Oklahoma Mathematics

Grade 2

Adopted 2022

Numbers & Operations

1. **Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.** 2.N.1
    1. Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives. 2.N.1.1
    2. Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line. 2.N.1.2
    3. Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens. 2.N.1.3
    4. Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number. 2.N.1.4
    5. Use objects to determine whether a number is even or odd. 2.N.1.5
    6. Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations. 2.N.1.6
    7. Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., 425 > 276, 73 < 107, page 351 comes after page 350, 753 is between 700 and 800). 2.N.1.7

2. **Add and subtract one- and two-digit numbers in real-world and mathematical problems.** 2.N.2
    1. Use the relationship between addition and subtraction to generate basic facts with sums and minuends of up to 20. 2.N.2.1
    2. Demonstrate fluency with basic facts of addition and subtraction with sums and minuends of up to 20. 2.N.2.2
    3. Estimate sums and differences up to 100. 2.N.2.3
    4. Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. 2.N.2.4
    5. Solve addition and subtraction problems involving whole numbers up to two digits. 2.N.2.5
    6. Use concrete models and structured arrangements, such as repeated addition, arrays, and ten frames to develop an understanding of multiplication. 2.N.2.6

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3. **Explore the foundational ideas of fractions.** 2.N.3

1. Identify the parts of a set and area that represent fractions for halves, thirds, and fourths. 2.N.3.1
2. Construct equal-sized portions through fair sharing (length, set, and area models for halves, thirds, and fourths). 2.N.3.2

4. **Determine the value of a set of coins.** 2.N.4
    1. Determine the value of a collection of coins up to one dollar using the cent symbol. 2.N.4.1
    2. Use a combination of coins to represent a given amount of money up to one dollar. 2.N.4.2

Algebraic Reasoning & Algebra

1. **Describe the relationship found in patterns to solve real-world and mathematical problems.** 2.A.1
    1. Represent, create, describe, complete, and extend increasing and decreasing patterns with quantity and numbers in a variety of contexts. 2.A.1.1
    2. Represent and describe repeating patterns involving shapes in a variety of contexts. 2.A.1.2

2. **Use number sentences involving unknowns to represent and solve realworld and mathematical problems.** 2.A.2
    1. Use objects and number lines to represent number sentences. 2.A.2.1
    2. Generate models and situations to represent number sentences and vice versa. 2.A.2.2
    3. Apply the commutative property, identity property, and number sense to find values for unknowns that make addition and subtraction number sentences true or false. 2.A.2.3

Geometry & Measurement

1. **Analyze attributes of two- and three-dimensional figures and develop generalizations about their properties.** 2.GM.1
    1. Recognize regular and irregular trapezoids and hexagons. 2.GM.1.1
    2. Describe, compare, and classify two-dimensional figures according to their geometric attributes. 2.GM.1.2
    3. Compose and decompose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi. 2.GM.1.3
    4. Sort three-dimensional shapes based on attributes such as number of faces, vertices, and edges. 2.GM.1.4
    5. Recognize right angles and classify angles as smaller or larger than a right angle. 2.GM.1.5

2. **Understand length as a measurable attribute and explore capacity.** 2.GM.2
    1. Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. 2.GM.2.1

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2. Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit. 2.GM.2.2
3. Explore how varying shapes and styles of containers can have the same capacity. 2.GM.2.3

3. **Tell time to the quarter hour.** 2.GM.3
   1. Distinguish between a.m. and p.m. 2.GM.3.1
   2. Read and write time to the quarter hour on an analog and digital clock. 2.GM.3.2

Data & Probability

1. **Collect, organize, and interpret data.** 2.D.1
   1. Explain that the length of a bar in a bar graph and the number of objects in a pictograph represents the number of data points for a given category. 2.D.1.1
   2. Organize a collection of data with up to four categories using pictographs and bar graphs in intervals of 1s, 2s, 5s or 10s. 2.D.1.2
   3. Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one. 2.D.1.3
   4. Draw conclusions and make predictions from information in a pictograph and bar graph. 2.D.1.4