Teacher:_____ Date:_____

Standards for Mathematical Practice: Second Grade

1. Make sense of problems and persevere in solving them. • Can find an entry point or way to start the task. • Does my answer make sense? • Can reexamine the task in a different way. • Are expected to persevere while solving tasks.	**2. Reason abstractly and quantitatively.** • Students make sense of quantities and relationships. • Processes of reasoning also apply as students begin to measure with standard measurement units by determining length of quantities. • What does it mean when...
3. Construct viable arguments and critique the reasoning of others. • Students can accurately use definitions to construct arguments. • Students can constructively critique the strategies and reasoning of their classmates. • What do you think about what ____said?	**4. Model with mathematics.** • Students model real-life math situations with a number sentence or equation. • Can create an appropriate problem situation from an equation. • How can we use symbols to represent what's happening?
5. Use appropriate tools strategically. • Students have access and use appropriately the following tools: base ten blocks, calculators, virtual manipulatives that support higher order thinking skills. • Students are able to determine their appropriate use. • How did using the tool help you solve the problem?	**6. Attend to precision** • Students are precise in their communication, calculations, and measurements. • Use grade level vocabulary accurately. • Students check their work for accuracy. • Can you tell me why that is true?
7. Look for and make use of structure. • Students look for patterns and structures in the number system • While working in the Numbers in Base Ten domain, students work with the idea that 10 ones equals a ten and 10 tens equals 100. • How do you know your rule will work?	**8. Look for and express regularity in repeated reasoning.** • Students begin composing and decomposing numbers in different ways. • There are 8 crayons in a box. Some are red and some are blue. How many of each could there be? • Students can check for the reasonableness of their solutions during, and after completing a task.