

SPRING-FORD

C O R E

WORKING TOGETHER TO UNDERSTAND PA CORE STANDARDS IN SPRING-FORD:

Math Core Standards - Parent Guide, 2

NUMBERS AND OPERATIONS

- Understands place value to represent amount of hundreds, tens, and ones to compare three digit numbers
 - I can explain the value of each digit in a three digit number.
 - I can explain how tens and hundreds are formed.
- Uses place value concepts to read, write, and skip count to 1000
 - I can skip count by 5s, 10s, and 100s up to 1,000 starting at any number.
 - I can read and write numbers from 1 to 1,000 in base ten form, number names, and expanded form.
- Uses place value understandings and properties to add and subtract within 1000.
 - I can add up to four two-digit numbers using variety of strategies (place value, properties, etc).
 - I can add and subtract within 1,000 and explain using models, drawings, strategies, etc.
 - I can mentally add or subtract 10 or 100 to/from a number 100-900.



ALGEBRAIC CONCEPTS

- Represents and solves problems involving addition and subtraction within 100
 - I can fluently add and subtract using strategies based on place value, properties of operations, etc...
 - I can use addition and subtraction within 100 to solve one and two step word problems.
- Uses mental strategies to add and subtract within 20
- Works with equal groups of objects to gain foundations for multiplication.
 - I can identify whether a group of objects (up to 20) has an odd or even number.
 - I can use addition to find the total number of objects in an array by using repeated addition.
 - I can write an equation to find the number of objects in an array (up to 5 by 5 array).

GEOMETRY

- Reason with shapes and their attributes
 - I can recognize and draw shapes having specified attributes.
 - I can partition or divide a rectangle into rows and columns of same sized squares.
 - I can partition or divide circles and rectangles into halves, thirds, and fourths and name the fraction.

MEASUREMENT, DATA AND PROBABILITY

- Measures and estimates lengths in standard units using appropriate tools
 - I can measure an object using two different units and explain how they are same ore different.
 - I can estimate the length of an object in inches, feet, centimeters, and meters.
 - I can compare standard measurement of two objects and explain the difference.
- Tells and writes time to the nearest five minutes on both digital and analog clocks
- Solves problems using paper and coin money using appropriate symbols
- Represents and interprets data
 - I can collect measurement data and make a line plot.
 - I can create a pictograph and bar graph and solve problems from the information.
 - I can add or subtract measurements less than 100 units in word problems.
 - I can relate measurement to the number line.

By end of grade 2- know from memory all sums of two one digit numbers

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WORKING TOGETHER TO UNDERSTAND
PA CORE STANDARDS IN SPRING-FORD:
Standards for Mathematical Practice

You can help your student develop mathematical thinking skills with these Math Practice Standards.

Standards for Mathematical Practice 1: Make sense of problems and persevere in solving them.

- I can make sense of the problem.
- I can reflect on my thinking as I solve the problem.
- I can keep trying when my problem is hard.
- I can check whether my answer makes sense.
- I can compare the strategies I use with strategies that others use.

Standards for Mathematical Practice 2: Reason abstractly and quantitatively.

- I can create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects.
- I can make sense of my representations and those of others.
- I can make connections between representations.

Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.

- I can tell what my answer means.
- I can explain how I know my answer is correct or defend my thinking.
- I can make sense of others' mathematical thinking.

Standards for Mathematical Practice 4: Model with mathematics.

- I can model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations.
- I can use mathematical models to solve problems and answer questions.

Standards for Mathematical Practice 5: Use appropriate tools strategically.

- I can choose appropriate tools.
- I can use tools effectively and make sense of my results.

Standards for Mathematical Practice 6: Attend to precision.

- I can explain my mathematical thinking clearly and precisely.
- I can use an appropriate level of precision for my problem.
- I can use clear labels, units, and mathematical language.
- I can think about accuracy and efficiency when I count, measure, and calculate.

Standards for Mathematical Practice 7: Look for and make use of structure.

- I can look for mathematical structures such as categories, patterns, and properties.
- I can use structures to solve problems and answer questions.

Standards for Mathematical Practice 8: Look for and express regularity in repeated reasoning.

- I can create and justify rules, shortcuts, and generalizations.

For more information: www.corestandards.org/Math/Practice