermometer • length • weight • time • temperature • degrees • abbreviate	• Show the student a ruler, cup, balance, clock, thermometer, and scale. Example: Ask students to name each tool and state what each measurement tool is used for.	http://www.toonuniversity.com/free/math-games-1st-3rd.asp

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
	2.M.2.1.2 Estimate length and time using standard units.	Estimate length using standard units.	• Identify standard measurement units. • Determine lengths using measurement tools correctly. • Estimate length using standard units.	inch • foot • yard • mile • centimeter • meter • hour • minute • second • day • calendar • month • year	• Provide students with an object less than one foot in length. Ask student to estimate the length of the object. • Ask student to estimate how long it might take to do a common activity.	http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html
		Estimate time using standard units.	• Identify standard units of time. • Associate standard units of time with common experiences. • Estimate time using standard units.			http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/ http://www.d83.org/math.html http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml http://www.mathplayground.com/GrandSlamMath1.html

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
	2.M.2.1.3 Tell time using both digital and analog clocks to the half hour.	• Tell time using both digital and analog clocks to the half hour.	• Differentiate between hour hand and minute hand. • Recognize interval between numbers on an analog clock indicates time value. • Recognize minute hand on six indicates 30 minutes past the hour. • Recognize colon on digital clock indicates break between hours and minutes. • Recognize numbers to left of the colon indicate hour and numbers to the right of the colon indicate minutes. • Tell time using both digital and analog clocks to the half hour.	hour hand • minute hand • analog • digital • half past • o'clock • thirty • half hour • colon	Example: • Provide student with a picture of an analog clock set at __:30. Ask student to identify time. • Show student a picture of a digital clock set at __:30. Ask student to identify time.	http://www.teachrkids.com/fronts/curr-2.htm http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/
	2.M.2.1.4 Select the most appropriate unit to measure the time of a given situation (minutes, hours).	• Select the most appropriate unit to measure the time of a given situation (minutes, hours).	• List activities that require approximately a minute to execute. • List activities that require approximately an hour to execute. • Select the most appropriate unit to measure the time of a given situation.	hour • minute • time	• State a common task for the student. Ask the student whether that task would take minutes or hours to complete. Example: How long would it take to brush your teeth? How long would it take to clean your room?	http://www.education.com/worksheets/second-grade/math/ http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Platto http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MA

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
	2.M.2.1.5 Recite the months of the year, in order.	Recite the months of the year, in order.	*Memorize the names of the months. *Recite the names of the months of the year. *Recite the months of the year in order. *Recognize the abbreviations for months of the year.	January • February • March • April • May • June • July • August • September • October • November • December	Example: • Ask student to recite the months of the year.	http://www.d83.org/math.html http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/
	2.M.2.1.6 Use appropriate vocabulary.	• Use appropriate vocabulary.	• Discuss math using appropriate grade level vocabulary as listed in essential vocabulary column. • Follow directions using grade level appropriate vocabulary. • Use appropriate vocabulary.			http://www.french-riviera-mag.com/outings/website-www-eduplace-com_2750.htm http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	No objectives at this grade level.					http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-
Goal 2.3: Apply dimensional analysis.	No objectives at this grade level.					
Standard 3: Concepts and Language of Algebra and Functions						
Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.	2.M.3.1.1 Write addition and subtraction problems vertically and horizontally.	• Write addition and subtraction problems vertically and horizontally.	• Recognize standard format for vertical and horizontal math problems. • Write single digit addition and subtraction problems in horizontal and vertical format. • Use place value knowledge to align digits correctly. • Write double digit addition and subtraction problems in standard vertical format. • Write mixed double and single digit addition and subtraction problems in standard vertical format. • Write addition and subtraction problems vertically and horizontally.	horizontal • vertical • equal sign • problem solving • digit	• Provide student with an addition problem written horizontally. Ask student to re-write problem vertically. 8+9= • Provide student with a subtraction problem written vertically. Ask student to re-write problem horizontally. 8 +6	http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/ http://www.d83.org/math.html

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
	2.M.3.1.2 Write a number sentence from an addition or subtraction problem-solving situation.	• Write a number sentence from an addition or subtraction problem-solving situation.	• Recognize when to use addition in a problem-solving situation. • Recognize when to use subtraction in a problem-solving situation. • Select an appropriate procedure to solve problem. • Create number sentence to use in a problem-solving situation. • Write a number sentence from an addition or subtraction problem-solving situation.	number sentence	• Provide student with a word problem. Ask student to write the appropriate number sentence for the word problem.	http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-grade/math/ http://www.d83.org/math.html
	2.M.3.1.3 Show the relationship between addition and subtraction using fact families.	• Demonstrate the relationship between addition and subtraction using fact families.	• Demonstrate knowledge of commutative property for addition. • Demonstrate knowledge of related subtraction facts. • Demonstrate the relationship between addition and subtraction using fact families.	fact family • commutative property • related subtraction facts	• Provide student with a simple addition problem. Ask the student to complete the rest of the fact family. Examples: 5+4=9 Complete this fact family by using these numbers 5,4,9	http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Platto http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-

Math - Grade 2

Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
	2.M.3.1.4 Compare numbers to 999 using the vocabulary words/phrases of less than, greater than, equal to.	• Compare numbers to 999 using the vocabulary words/phrases of less than, greater than, equal to.	• Recognize whole numbers from 100 to 999. • Compare the value of two or more numbers. • Use words/phrases of less than, greater than, or equal to compare numbers. • Compare numbers to 999 using the vocabulary words/phrases of less than, greater than, equal to.	greater than • less than • equal to	• Provide student with two numbers between 100-999. Example: Ask student to compare numbers using the words: less than, greater than and/or equal to Is this problem greater than, less than and/or equal to. 8_ 10	http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Plato http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-
Goal 3.2: Evaluate algebraic expressions.	2.M.3.2.1 Use the commutative property of addition.	• Use the commutative property of addition.	• Recognize the relationship between two addends with the same sum. • Use the commutative property of addition.	addends • sum • commutative property	Example: • Provide student with one addition problem. Ask student to provide another addition problem using the same addends.	http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.foridahoteachers.org/id_state_curriculum_guides.htm http://www.ixl.com/math/standards/idaho/second www.studyisland.com http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10 http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm http://www.janbrett.com/ http://www.practicalmoneyskills.com/english/at_school/ http://www.thinkfinity.org/home.aspx http://mathforum.org/ Platto http://www.coolmath-games.com/ http://starfish.k12.ar.us/MathPacing.htm http://www.softschools.com/grades/1and2.jsp http://www.edhelper.com/math_grade2.htm http://www.edhelper.com/math_grade2.htm http://www.tlsbooks.com/secondgradeworksheets.htm http://www.toonuniversity.com/free/math-games-1st-3rd.asp http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2 http://www.teachrkids.com/fronts/curr-2.htm http://www.education.com/worksheets/second-
	2.M.3.2.2 Solve addition problems using the commutative property (e.g., If 7 + 5 = 12, then what is 5 + 7?).	• Solve addition problems using the commutative property.	• Recognize the relationship between two addends with the same sum. • Use the commutative property of addition. • Solve addition problems using the commutative property.	addends • sum• solve • commutative property	Examples: • Provide student with one addition problem. Ask student to provide another addition problem using the same addends. Ask student to solve both problems.	http://www.starfall.com/ http://nlvm.usu.edu/en/nav/vlibrary.html
Goal 3.3: Solve algebraic equations and inequalities.	No objectives at this grade level.					

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
Goal 3.4: Understand the concept of functions.	2.M.3.4.1 Translate a repeating pattern from one representation to another (e.g., even, odd, even, odd translates to ABAB).	• Translate a repeating pattern from one representation to another.	• Recognize that patterns can be represented in a variety of forms. • Recognize the relationship between different representations. • Translate a repeating pattern from one representation to another.	pattern • repeating pattern	Example: • Provide student with a pattern. Ask student to identify the pattern. Ask student to translate the pattern.	http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm
	2.M.3.4.2 Use appropriate vocabulary.	• Use appropriate vocabulary.	• Discuss math using appropriate grade level vocabulary as listed in essential vocabulary column. • Follow directions using grade level appropriate vocabulary. • Use appropriate vocabulary.			http://www.janbrett.com/
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	No objectives at this grade level.					http://www.practicalmoneyskills.com/english/at_school/
Goal 3.6: Apply functions to a variety of problems.	No objectives at this grade level.					http://www.thinkfinity.org/home.aspx
Standard 4: Concepts and Principles of Geometry						
Goal 4.1: Apply concepts of size, shape, and spatial relationships.	2.M.4.1.1 Recognize, name, build, compare, and sort the two- and three-dimensional shapes of triangles, rectangles, squares, circles, cones, cubes, spheres, cylinders, and pyramids.	• Recognize, name, build, compare, and sort the two- and three-dimensional shapes of triangles, rectangles, squares, circles, cones, cubes, spheres, cylinders, and pyramids.	• Identify and name two and three-dimensional shapes. • Identify characteristics of two- and three- dimensional shapes. • Recognize, name, build, compare, and sort the two- and three-dimensional shapes of triangles, rectangles, squares, circles, cones, cubes, spheres, cylinders, and pyramids.	face • edge • corner • side • angle • point • sphere • cylinder • pyramid	Examples: • Provide student with a picture of a triangle, circle, rectangle, and square. Ask student to name each shape. • Provide student with a model of a sphere, cone, cube, cylinder, and pyramid. Ask student to name each shape. Ask student to sort the shapes and tell you how they were sorted. • Choose 2 of the shapes and have the student tell you how the shapes are similar and different. • Provide the student with a paper/white board. Ask the student to draw a triangle, etc.	http://www.coolmath-games.com/
	2.M.4.1.2 Sort and classify objects by more than one attribute.	• Sort and classify objects by more than one attribute.	• Sort and classify objects by one attribute. • Sort and classify objects by more than one attribute.	attribute	Examples: • Provide student with a set of attribute blocks. (common objects like pens, pencils, cards, tiles) Ask student to sort blocks by more than one attribute.	http://starfish.k12.ar.us/MathPacing.htm
	2.M.4.1.3 Draw a line of symmetry.	• Draw a line of symmetry.	• Recognize when two parts of an object are equal. • Recognize when 1/2 of an object is a mirror image of the other 1/2. • Recognize when 1/2 of an object is not a mirror image of the other 1/2. • Recognize when two parts are not equal. • Recognize a line of symmetry can only be drawn if two sides are equal parts and are mirror images. • Draw a line of symmetry.	equal parts • mirror image • half • symmetry	Example: • Provide student with a drawn simple symmetrical shape. Ask student to draw a line of symmetry on shapes.	http://www.softschools.com/grades/1and2.jsp http://www.linkslearning.org/Kids/1_Math/2_Illustrated_Lessons/4_Line_Symmetry/index.html
	2.M.4.1.4 Use appropriate vocabulary.	• Use appropriate vocabulary.	• Discuss math using appropriate grade level vocabulary as listed in essential vocabulary column. • Follow directions using grade level appropriate vocabulary. • Use appropriate vocabulary.			http://www.edhelper.com/math_grade2.htm
Goal 4.2: Apply the geometry of right triangles.	No objectives at this grade level.					

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Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
Goal 4.3: Apply graphing in two dimensions.	2.M.4.3.1 Indicate whether a number is above or below a benchmark number of 1000 or less on a number line.	• Indicate whether a number is above or below a benchmark number of 1000 or less on a number line.	• Compare numbers on a number line using vocabulary of above or below a benchmark number. • Indicate whether a number is above or below a benchmark number of 1000 or less on a number line.	benchmark number • number line • above • below	Examples: • Provide student with a number line or part of a number line from 1-1000. Point to one number on the number line. (The benchmark number.) • State a number and ask the student whether the stated number would be above or below the benchmark number.	http://www.tlsbooks.com/secondgradeworksheets.htm
Standard 5: Data Analysis, Probability, and Statistics						
Goal 5.1: Understand data analysis.	2.M.5.1.1 Interpret information found in simple tables, charts, bar graphs, and pictographs.	• Interpret information found in simple tables, charts, bar graphs, and pictographs.	• Identify the key for a graph or chart. • Interpret key for graph or chart. • Identify the label, numbers, symbols, and titles. • Interpret labels, numbers, symbols, and titles. • Relate interpretations to data represented. • Communicate interpretations using words/phrases such as greater than, less than, most, least, same as, equal to, more than. • Interpret information found in simple tables, charts, bar graphs, and pictographs.	key • graph • pictograph • bar graph • table • chart • data • symbols • title • labels • more than • less than • most • least • same as • equal to • greater than	Examples: • Provide student with a simple table, chart, bar graph and pictograph. Ask student to interpret information found in each. • When students look at a graph of colors they would be able to tell which color was chosen the most/least.	http://www.teachrkids.com/fronts/curr-2.htm
	2.M.5.1.2 Use appropriate vocabulary.	• Use appropriate vocabulary.	• Discuss math using appropriate grade level vocabulary as listed in essential vocabulary column. • Follow directions using grade level appropriate vocabulary. • Use appropriate vocabulary.			http://www.education.com/worksheets/second-grade/math/
Goal 5.2: Collect, organize, and display data.	2.M.5.2.1 Gather and display data in tables, charts, and bar graphs in order to answer a question.	• Gather and display data in tables, charts, and bar graphs in order to answer a question.	• Analyze question in order to collect appropriate data. • Determine an appropriate way to gather needed data. • Determine appropriate display to communicate results of question. • Organize gathered data in table, chart, or bar graph. • Gather and display data in tables, charts, and bar graphs in order to answer a question.	chart • table • bar graph • data	Examples: • Ask student to gather information from ten classmates regarding favorite colors. Then have student create a table, chart or bar graph to display the gathered information.	http://www.d83.org/math.html
	2.M.5.2.2 Use tally marks to represent data.	• Use tally marks to represent data.	• Count by fives. • Recognize objects can be represented with tallies. • Use tally marks.	tally marks	Examples: • Ask student to gather information from classmates regarding favorite colors. Make sure student asks enough classmates to insure that one color will require more than 5 tallies. Then have student represent information using tally marks.	http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml http://www.mathplayground.com/GrandSlamMath1.html
Goal 5.3: Apply simple statistical measurements.	No objectives at this grade level.					
Goal 5.4: Understand basic concepts of probability.	No objectives at this grade level.					
Goal 5.5: Make predictions or decisions based on data.	No objectives at this grade level.					

Math - Grade 2

Idaho Department of Education Content Standards	Objective	Sub Objective	Task Analysis	Essential Vocabulary	Sample formative assessment items	Materials and resources
Additional Resources						

http://www.foridahoteachers.org/id_state_curriculum_guides.htm
http://www.ixl.com/math/standards/idaho/second
www.studyisland.com
http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10
http://www.starfall.com/
http://nlvm.usu.edu/en/nav/vlibrary.html
http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm
http://www.janbrett.com/
http://www.practicalmoneyskills.com/english/at_school/
http://www.thinkfinity.org/home.aspx
http://mathforum.org/
Plato
http://www.coolmath-games.com/
http://starfish.k12.ar.us/MathPacing.htm
http://www.softschools.com/grades/1and2.jsp
http://www.edhelper.com/math_grade2.htm
http://www.edhelper.com/math_grade2.htm
http://www.tlsbooks.com/secondgradeworksheets.htm
http://www.toonuniversity.com/free/math-games-1st-3rd.asp
http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2
http://www.teachrkids.com/fronts/curr-2.htm
http://www.education.com/worksheets/second-grade/math/
http://www.d83.org/math.html
http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml
http://www.mathplayground.com/GrandSlamMath1.html

http://www.foridahoteachers.org/id_state_curriculum_guides.htm
http://www.foridahoteachers.org/id_state_curriculum_guides.htm
http://www.ixl.com/math/standards/idaho/second
www.studyisland.com
http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10
http://www.starfall.com/
http://nlvm.usu.edu/en/nav/vlibrary.html
http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm
http://www.janbrett.com/
http://www.practicalmoneyskills.com/english/at_school/
http://www.thinkfinity.org/home.aspx
http://mathforum.org/
Plato
http://www.coolmath-games.com/
http://starfish.k12.ar.us/MathPacing.htm
http://www.softschools.com/grades/1and2.jsp
http://www.edhelper.com/math_grade2.htm
http://www.edhelper.com/math_grade2.htm
http://www.tlsbooks.com/secondgradeworksheets.htm
http://www.toonuniversity.com/free/math-games-1st-3rd.asp
http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2
http://www.teachrkids.com/fronts/curr-2.htm
http://www.education.com/worksheets/second-grade/math/
http://www.d83.org/math.html
http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml
http://www.mathplayground.com/GrandSlamMath1.html

http://www.edhelper.com/math_grade2.htm
http://www.tlsbooks.com/secondgradeworksheets.htm
http://mathforum.org/
http://www.toonuniversity.com/free/math-games-1st-3rd.asp
http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2
http://www.mathplayground.com/GrandSlamMath1.html
http://www.foridahoteachers.org/id_state_curriculum_guides.htm
http://www.freemathtest.com/FreeMathTest.asp?C=Sequences&MIN=0&MAX=50&STEP=10
http://www.starfall.com/
http://nlvm.usu.edu/en/nav/vlibrary.html
http://saxonpublishers.harcourtachieve.com/enUS/Resources/saxonpublishers.htm
http://www.janbrett.com/
http://www.practicalmoneyskills.com/english/at_school/
http://www.thinkfinity.org/home.aspx
http://mathforum.org/
http://www.coolmath-games.com/
http://starfish.k12.ar.us/MathPacing.htm
http://www.softschools.com/grades/1and2.jsp
http://www.edhelper.com/math_grade2.htm
http://www.tlsbooks.com/secondgradeworksheets.htm
http://www.toonuniversity.com/free/math-games-1st-3rd.asp
http://www.toonuniversity.com/gradelist.asp?dept=MATH&grade=2
http://www.teachrkids.com/fronts/curr-2.htm
http://www.education.com/worksheets/second-grade/math/
http://www.d83.org/math.html
http://lessonplanz.com/Lesson_Plans/Mathematics/__Grades_K-2/Patterns/index.shtml
http://www.mathplayground.com/GrandSlamMath1.html

Children's mathematics: cognitively guided instruction by Tomas P. Carpenter
Teaching Student Centered Mathematics: K-3 Jon A. Van deWalle
Mathforum.org
Illuminations.nctm.org
http://www.aaamath.com/grade2.html#topic121
http://www.aaamath.com/grade2.html
http://www1.center.k12.mo.us/EDTECH/edm/2.htm
http://www.kidport.com/GRADE2/MATH/MathIndex.htm
http://www.linkslearning.org/Teachers/_index.html
http://www.linkslearning.org/Kids/1_Math/2_Illustrated_Lessons/index.html
http://www.knowledgeadventure.com/2nd-grade-games.htm
http://www.sadlier-oxford.com/math/mc_enrichment.cfm?grade=2&sp=family