

Grade: 2nd

Enduring Skill 1: Students extend their understanding of place value and relationships between numbers up to a 4-digit number.

Demonstrators :

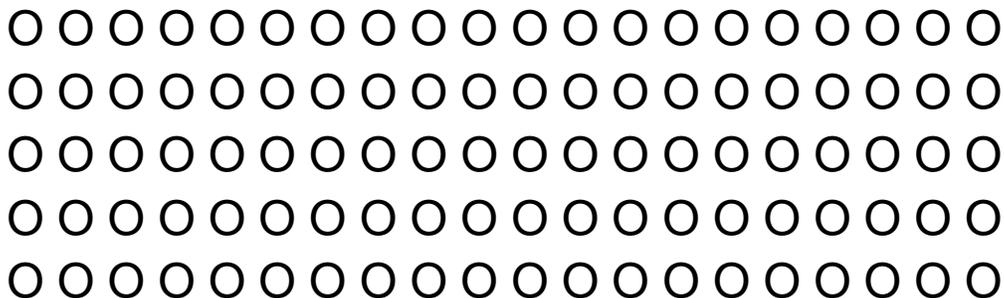
1. Use understanding to create bundles of 10 ones to make a ten, 10 tens to make 100.
2. Use understanding to interpret the value of each digit in a given number.
3. Use understanding to read and write numbers to 1,000 using base ten numerals, number names and expanded form.
4. Use understanding to compare two 3 digit numbers using the symbols $>$, $<$, $=$.

Related Standards:

1. 2.NBT.1
2. 2.NBT.1a
3. 2.NBT.1b
4. 2.NBT.3
5. 2.NBT.4

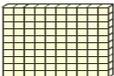
Assessment Items:

1. **ES 1, Demonstrator 1, Standard-2.NBT.1a**



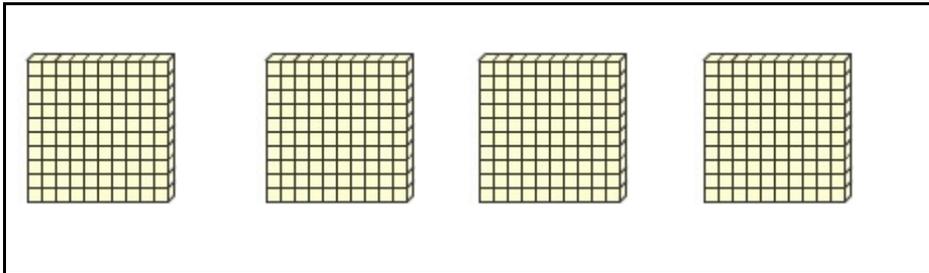
There are 100 circles in the picture above, how many groups of 10 are there?

2. ES 1, Demonstrator 1, Standard- 2.NBT.1b

Draw hundreds blocks  to show 800 in the box below.

3. ES 1, Demonstrator 1, Standards- 2.NBT.1b

Write the value of the number represented by the blocks below.



4. ES 1, Demonstrator 2, Standard-2.NBT.1

What is the value of the 5 in the number 485?

5. ES 1, Demonstrator 2, Standard-2.NBT.1

What is the value of the number 6 in 364? _____

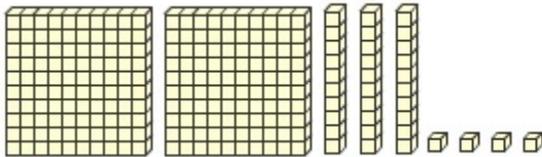
6. ES 1, Demonstrator 2, Standard-2.NBT.1

Circle all the true statements about the number 243.

- a. There are 2 tens and 43 ones.
- b. There are 243 ones.
- c. There are 2 hundreds and 403 ones.
- d. There are 24 tens and 3 ones.
- e. There are 2 hundreds and 43 ones.
- f. There are 2 hundreds 4 tens and 3 ones.

7. ES 1, Demonstrator 2, Standard- 2.NBT.1

What number does the picture show?



8. ES 1, Demonstrator 3, Standard-2.NBT.3

Write the number 538 in expanded form.

9. ES 1, Demonstrator 3, Standard-2.NBT.3

Write the number for seven hundred eighty two.

10. ES 1, Demonstrator 3, Standard-2.NBT.3

Write the number words for 467.

11. ES 1 Demonstrator 3, Standard

Use the symbols $<$, $>$, or $=$ in the blank to compare the two numbers.

$$400 + 80 + 7 \quad \underline{\hspace{1cm}} \quad 400 + 50 + 1$$

12. ES 1, Demonstrator 4, Standard-2.NBT.4

Use the symbols $<$, $>$, or $=$ in the blank to compare the two numbers.

$$826 \quad \underline{\hspace{1cm}} \quad 624.$$

Explain how you compared the two numbers.

13. ES 1, Demonstrator 4, Standard-2.NBT.4

Using the symbols $<$, $>$, $=$ compare the following numbers.

$$379 \quad \bigcirc \quad 397$$

14. ES 1, Demonstrator 4, Standard-2.NBT.4

Circle two of the 3 digit numbers from the box below.

523	268	745	425
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Compare the numbers you circled using the symbols $>$, $<$, $=$

$$\underline{\hspace{1cm}} \quad \bigcirc \quad \underline{\hspace{1cm}}$$

Grade 2

Enduring Skill 2: Students will build fluency when adding and subtracting within 1,000 using strategies based on meaning.

Demonstrators :

1. Use understanding of addition to develop fluency with addition and subtraction problems within 100.
2. Use understanding to solve addition and subtraction problems within 1,000.

Related Standards:

1. 2.NBT.5
2. 2.NBT.6
3. 2.NBT.7
4. 2.OA.1

Assessment Items:

1. **ES 2, Demonstrator 2, Standard- 2.NBT.7**

509 hot dogs were sold at a ballgame. 464 hot dogs were sold at another game. How many hot dogs were sold at both games. Show your work or explain how you found your answer.

2. ES 2, Demonstrator 1, Standard- 2.NBT.5, 2.OA.1

Jay collected 88 flowers and his sister collected 57 flowers. How many more flowers did Jay collect than his sister? Show your work below in the box.

3. 3. ES 2, Demonstrator 1, Standard- 2.NBT.6

Solve the problem and show your work in the box below.

$$21 + 14 + 11 = \underline{\hspace{2cm}}$$

4. ES 2, Demonstrator 1 Standard- 2.NBT.5, 2.OA.1

A mail truck stops and picks up 37 letters. At the next stop, the truck picks up some more letters. After the two stops, the mail truck has a total of 58 letters. How many letters did the mail truck pick up on the second stop? Show your work in the box below.

5. ES 2, Demonstrator 1 Standard- 2.NBT.5

Solve the problem and show your work in the box below.

$$82 - 45 = \underline{\hspace{2cm}}$$

6. ES 2, Demonstrator 1, Standard- 2.NBT.5

Solve the problem and show your work in the box below.

$$59 + 36 = \underline{\hspace{2cm}}$$

7. ES 2, Demonstrator 2, Standard- 2.NBT.7

Solve the problem and show your work in the box below.

$$125 + 147 = \underline{\hspace{2cm}}$$

8. ES 2, Demonstrator 2, Standard- 2.NBT.7

384 students were at school. 57 of them went home sick.
How many students are left at school? Show your work.

9. ES 2, Demonstrator 2, Standard- 2.NBT.7

Solve the problem and show your work in the box below.

$$743 - 289 = \underline{\hspace{2cm}}$$

10. ES 2, Demonstrator 1 Standard- 2.NBT.5, 2.OA.1

Mary and Billy had a birthday party. Mary had 21 friends at the party and Billy had 19 friends at the party. 10 friends had to leave the party early. How many friends were still at the party? Show your work in the box below.

Grade 2

Enduring Skill 3: Students will understand the need for standard units of measurement.

Demonstrators :

1. Use measurement tools to understand that linear measure involves iteration of units.
2. Use understanding of measurement to select the most appropriate units.
3. Use understanding to estimate lengths using different units of measurements.

Related Standards:

1. 2.MD.1
2. 2.MD.2
3. 2.MD.3
4. 2.MD.4

Assessment Items:

1. ES 3, Demonstrator 2, Standard 2.MD.1

Determine the BEST unit of measurement for measuring a football field.
Circle the best unit:

inches feet yards miles

Explain why you chose that unit.

2. ES 3, Demonstrator 2, Standard 2.MD.1

Which unit of measure (feet or inches) would be BEST to measure a school bus? Explain your thinking.

3. ES 3, Demonstrator 3, Standard 2.MD.3

Sandy measures the length of a baseball bat. She says it is about 3 units long. What unit did she use to measure?

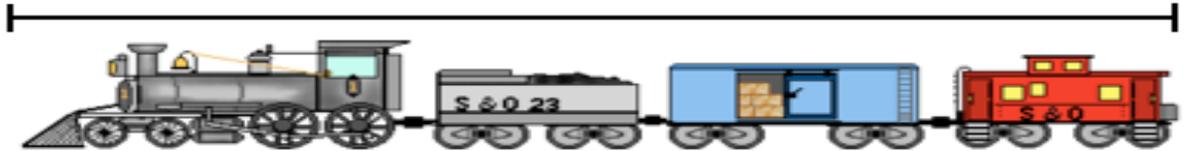
- a. inches
- b. feet
- c. yards
- d. miles

4. ES 3, Demonstrator 3, Standard 2.MD.3

Draw two lines in the box below. One line that is about 4 centimeters long and another line that is about 4 inches long.

5. ES 3, Demonstrator 1 and 2, Standard 2.MD.2

Measure the train below to the nearest inch. Then measure again to the nearest centimeter.



_____ inches

_____ centimeters

Would you need more inches or more centimeters to measure the train? Explain why in the box below.

6. ES 3, Demonstrator 3, Standard, 2.MD.1, 2.MD.4

Choose a tool to measure each of the pencils below. How much longer is one pencil than the other pencil? Show your work in the box below.



Grade 2

Enduring Skill 4: Students will understand that shapes are composed of sides and angles that can be used to create other shapes.

Demonstrators :

1. Use understanding of sides and angles to identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Understand that sides and angles can be used to create other shapes and equal shares.

Related Standards:

1. 2.G.1
2. 2.G.2
3. 2.G.3

Assessment Items:

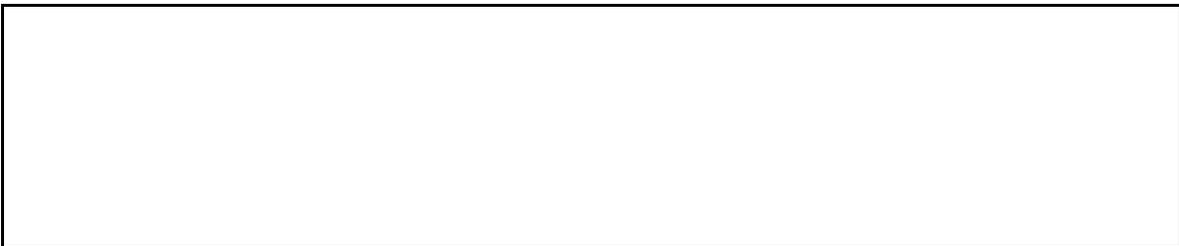
1. ES 4, Demonstrator 1, Standard 2.G.1

Draw a shape that has 3 angles and 3 sides in the box below.



What shape did you draw? _____

Draw a shape with 4 angles and 4 sides.

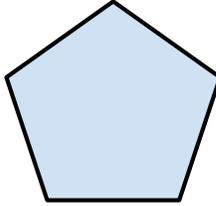
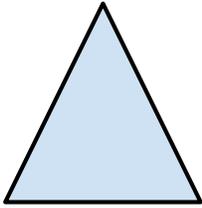


What shape did you draw? _____

Explain how the 2 shapes are alike and how they are different?



2. ES 2, Demonstrator 1, Standard 2.G.1



Circle the shape that is a quadrilateral. Explain your answer in the box below.

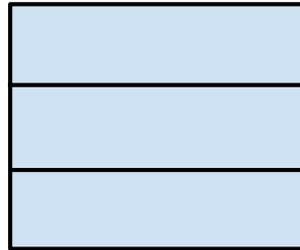
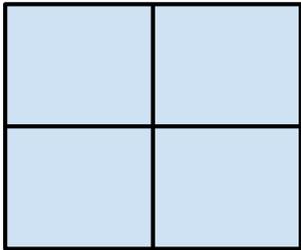
3. ES 4, Demonstrator 2, Standard 2.G.3

Partition each rectangle into halves. Show three different ways.



4. ES 4, Demonstrator 2, Standard 2.G.3

Circle the shape that is partitioned into thirds. Explain your answer on the lines below.



5. ES 4, Demonstrator 2, Standard 2.G.2 and 2.G.3



Draw a line or lines to show 2 rectangles.



Draw a line or lines to show 4 squares.



Draw a line or lines to show 2 triangles.

6. ES 4, Demonstrator 2, Standard 2.G.3

Three children want to share a pan of brownies. Using the two rectangles below draw two different ways to split the brownies into thirds.

