Louisiana Louisiana Connectors for Students with Significant Disabilities

Mathematics: Grade 2

Operations and Algebraic Thinking OA

- **1a** Represent addition of two sets when shown the + symbol. LC.2.OA.A.1A
- **1b** Solve word problems within 20. LC.2.OA.A.1B
- **1c** Solve word problems within 100. LC.2.OA.A.1C
- **1d** Solve one- or two-step addition and subtraction problems, and add and subtract within 100, using objects, drawings, pictures. LC.2.OA.A.1D
- **1e** Use pictures, drawings or objects to represent the steps of a problem. LC.2.OA.A.1E
- **2** Add and subtract within 20 using manipulatives. LC.2.OA.B.2
- **3** Identify numbers as odd or even. LC.2.OA.C.3
- **4a** Find the total number of objects when given the number of identical groups and the number of objects in each group, neither number larger than 5. LC.2.OA.C.4A
- **4b** Find the total number inside an array with neither number in the columns or rows larger than 5. LC.2.OA.C.4B

Numbers and Operations in Base Ten NBT

- **1a** Build representations of two digit numbers using tens and ones. LC.2.NBT.A.1A
- **1b** Build representations of three digit numbers using hundreds, tens and ones. LC.2.NBT.A.1B
- **1c** Build representations of numbers using hundreds, tens and ones. LC.2.NBT.A.1C
- **2a** Skip count by 5s. LC.2.NBT.A.2b Skip count by 10s. LC.2.NBT.A.2c Skip count by 100s. LC.2.NBT.A.2A
- **3a** Identify numerals 0-100. LC.2.NBT.A.3A
- **3b** Identify the numeral between 0 and 100 when presented the name. LC.2.NBT.A.3B
- **3c** Write or select the numerals 0-100. LC.2.NBT.A.3C

	3d Write or select expanded form for any two digit number. LC.2.NBT.A.3e Write or select expanded form for any three digit number. LC.2.NBT.A.3f Explain what the zero represents in place value (hundreds, tens, ones) in a number. LC.2.NBT.A.3D
	3g Write or select the expanded form for up to three digit number. LC.2.NBT.A.3G
	4a Compare (greater than, less than, equal to) two numbers up to 100. LC.2.NBT.A.4A
	4b Compare two digit numbers using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number). LC.2.NBT.A.4B
	4c Compare three digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number). LC.2.NBT.A.4C
	5a Model addition and subtraction with base 10 blocks within 20. LC.2.NBT.B.5b Model addition and subtraction with base 10 blocks within 50. LC.2.NBT.B.5c Model addition and subtraction with base 10 blocks within 100. LC.2.NBT.B.5A
	6 Combine up to 3 sets of 20 or less. LC.2.NBT.B.6
	7a Compose ones into tens and/or tens into hundreds in addition situation. LC.2.NBT.B.7A
	7b Decompose tens into ones and/or hundreds into tens in subtraction situations. LC.2.NBT.B.7B
	7c Use diagrams and number lines to solve addition or subtraction problems. LC.2.NBT.B.7C
	8a Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?). LC.2.NBT.B.8A
	8b Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?). LC.2.NBT.B.8B
	8c Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?). LC.2.NBT.B.8C
Multiplication and Division MD	**1a** Select appropriate tool and unit of measurement to measure an object (ruler or yard stick; inches or feet). LC.2.MD.A.1A
	1b Select appropriate tools and demonstrate or identify appropriate measuring techniques. LC.2.MD.A.1B
	2 Measure the length of an object using two different size units. LC.2.MD.A.2

	3a Recognize that standard measurement units can be decomposed into smaller units. LC.2.MD.A.3A
	3b Estimate the length of an object using units of feet and inches. LC.2.MD.A.3B
	4 Measure two objects with each no more than 10 inches long and find the difference in their lengths. LC.2.MD.A.4
	5a Solve one-step subtraction problems involving the difference of the lengths of two objects in standard length units. LC.2.MD.B.5A
	5b Solve word problems involving the difference in standard length units. LC.2.MD.B.5B
	6 Use diagrams and number lines to solve addition or subtraction problems. LC.2.MD.B.6
	7 Tell time to the nearest 5 minutes using a digital clock. LC.2.MD.C.7
	8 Solve word problems using dollar bills, quarters, dimes, nickels, or pennies. LC.2.MD.C.8
	9 Organize data by representing continuous data on a line plot. LC.2.MD.D.9
	10a Analyze data by sorting into categories established by each question. LC.2.MD.D.10A
	10 b Organize data by representing categorical data on a pictorial graph or bar graph. LC.2.MD.D.10
	10c Identify the value of each category represented on picture graph and bar graph or each point on a line plot. LC.2.MD.D.10C
	10d Compare the information shown in a bar graph or picture graph with up to four categories. Solve simple comparisons of how many more or how many less. LC.2.MD.D.10D
Geometry G	**1a** Identify two-dimensional shapes such as rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles. LC.2.G.A.1A
	1b Distinguish two- or three-dimensional shapes based upon their attributes (i.e., # of sides, equal or different lengths of sides, # of faces, # of corners). LC.2.G.A.1B
	1c Draw two-dimensional shapes with specific attributes. LC.2.G.A.1C
	2 Find the total number of same size squares by counting when the number of rows and columns in a given array is 5 or less. LC.2.G.A.2

3a **Partition circles and rectangles into two and four equal parts. LC.2.G.A.3b Label a partitioned shape (e.g., one whole rectangle was separated into two halves, one whole circle was separated into three thirds).** LC.2.G.A.3A