



THE UNIVERSITY OF CHICAGO SCHOOL MATHEMATICS PROJECT

# EVERYDAY MATHEMATICS

## GRADE 2 GRADE-LEVEL GOALS

Content Strand: Number and Numeration		
Grade-Level Goals	Content Thread	Program Goal
Goal 1 Count on by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s from any number less than 1,000 with and without number grids, number lines, and calculators.	<i>Rote counting</i>	Understand the Meanings, Uses, and Representations of Numbers
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.	<i>Place value and notation</i>	
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.	<i>Meanings and uses of fractions</i>	
Goal 4 Recognize numbers as odd or even.	<i>Number theory</i>	
Goal 5 Use tally marks, arrays, and numerical expressions involving addition and subtraction to give equivalent names for whole numbers.	<i>Equivalent names for whole numbers</i>	Understand Equivalent Names for Numbers
Goal 6 Use manipulatives and drawings to model equivalent names for $\frac{1}{2}$ .	<i>Equivalent names for fractions, decimals, and percents</i>	
Goal 7 Compare and order whole numbers up to 10,000; use area models to compare fractions.	<i>Comparing and ordering numbers</i>	Understand Common Numerical Relations



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<b>Content Strand: Operations and Computation</b>		
<b>Grade-Level Goals</b>	<b>Content Thread</b>	<b>Program Goal</b>
Goal 1 Demonstrate automaticity with $\pm 0$ , $\pm 1$ , doubles, and sum-equals-ten facts, and proficiency with all addition and subtraction facts through $10 + 10$ .	<i>Addition and subtraction facts</i>	Computes Accurately
Goal 2 Use manipulatives, number grids, tally marks, mental arithmetic, paper & pencil, and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations.	<i>Addition and subtraction procedures</i>	
Goal 3 Make reasonable estimates for whole number addition and subtraction problems; explain how the estimates were obtained.	<i>Computational estimation</i>	Make Reasonable Estimates
Goal 4 Identify and describe change, comparison, and part-and-total situations; use repeated addition, arrays, and skip counting to model multiplication; use equal sharing and equal grouping to model division.	<i>Models for the operations</i>	Understand Meanings of Operations



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<b>Content Strand: Data and Chance</b>		
<b>Grade-Level Goals</b>	<b>Content Thread</b>	<b>Program Goal</b>
Goal 1 Collect and organize data or use given data to create tally charts, tables, bar graphs, and line plots.	<i>Data collection and representation</i>	Select and Create Appropriate Graphical Representations of Collected or Given 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.	<i>Data analysis</i>	Analyze and Interpret Data
Goal 3 Describe events using <i>certain, likely, unlikely, impossible</i> and other basic probability terms; explain the choice of language.	<i>Qualitative probability</i>	Understand and Apply Basic Concepts of Probability



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<b>Content Strand: Measurement and Reference Frames</b>		
<b>Grade-Level Goals</b>	<b>Content Thread</b>	<b>Program Goal</b>
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.	<i>Length, weight, and angles</i>	Understand the Systems and Processes of Measurement; Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements
Goal 2 Count unit squares to find the area of rectangles.	<i>Area, perimeter, volume, and capacity</i>	
Goal 3 Describe relationships between days in a week and hours in day.	<i>Units and systems of measurement</i>	
Goal 4 Make exchanges between coins and bills.	<i>Money</i>	
Goal 5 Read temperature on both the Fahrenheit and Celsius scales.	<i>Temperature</i>	Use and Understand Reference Frames
Goal 6 Tell and show time to the nearest five minutes on an analog clock; tell and write time in digital notation.	<i>Time</i>	



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<b>Content Strand: Geometry</b>		
<b>Grade-Level Goals</b>	<b>Content Thread</b>	<b>Program Goal</b>
Goal 1 Draw line segments and identify parallel line segments.	<i>Lines and angles</i>	Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes
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.	<i>Plane and solid figures</i>	
Goal 3 Create and complete two-dimensional symmetrical shapes or designs.	<i>Transformations and symmetry</i>	Apply Transformations and Symmetry in Geometric Situations



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Content Strand: Patterns, Functions, and Algebra		
Grade-Level Goals	Content Thread	Program Goal
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.	<i>Patterns and functions</i>	Understand Patterns and Functions
Goal 2 Read, write, and explain expressions and number sentences using the +, -, =, >, and <; solve number sentences involving addition and subtraction; write expressions and number sentences to model number stories.	<i>Algebraic notation and solving number sentences</i>	Use Algebraic Notation to Represent and Analyze Situations and Structures
Goal 3 Describe the Commutative and Associative Properties of Addition and apply them to mental arithmetic problems.	<i>Properties of the arithmetic operations</i>	