

Wyoming Public Schools 2nd Grade Math Essential Standards

Math Essential Standard	Student Friendly Language	Family Friendly Language
2.OA.A.1 Use addition and subtraction within 100 to 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	I can solve addition and subtraction word problems within 100, using pictures or equations to show my work.	Your child is learning to solve one-step and two-step word problems with addition and subtraction up to 100. These problems may involve adding to, taking from, putting together, taking apart, or comparing amounts. They use strategies like drawings and equations with a symbol for the unknown number to represent and solve the problem.
2.OA.B.2 Add and Subtract within 20 (mental strategies).	I can add and subtract numbers up to 20 in my head.	Your child is learning to quickly add and subtract numbers within 20 using mental strategies. These include counting on, making ten, using doubles facts, and using what they know about addition to solve subtraction problems. This fluency helps them solve problems efficiently without always needing objects or paper.
2.NBT.A.1 Understand place value up to hundreds.	I know that numbers up to 1,000 are made of hundreds, tens, and ones.	Your child is learning that each digit in a number shows a value based on its place. In numbers up to 1,000, the hundreds place shows how many hundreds, the tens place shows how many tens, and the ones place shows single ones. This understanding helps them add, subtract, and compare larger numbers.
2.NBT.A.1a Hundred can be thought of as a 'bundle' of ten tens.	I know that 100 is the same as 10 groups of ten.	Your child is learning that the number 100 can be made by grouping 10 tens together. This idea builds understanding of place value and how numbers grow from ones to tens to hundreds.
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	I can count up to 1,000 and skip-count by 5s, 10s, and 100s.	Your child is learning to count all the way to 1,000, starting from any number. They also practice

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		skip-counting by 5s, 10s, and 100s, which helps them see patterns in numbers and prepares them for multiplication, division, and working with money and time.
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can read and write numbers up to 1,000 in digits, in words, and by showing the value of each place.	Your child is learning to read and write numbers up to 1,000 in three ways: as digits (356), as number names (three hundred fifty-six), and in expanded form ($300 + 50 + 6$). This helps them understand place value and the meaning of each digit in a number.
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can quickly add and subtract numbers up to 100 by using what I know about place value and how addition and subtraction are connected.	Your child is learning to add and subtract within 100 quickly and accurately. They use strategies like adding tens with tens and ones with ones, breaking numbers apart to make the problem easier, and using the relationship between addition and subtraction to solve problems efficiently. This fluency helps them solve more complex math problems with confidence.
2.NBT.B.7 Compose or decompose: Add and subtract within 1000, using concrete models or drawings and strategies based on place value.	I can add and subtract numbers up to 1,000 by breaking them into hundreds, tens, and ones, and by using models or drawings to help me.	Your child is learning to add and subtract within 1,000 by composing (putting together) and decomposing (breaking apart) numbers into hundreds, tens, and ones. They use concrete models, such as base-ten blocks, and drawings to help them see the place value relationships. This builds a strong understanding of how larger numbers work and prepares them for more advanced computation.
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	I can measure how long something is by choosing and using the right tool, like a ruler or measuring tape.	Your child is learning to measure the length of objects using the correct tools, such as rulers, yardsticks, meter sticks, and measuring tapes. They are also learning how to choose the best

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		tool for the object they are measuring to get an accurate result.
2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	I can solve length word problems within 100 by adding or subtracting, and I can use pictures or equations to show my work.	Your child is learning to solve word problems about length using addition and subtraction within 100. All lengths are measured in the same units (like inches or centimeters). They can use tools such as ruler drawings or write equations with a symbol for the unknown number to help solve the problem and explain their thinking.
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	I can show numbers as points on a number line and use the number line to add and subtract within 100.	Your child is learning to use a number line to represent whole numbers, starting at 0 and marking equally spaced points for each number. They also use the number line to show and solve addition and subtraction problems within 100, helping them visualize number relationships and operations.
2.GA.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	I can split circles and rectangles into equal parts called halves, thirds, or fourths, and I know that equal parts can look different.	Your child is learning to divide shapes like circles and rectangles into 2, 3, or 4 equal parts. They use words like halves, thirds, and fourths to describe the parts and understand that two halves make a whole, three thirds make a whole, and four fourths make a whole. They also learn that equal parts of the same shape don't always have to look exactly the same.