The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

- Explain to your child that 100 is the same as a bundle of 100 “ones” or 10 “tens” and it is called a “hundred”.

- Help your child understand that a three-digit number represents amounts of hundreds, tens, and ones. For example, 706 equals 7 hundreds, 0 tens, and 6 ones.

- Count to 1000 with your child using skip counting by 5’s: 5, 10, 15, 20…, by 10’s: 10, 20, 30, 40…, and by 100’s: 100, 200, 300, 400…

- Show your child how to read and write numbers to 1000 using tens, 10, 20, 30… and ten, twenty, thirty….

- Show your child what these symbols mean: > is more than; < is less than, and = means the same as. Compare numbers and use those symbols. For example, which symbol would we use to compare 20 and 30? 20 < 30; or 30 > 20 are both correct answers.

- Help your child practice adding numbers up to 100. Add four two digit numbers. Help her to see and understand the place value of the numbers – ones or tens, that we add ones together, and tens together, and that sometimes it is necessary to convert ones into a ten and ones when adding numbers.

- Help your child practice adding 10 or 100 to numbers and subtracting 10 or 100 from numbers in her head, explaining how it changes the number in the tens column by one. For example, adding 10 to 20 changes the 2 (tens) to 3 (tens), and adding 100 to 350 changes the 1 (hundreds) to 4 (hundreds).
Common Core Math Standards for Second Grade
Algebra and Patterns

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

- Work with your child on one and two step word problems, using numbers up to 100. For example, add two numbers together (put two sets of items together); take one number away from another (taking sets of items apart); and compare sets of items to see which has more or less. Using objects like blocks, coins, raisins, or paper dots, or drawing the problem on paper, can help your child see and understand the math problem he is doing.

- Practice with your child adding and counting numbers within 20. The more he practices, the more fluent he will be in adding and subtracting in his head, not needing to see the written numbers. By the end of the year, your child should be fluent in adding any two one-digit numbers – those numbers from 1 to 9 added to one another. You can practice these sums while walking or driving to school or shopping.

- Help your child look at groups of items and tell you whether the total number of items is an odd (1, 3, 5…) or even (2, 4, 6…) number. Have him count the items by 2’s (2, 4, 6…), pairing the objects with the number as he counts. Then let him write the equation that represents the numbers. For example, if he has 12 blocks, he can count them out as 2, 4, 6, 8, 10, 12. He may have 4 blocks on one pile and 8 blocks in the other pile, so his equation would be $4 + 8 = 12$. Show your child how to count across rows and columns: up to 5 rows and 5 columns. Show him how to keep going in one direction, counting all the items in one column or row before moving on to the next.
Common Core Math Standards for Second Grade Measurement

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

- Help your child measure items. Use a ruler, a yardstick, or a tape measure, and show her the inch marks, the feet marks (every 12 inches equals 1 foot), and the yards (3 feet equal a yard). Show her the difference between the US system of measuring inches and feet and the metric system by showing her how the marks on each side of a ruler differ.
- Ask your child to estimate how many inches or feet an item is. Ask her why she guessed that number, and then measure together to see how close she came.
- Use a ruler (or several rulers) to show how adding and subtracting lengths in the same unit (inches or feet) can be seen on the ruler.
- Show your child how a number line is similar to a ruler and illustrates number equations.
- Help your child learn to tell time on analog (hands move around the clock) and a digital clock. Show her how to write the time in five minute increments.
- Play money games – ask word problems like “if you have two dimes and three pennies, how many cents do you have? Allow your child to count out the money for purchases under $1.
- Ask your child to practice measuring several objects, and then to chart the measurements on a line plot.
- Show your child how to make picture graphs and bar graphs.
Speaking and Listening Standards for Second Grade
Geometry and Spatial Sense

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

- Help your child become familiar with shapes – triangles (3 sides), quadrilaterals (4 sides), pentagons (five sides), hexagons (six sides) and cubes (box shaped solid object with six identical square faces). Ask him to find those shapes in books and in your travels around town.
- Play with rectangles. Divide one into rows and columns of same size squares and ask your child to count them.

Partition circles and rectangles in 2, 3, or 4 equal shares. Help your child to understand that if an item is partitioned into 2 equal sections, they are called halves, 3 equal sections are called thirds, and four equal sections are called fourths. Two halves would make a whole, three thirds would make a whole, and four fourths would make a whole.
- Help your child see that he can have half of one item and half or a different item, and they may not be the same size or shape.