

MathAround™

Correlation to Common Core Standards

Grade 2

EPISODE	EXAMPLES	PREPARING FOR STANDARDS
<p style="text-align: center;">1</p> <p>Visualizing Addition and Subtraction</p>	<p><i>total</i></p> <p><i>plus</i></p> <p><i>minus</i></p> <p><i>equation</i></p> <p><i>addend</i></p>	<p>2.OA Operations and Algebraic Thinking</p> <p>Represent and solve problems involving addition and subtraction. <u>CCSS.MATH.CONTENT.2.OA.A.1</u> 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.¹</p> <p>Add and subtract within 20. <u>CCSS.MATH.CONTENT.2.OA.B.2</u> Fluently add and subtract within 20 using mental strategies.</p>

<p style="text-align: center;">2</p> <p style="text-align: center;">Adding and Subtracting Tens</p>	<p style="text-align: center;"><i>group of ten</i></p> <p style="text-align: center;"><i>3 tens plus 4 tens is 7 tens</i></p> <p style="text-align: center;"><i>30 plus 40 is 70</i></p> <p style="text-align: center;"><i>5 tens minus 2 tens is 3 tens.</i></p> <p style="text-align: center;"><i>50 minus 20 is 30.</i></p>	<p>2.NBT Number and Operations in Base Ten</p> <p>Understand place value. <u>CCSS.MATH.CONTENT.2.NBT.A.1</u> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <u>CCSS.MATH.CONTENT.2.NBT.A.1.A</u> 100 can be thought of as a bundle of ten tens — called a "hundred." <u>CCSS.MATH.CONTENT.2.NBT.A.1.B</u> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>Use place value understanding and properties of operations to add and subtract. <u>CCSS.MATH.CONTENT.2.NBT.B.5</u> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><u>CCSS.MATH.CONTENT.2.NBT.B.6</u> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><u>CCSS.MATH.CONTENT.2.NBT.B.7</u> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.</p> <p><u>CCSS.MATH.CONTENT.2.NBT.B.8</u> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>
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<p style="text-align: center;">3</p> <p style="text-align: center;">Difference</p>	<p style="text-align: center;"><i>more than</i> <i>fewer than</i> <i>less than</i> <i>difference</i></p>	<p>2.OA Operations and Algebraic Thinking</p> <p>Represent and solve problems involving addition and subtraction. <small>CCSS.MATH.CONTENT.2.OA.A.1</small> 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.¹</p> <p>Add and subtract within 20. <small>CCSS.MATH.CONTENT.2.OA.B.2</small> Fluently add and subtract within 20 using mental strategies.</p>
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<p style="text-align: center;">4</p> <p style="text-align: center;">Two or More Numbers in a Sentence</p>	<p style="text-align: center;"><i>3 of the 4 only 2 of them either ____ or ____</i></p>	<p>2.OA Operations and Algebraic Thinking</p> <p>Represent and solve problems involving addition and subtraction. <i>CCSS.MATH.CONTENT.2.OA.A.1</i> 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.¹</p> <p>Add and subtract within 20. <i>CCSS.MATH.CONTENT.2.OA.B.2</i> Fluently add and subtract within 20 using mental strategies.</p>
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<p style="text-align: center;">5</p> <p style="text-align: center;">Visualizing the Number Line to 100</p>	<p><i>in between</i></p> <p><i>closer to</i></p> <p><i>round</i></p> <p><i>every ten</i></p> <p><i>nearest ten</i></p> <p><i>10 apart</i></p> <p><i>go forward on the number line</i></p> <p><i>go back on the number line</i></p>	<p>2.NBT Number and Operations in Base Ten</p> <p>Understand place value. <small>CCSS.MATH.CONTENT.2.NBT.A.1</small> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <small>CCSS.MATH.CONTENT.2.NBT.A.1.A</small> 100 can be thought of as a bundle of ten tens — called a "hundred." <small>CCSS.MATH.CONTENT.2.NBT.A.1.B</small> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p><small>CCSS.MATH.CONTENT.2.NBT.A.2</small> Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>Use place value understanding and properties of operations to add and subtract. <small>CCSS.MATH.CONTENT.2.NBT.B.5</small> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><small>CCSS.MATH.CONTENT.2.NBT.B.8</small> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>
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<p style="text-align: center;">6</p> <p style="text-align: center;">Visualizing and Estimating to 1,000</p>	<p><i>closer to (on the number line)</i></p> <p><i>farther from (on the number line)</i></p> <p><i>every hundred</i></p> <p><i>nearest hundred</i></p> <p><i>rounded to nearest hundred</i></p> <p><i>rounded to the nearest ten</i></p> <p><i>100 apart</i></p> <p><i>go forward on the number line</i></p> <p><i>go back on the number line</i></p>	<p>2.NBT Number and Operations in Base Ten</p> <p>Understand place value. <small>CCSS.MATH.CONTENT.2.NBT.A.1</small> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <small>CCSS.MATH.CONTENT.2.NBT.A.1.A</small> 100 can be thought of as a bundle of ten tens — called a "hundred." <small>CCSS.MATH.CONTENT.2.NBT.A.1.B</small> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p><small>CCSS.MATH.CONTENT.2.NBT.A.2</small> Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p><small>CCSS.MATH.CONTENT.2.NBT.B.8</small> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>
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