Math Milestones™ — Grade 2

Math Milestones

2:1 Avi made a paper chain. Then Avi added 29 more links to the paper chain. Now there are 52 links in the paper chain. How many links were in the paper chain before?

2:2 (1) True or false?

(a) 2 hundreds + 3 ones > 5 tens + 9 ones

(b) 9 tens + 2 hundreds + 4 ones < 924

(c) 456 < 5 hundreds

(2) Write the number that makes each statement true.

(a) 7 ones + 5 hundreds = _____

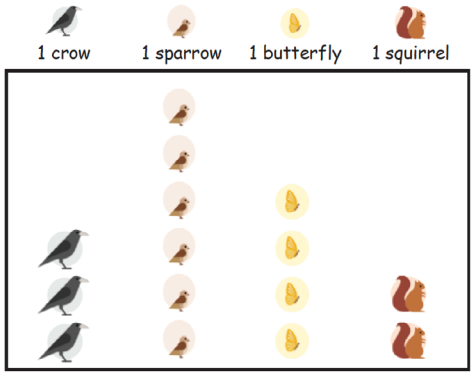
(b) 14 tens = _____

(c) 90 + 300 + 4 = _____

2:3 Write the sums and differences.

36	72	64	82
+ 45	− 17	+ 27	− 55

2:4 Faith went to the park. The picture graph shows all of the animals Faith saw.



Faith said, "I saw fewer butterflies than birds." How many fewer butterflies did Faith see?

2:5 Write the value of each sum. Use as much time as you need. If you "just knew it," then draw a check mark, like this: 2 + 2 4 ✓

Click here for student handout 2:5

2:6 A rope is 32 feet long. The rope is cut into two pieces. One piece is 3 feet long. How long is the other piece?

Equation model: _____

Answer: _____ feet

2:7 (1) Write the number that makes the statement true.

6 hundreds + 3 tens + 4 ones

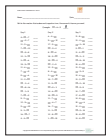
= 5 hundreds + _____ tens + 4 ones.

(2) How do you know your statement is true?

(3) Look for connections between your statement and this subtraction problem. What connections can you see?

$$\begin{array}{r} {}^{5}\cancel{6}\,{}^{13}\cancel{3}4 \\ -\ 482 \\ \hline 152 \end{array}$$

2:8 Write the number that makes each equation true. Use as much time as you need.



Click here for student handout 2:8

2:9 A farmer said, "Last night some deer came and ate 16 of my cabbages. Now I only have 38 cabbages." How many cabbages were there before the deer came?

Equation model: _____

Answer: There were _____ cabbages.

2:10 Check the subtraction by adding.

946 − 678 = 268

2:11 A grass snake is 28 inches long. A rat snake is 74 inches long. How much longer is the rat snake?

Draw a diagram to illustrate your solution. Label the diagram with numbers.

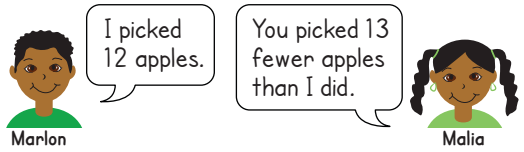
2:12 At recess there was a jump-rope contest.

How many times did Catherine jump?

Equation model: _____

Answer: Catherine jumped _____ times.

2:13 Marlon and Malia went apple-picking.



How many apples did Malia pick?

Equation model: _____

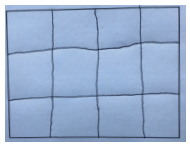
Answer: Malia picked _____ apples.

2:14 Zariah got one answer wrong.

(1) Which answer did Zariah get wrong?

(2) Correct Zariah's wrong answer.

(a) Show how the rectangle can be divided into 15 squares.



(b) 2 halves make one whole.

(c) Draw a triangle. All three sides of your triangle must have different lengths.

Math Milestones™ Task List — Grade 2

The 14 Math Milestones™ tasks for grade 2 have been carefully crafted to embody grade 2 mathematics on one page.

2:1	Paper Chain	C A P	2.OA.A.1, 2.NBT.B.5
2:2	Place Value to Hundreds	C	2.NBT.A
2:3	Fluency within 100 (Add/Subtract)	P	2.NBT.B.5
2:4	Animals in the Park	A	2.MD.D.10
2:5	Sums of Single-Digit Numbers	P	2.OA.B.2
2:6	Cutting a Rope	C A	2.MD.B.5, 2.MD.B
2:7	Subtraction Regrouping	C P	2.NBT.B.7, 2.NBT.B
2:8	Fluency within the Addition Table	P	2.OA.B.2
2:9	Disappearing Cabbages	C A P	2.OA.A.1, 2.NBT.B.5
2:10	Three-Digit Addition/Subtraction	C P	2.NBT.B.7
2:11	Grass Snake vs. Rat Snake	C A P	2.MD.B, 2.NBT.B.5
2:12	Jump-Rope Contest	C A P	2.OA.A.1, 2.NBT.B.5
2:13	Apple-Picking	C A	2.OA.A.1
2:14	Correcting a Shape Answer	C	2.G.A

C = Task has a conceptual focus.
P = Task has a procedural skill & fluency focus.
A = Task has an application focus.

Standards for Mathematical Practice

MP.1	Make sense of problems and persevere in solving them.	2:1, 2:2, 2:5–9, 2:11–14
MP.2	Reason abstractly and quantitatively.	2:6, 2:7, 2:11–13
MP.3	Construct viable arguments and critique the reasoning of others.	2:7, 2:14
MP.4	Model with mathematics.	2:1, 2:4, 2:6, 2:9, 2:11–13
MP.5	Use appropriate tools strategically.	2:14
MP.6	Attend to precision.	2:2–5, 2:7, 2:8, 2:10
MP.7	Look for and make use of structure.	2:2, 2:3, 2:7, 2:10, 2:14
MP.8	Express regularity in repeated reasoning.	2:2

Standards codes refer to www.corestandards.org. One purpose of the codes is that they may allow a task to shed light on the Standards cited for that task. Conversely, reading the cited Standards may suggest opportunities to extend a task or draw out its implications. Finally, Standards codes may also assist with locating relevant sections in curriculum materials, including materials aligned to comparable standards.

Math Milestones™

Math Milestones™ was created by Jason Zimba, John W. Staley, Elizabeth Meier, Sandra Alberti, Harold Asturias, and Phil Daro.

Math Milestones™ tasks are not designed for summative assessment. Used formatively, the tasks can reveal and promote student thinking. Student work on tasks could be collected in student portfolios.

Student Achievement Partners believes every student should have access to joyful, asset-based, high-quality instruction. For more than a decade, our team of former educators has offered unmatched expertise on how standards-aligned math and literacy instruction can unlock student potential. Learn more at: LearnwithSAP.org