Math Milestones™ — Grade 2

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 = _____

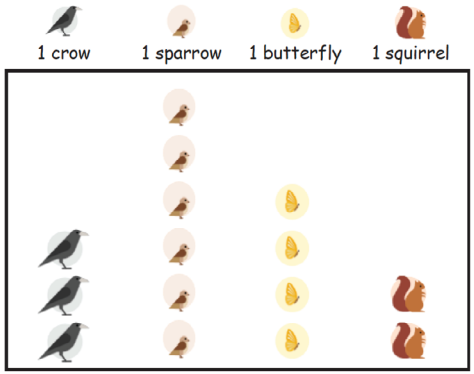
(b) 14 tens = _____

(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

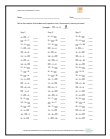
= 5 hundreds + _____ tens + 4 ones.

(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?

$$\begin{array}{r} {}^{5}\not{6}\,{}^{13}\not{3}4 \\ -\ 482 \\ \hline 152 \end{array}$$

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.

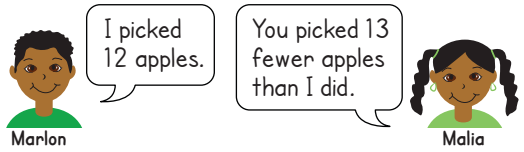
2:12 At recess there was a jump-rope contest.

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: _____

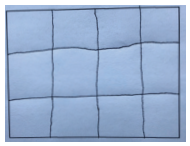
Answer: Malia picked _____ apples.

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.

STUDENT ACHIEVEMENT PARTNERS

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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.

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