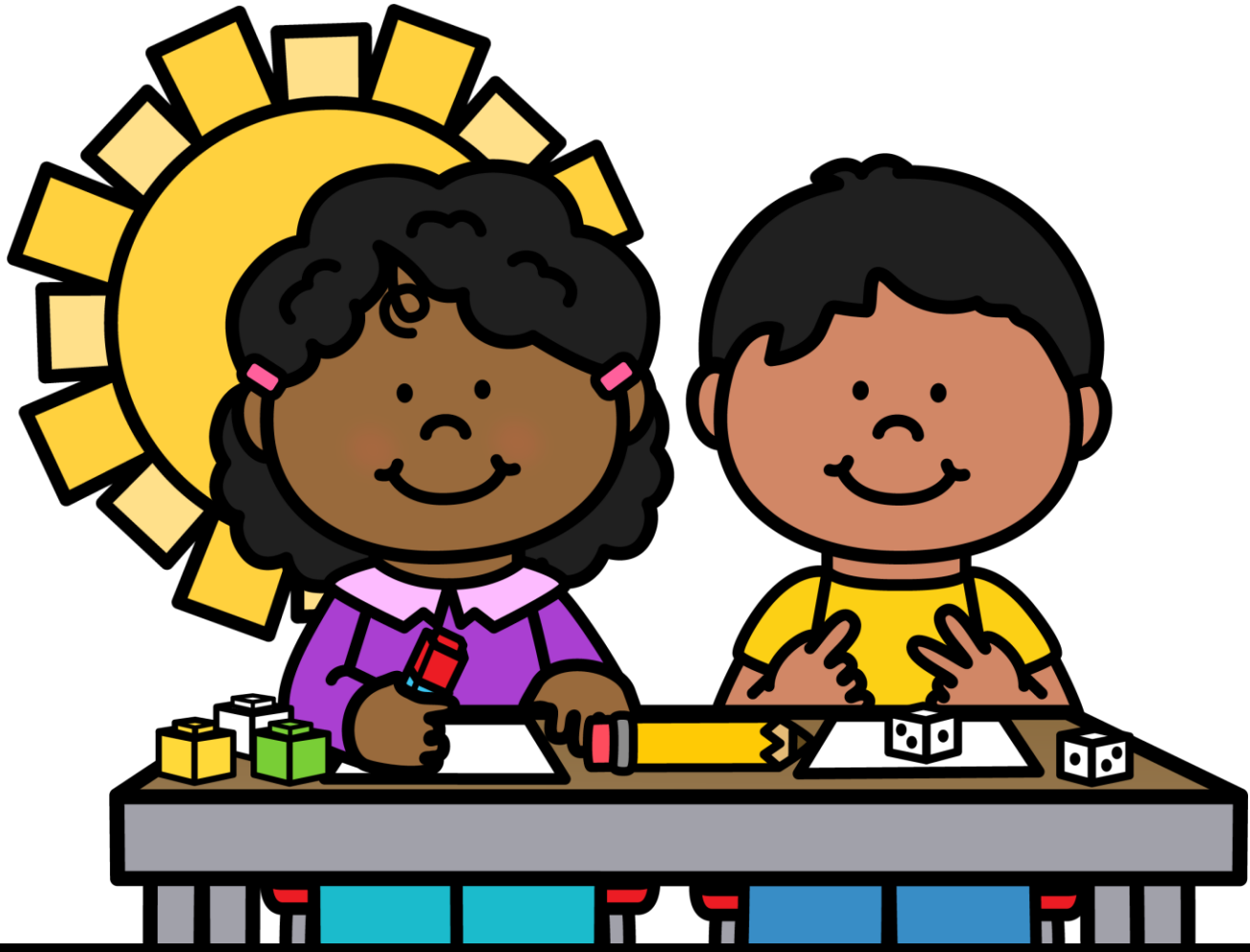
KINDERGARTEN, FIRST, AND SECOND GRADE

END OF YEAR MATHEMATICS

INSTANT *assessments*

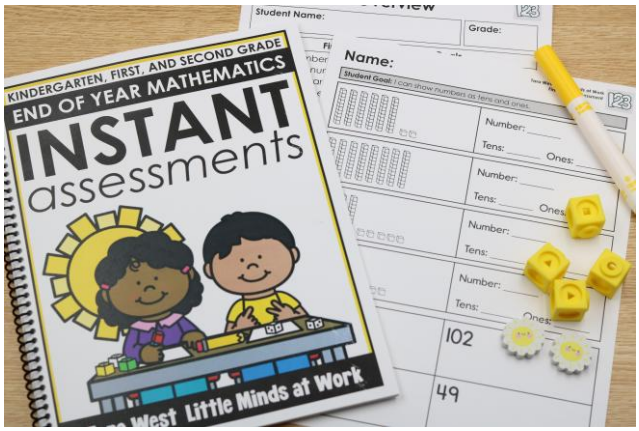


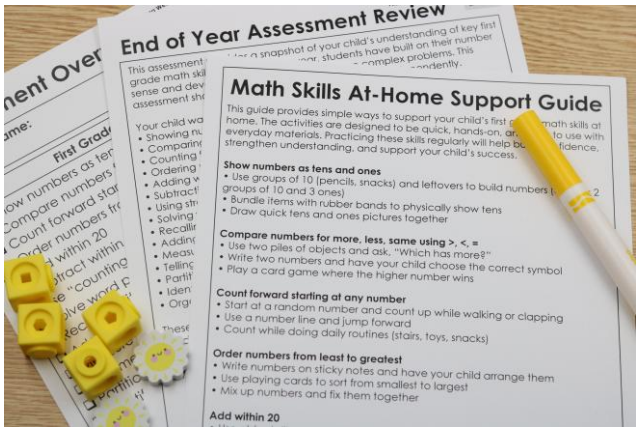
This Instant End of Year Mathematics Assessment is designed to give teachers a clear, comprehensive snapshot of student learning across kindergarten, first, and second grade. Each assessment targets key math standards and foundational skills students are expected to master by the end of the school year, allowing you to quickly see what students know and how they apply those skills independently. Inside this resource, you will find easy-to-use, print-and-go assessments that cover essential areas such as number sense, operations, problem solving, measurement, and more. Each grade level includes student-friendly tasks and clearly defined skill goals, making it simple to assess understanding in a structured and meaningful way.

End of year assessments are an essential part of closing out the school year with intention. They provide valuable insight into student strengths and areas of need, helping you make informed decisions for summer support, intervention, and readiness for the next grade level. These assessments also give you clear, standards-aligned data to support report cards and parent communication, while allowing you to reflect on your instruction and student growth over time. More than just a test, this resource helps you see how students think, problem solve, and apply the strategies they have learned throughout the year.

This resource was created with real classrooms in mind. It is quick to administer, easy to prep, and designed to streamline your end of year assessment process. The variety of skills included ensures you get a well-rounded view of each student, while the clear layout supports independence and reduces confusion during testing. It also provides a strong foundation for meaningful conversations with families by breaking down student performance into specific skill areas.

By the end of the year, students have worked hard to build a strong foundation in math. This assessment allows you to capture that growth and gain a true picture of each student's readiness as they transition into the next grade level.



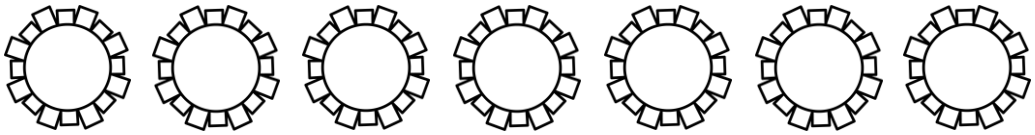
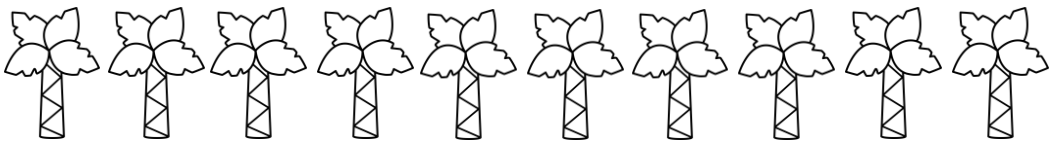


KINDERGARTEN

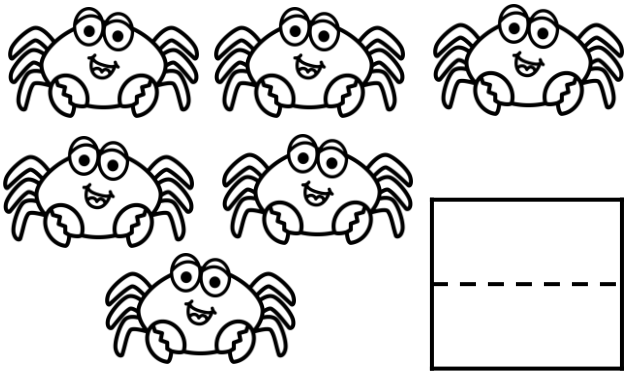
Math Assessment

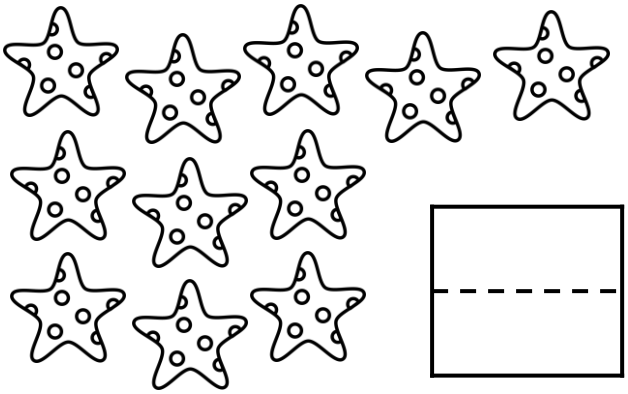
Name:

Student Goal: I can count objects and identify the total.

	6	7	8
	2	3	4
	14	15	16
	10	11	12

Student Goal: I can count objects and write the total.





Student Goal: I can count forward from any number within 20.

6	7	
12	13	

9	10	
18	19	

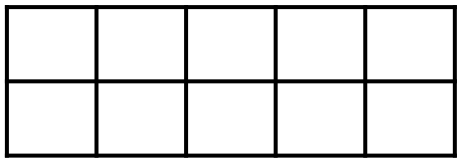
Student Goal: I can represent numbers using drawings.

5

16

Student Goal: I can represent numbers using ten frames.

9



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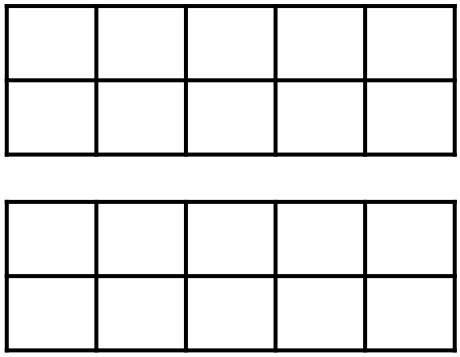
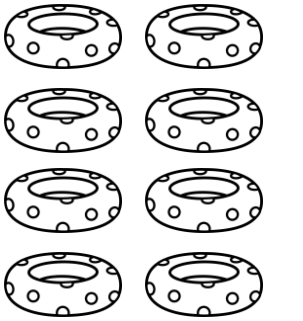
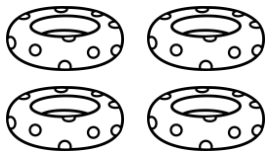
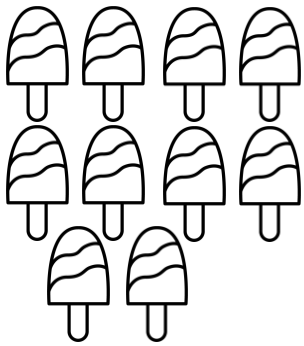
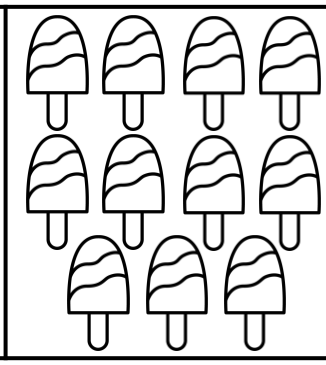


Student Goal: I can compare sets for *more*.









Student Goal: I can compare numbers for *less*.

8	5

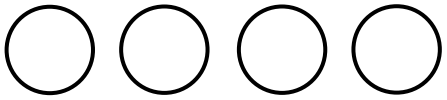
4	9

15	10

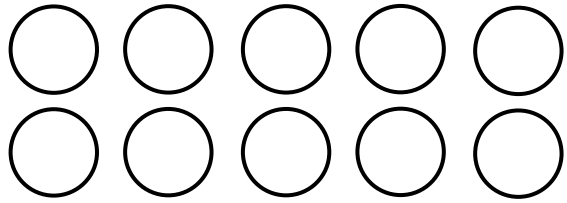
12	16

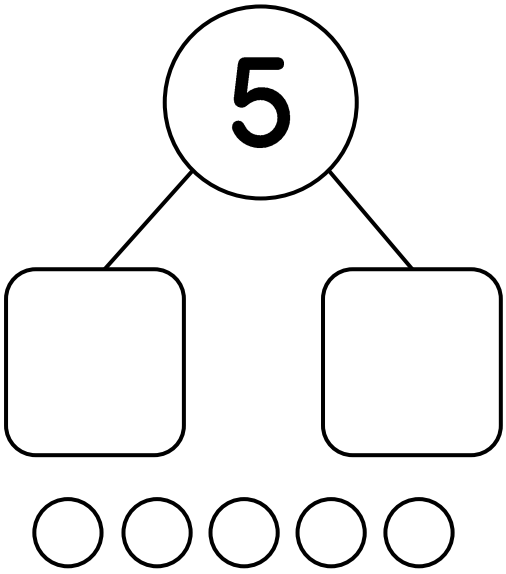
Student Goal: I can break apart numbers in different ways.

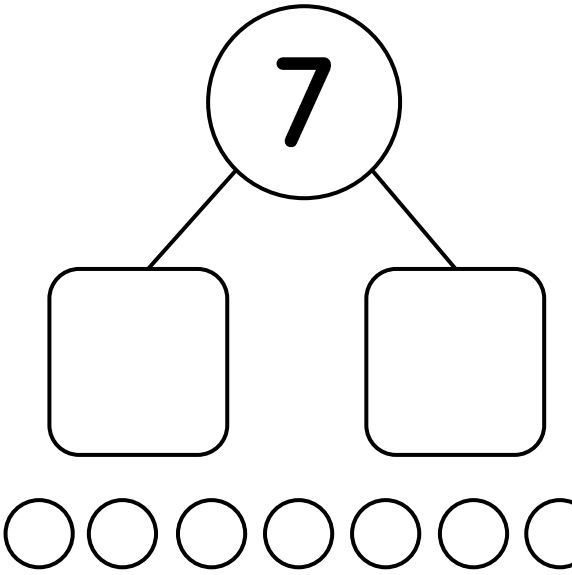
4 is ___ and ___



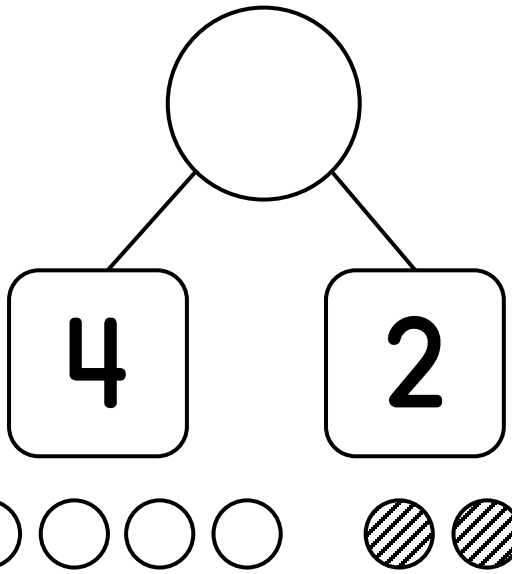
10 is ___ and ___

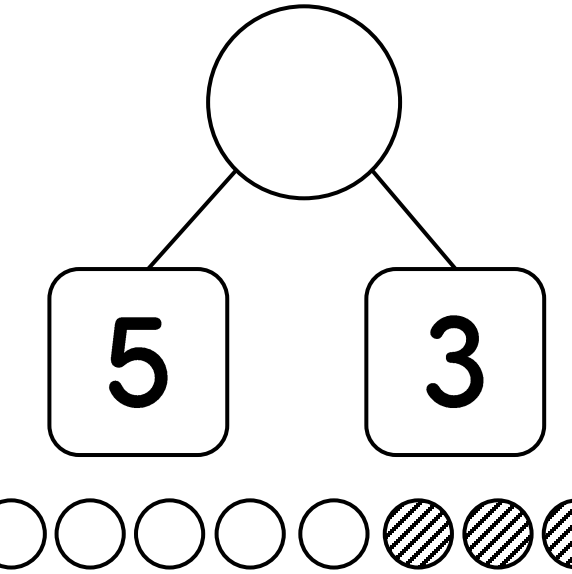






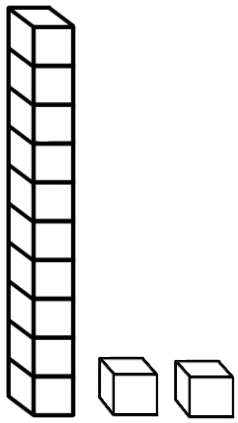
Student Goal: I can put numbers together to make a total.

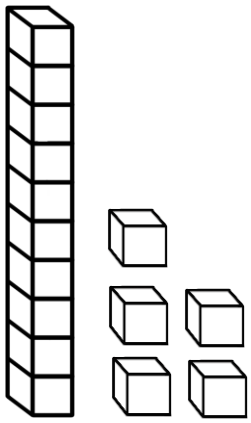




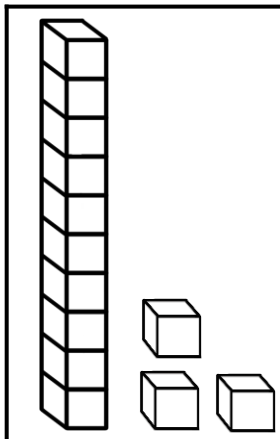
Student Goal: I can show teen numbers as 10 and some more.

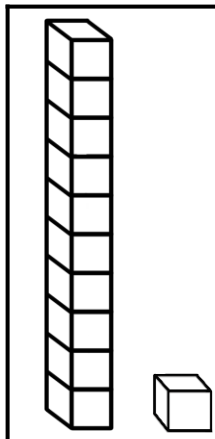
14 is 10 and ___

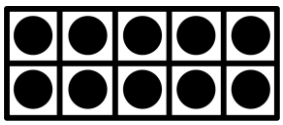


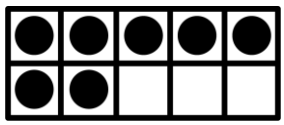


18 is 10 and ___

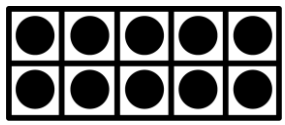


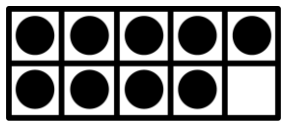






___ is 10 and ___





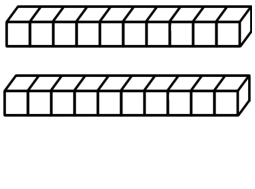
___ is 10 and ___

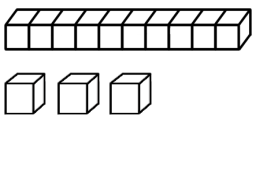
13

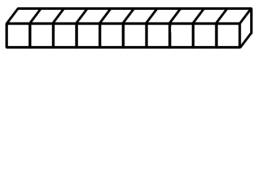
20

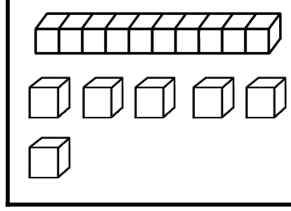
16

10

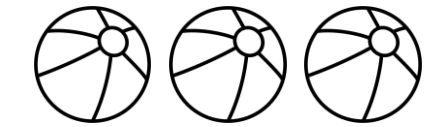
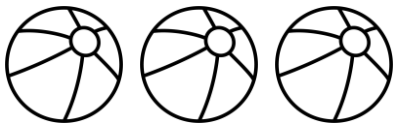


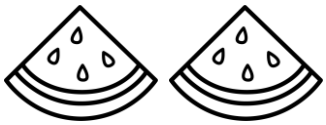






Student Goal: I can use objects to solve addition problems.

 +  =

 +  =

 +  =

 +  =

Student Goal: I can solve addition problems.

3 + 2 = _____

4 + 4 = _____

7 + 2 = _____

9 + 0 = _____

5 + 3 = _____

8 + 2 = _____

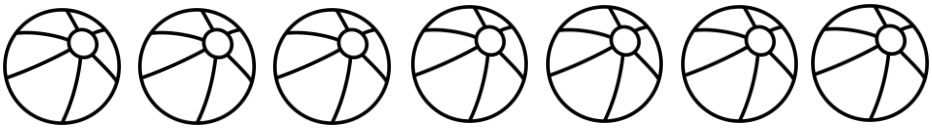
$$\begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\ 5 \\ \hline \end{array}$$

Student Goal: I can use objects to solve subtraction problems.

 - 5 =	
 - 0 =	
 - 2 =	
 - 4 =	

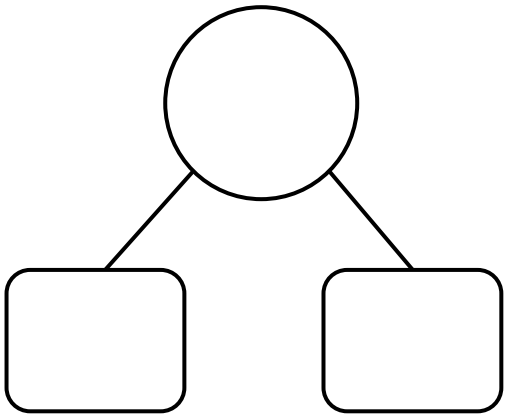
Student Goal: I can solve subtraction problems.

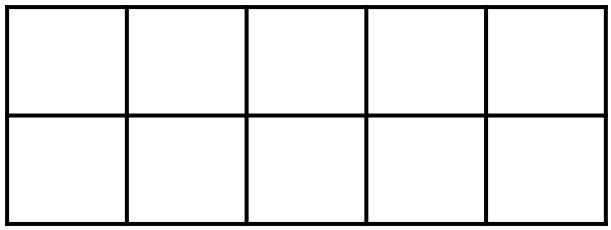
3 - 0 = _____	4 - 2 = _____
7 - 2 = _____	9 - 6 = _____
5 - 3 = _____	6 - 2 = _____

7 - 1 _____	8 - 8 _____	9 - 2 _____	4 - 3 _____

Student Goal: I can solve word problems using multiple strategies.

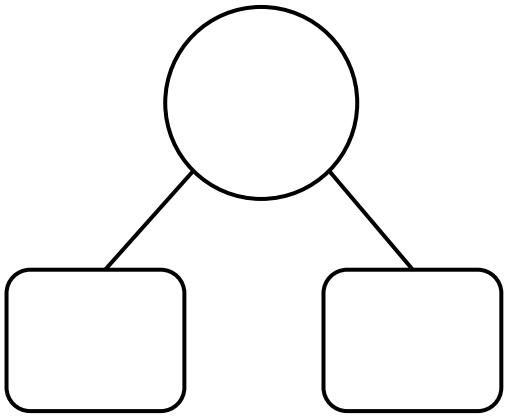
I see 2 cats and 3 dogs.

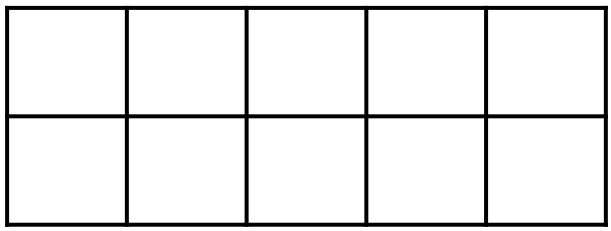




____ + ____ = ____

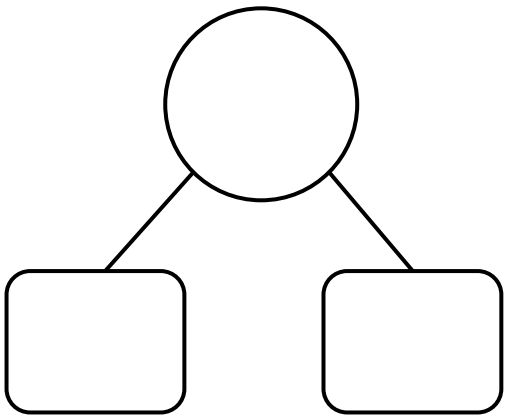
I see 5 ducks and 4 bugs.





____ + ____ = ____

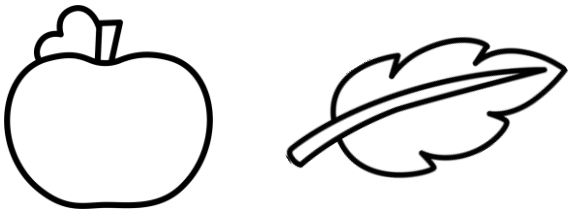
I see 8 frogs on a log. 6 hop off.

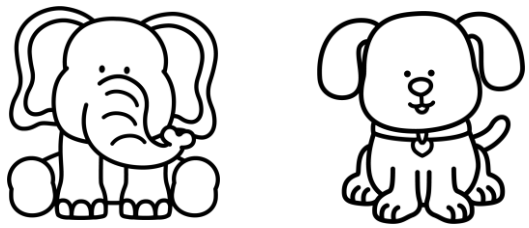


____ - ____ = ____

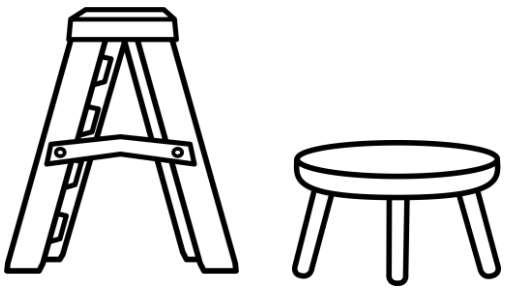
Student Goal: I can compare lengths for *longer*.

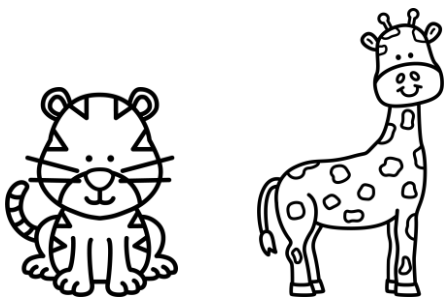
Student Goal: I can compare weight for *lighter*.



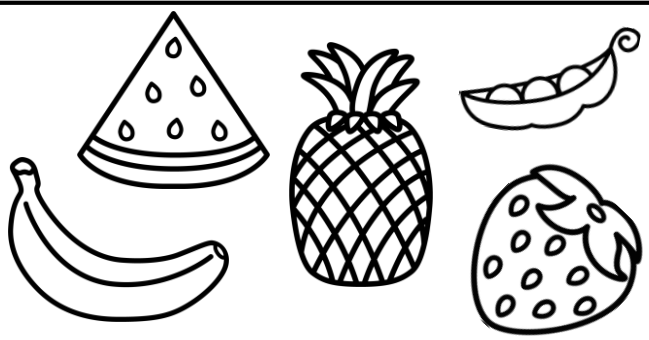


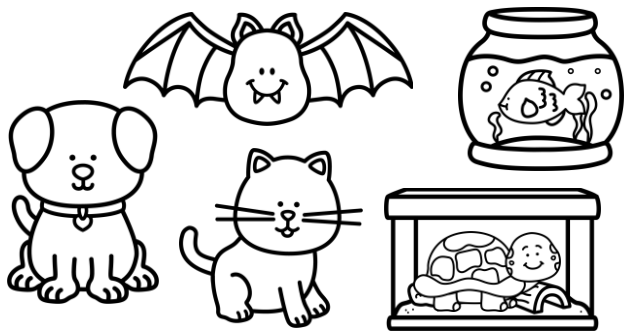
Student Goal: I can compare height for *taller*.



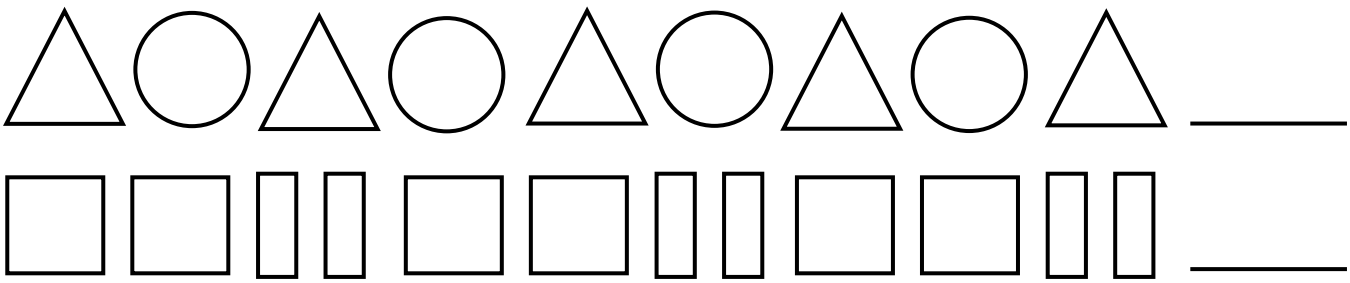


Student Goal: I can sort groups by identifying what doesn't belong.





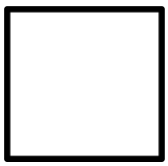
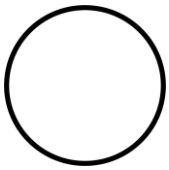
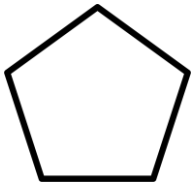
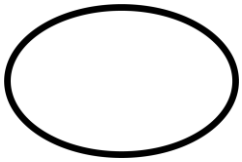
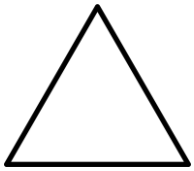
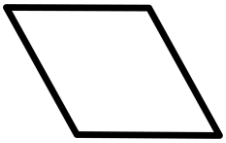
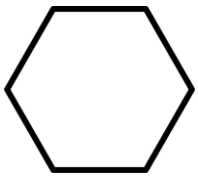
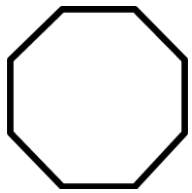
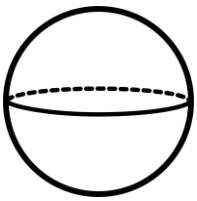
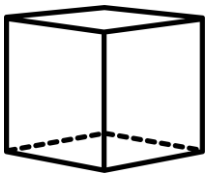
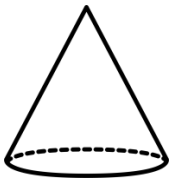
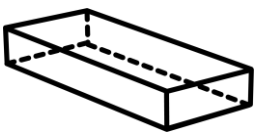
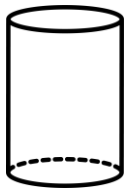
Student Goal: I can finish a pattern.



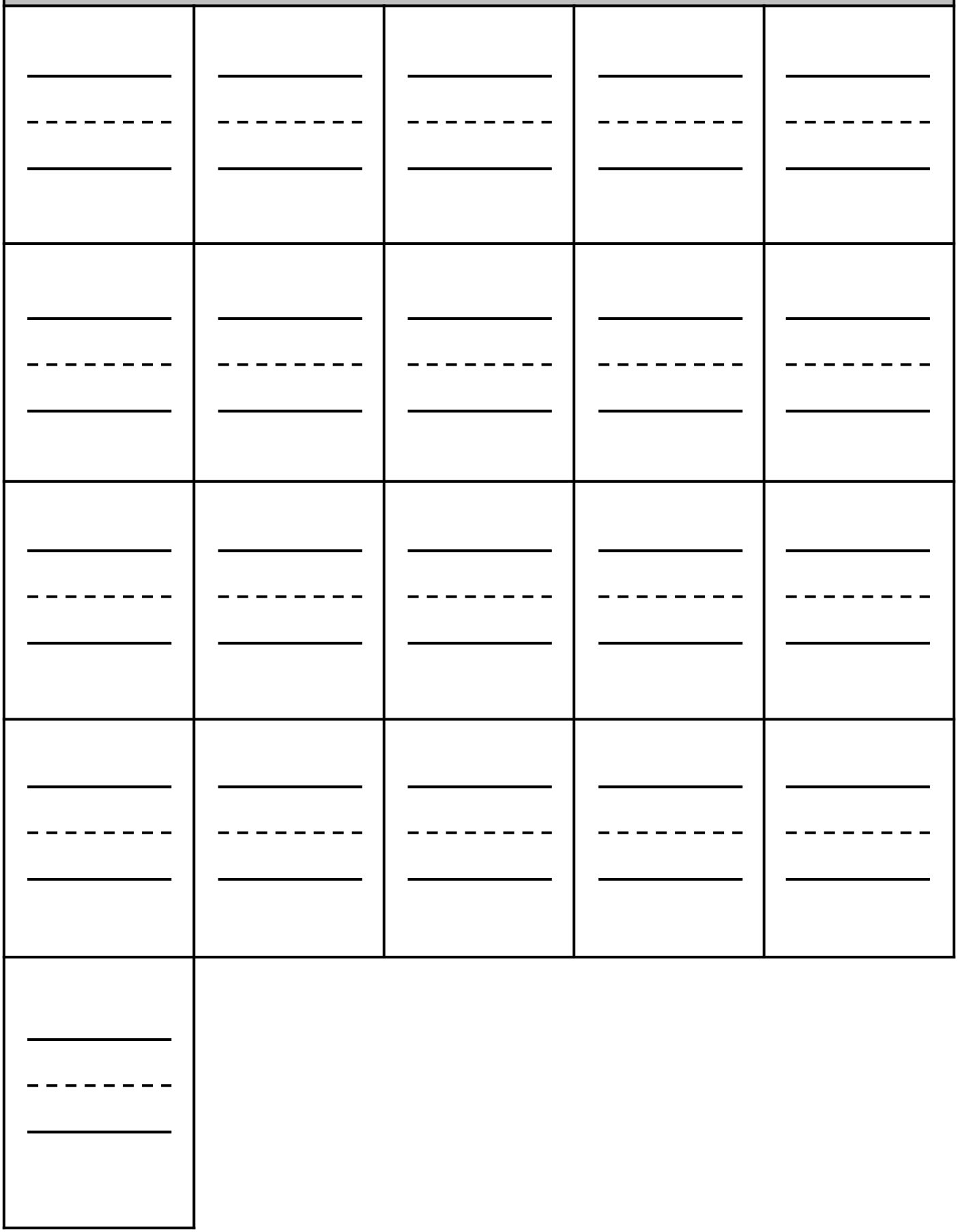
Student Goal: I can identify numbers.

3	6	0	4	2
1	7	5	8	9
10	14	16	18	20
17	11	19	12	13
15				

Student Goal: I can identify shapes.

Student Goal: I can write numbers.



Assessment Overview

Student Name:	**Grade:**

Kindergarten Assessment Goals

- ❑ Count objects and identify the total
- ❑ Count objects and write the total
- ❑ Count forward from any number within 20
- ❑ Represent numbers using drawings and ten frames
- ❑ Compare numbers for more, less, and same
- ❑ Break apart and put together numbers (to 10)
- ❑ Show teen numbers as 10 and some more
- ❑ Solve addition problems (objects and equations)
- ❑ Solve subtraction problems (objects and equations)
- ❑ Solve word problems using multiple strategies
- ❑ Compare length, weight, and height
- ❑ Sort groups by identifying what doesn't belong
- ❑ Identify and finish a pattern (AB and AABB)
- ❑ Identify numbers 0-20
- ❑ Identify shapes (2D and 3D)
- ❑ Write numbers 0-20

Overall Notes:

End of Year Assessment Review

This assessment provides a snapshot of your child's understanding of key kindergarten math skills. Throughout the year, students have worked on building a strong foundation in number sense, problem solving, and mathematical thinking. This assessment allows us to see how your child applies these skills independently.

Your child was assessed on the following skills:

- Counting objects and identifying the total
- Counting objects and writing the total
- Counting forward from any number within 20
- Representing numbers using drawings and ten frames
- Comparing numbers using more, less, and same
- Breaking apart and putting together numbers (to 10)
- Showing teen numbers as 10 and some more
- Solving addition problems using objects and equations
- Solving subtraction problems using objects and equations
- Solving word problems using multiple strategies
- Comparing length, weight, and height
- Sorting groups and identifying what doesn't belong
- Identifying and completing patterns (AB and AABB)
- Identifying numbers 0–20
- Identifying 2D and 3D shapes
- Writing numbers 0–20

These skills are aligned with kindergarten math standards and help prepare students for first grade math expectations.

Overall Notes:

Math Skills At-Home Support Guide

This guide provides simple ways to support your child's kindergarten math skills at home. The activities are designed to be quick, hands-on, and easy to use with everyday materials. Practicing these skills regularly will help build confidence, strengthen understanding, and support your child's success as they move into first grade.

Counting objects and identifying the total
- Count everyday items (toys, snacks) and say the total
- Line up objects and touch each one while counting
- Ask "How many are there?" after counting

Counting objects and writing the total
- Count objects, then write the number
- Draw a set and label it with a number
- Practice writing numbers after counting

Count forward from any number within 20
- Start at a number and count up while walking or clapping
- Use a number line and jump forward
- Count during daily routines (stairs, toys, snacks)

Represent numbers using drawings and ten frames
- Draw dots to match a number
- Use a ten frame to show numbers
- Build numbers with small objects in rows

Compare numbers using more, less, and same
- Compare two groups of objects
- Ask "Which has more? Which has less?"
- Match groups that are the same

Break apart and put together numbers (to 10)
- Use objects to split numbers into two groups
- Practice making numbers in different ways (5 = 2 + 3)
- Combine groups to make a total

Show teen numbers as 10 and some more
- Make a group of 10 and add extra ones
- Say numbers like "10 and 4 more makes 14"
- Use objects to build teen numbers

Math Skills At-Home Support Guide

Solve addition problems using objects and equations
- Combine two groups of objects and count
- Draw pictures to show addition
- Write simple addition equations

Solve subtraction problems using objects and equations
- Start with a group and take some away
- Cross out drawings to show subtraction
- Write simple subtraction equations

Solve word problems using multiple strategies
- Use real-life problems with toys or snacks
- Draw or act out the problem
- Talk about how the answer was found

Compare length, weight, and height
- Compare objects (longer/shorter, heavier/lighter, taller/shorter)
- Line items up to compare length
- Hold objects to compare weight

Sort groups and identify what doesn't belong
- Sort objects by color, size, or shape
- Ask which item does not fit the group
- Explain why something is different

Identify and complete patterns
- Make simple patterns with objects
- Continue a pattern together

Identify numbers 0–20
- Use number cards or flashcards
- Point to numbers and name them

Identify 2D and 3D shapes
- Find shapes around the house
- Name shapes like circle, square, cube, sphere

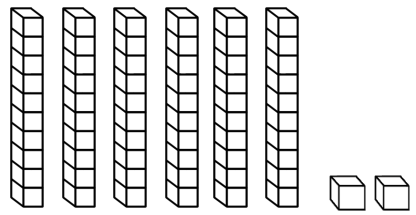
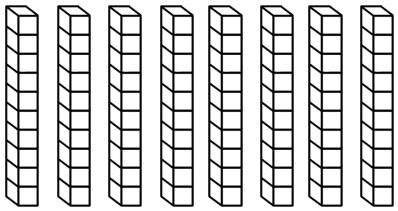
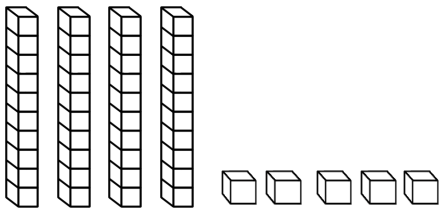
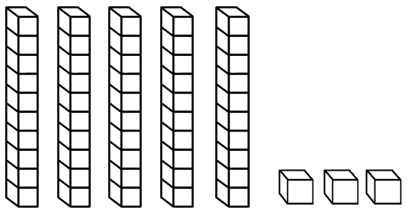
Write numbers 0–20
- Practice writing numbers daily
- Write numbers after counting objects

FIRST GRADE

Math Assessment

Name:

Student Goal: I can show numbers as tens and ones.

	Number: _____ Tens: _____ Ones: _____
	Number: _____ Tens: _____ Ones: _____
	Number: _____ Tens: _____ Ones: _____
	Number: _____ Tens: _____ Ones: _____

74	102
115	49

Student Goal: I can compare numbers for more, less, and same using >, <, =.

45 ◯ 85	23 ◯ 59
63 ◯ 27	99 ◯ 99
82 ◯ 100	26 ◯ 84

Greater.	Less.
63 or 54	110 or 120
27 or 49	118 or 109

Student Goal: I can count forward starting at any number.

46		
118		

98		
63		

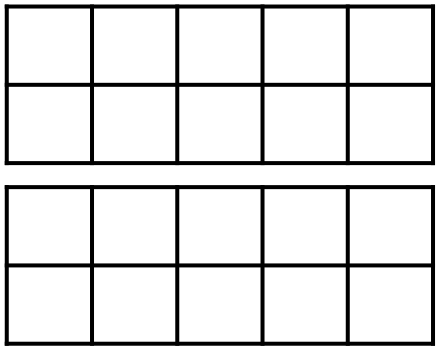
Student Goal: I can order numbers from *least to greatest*.

24, 85, 62, 99, 35

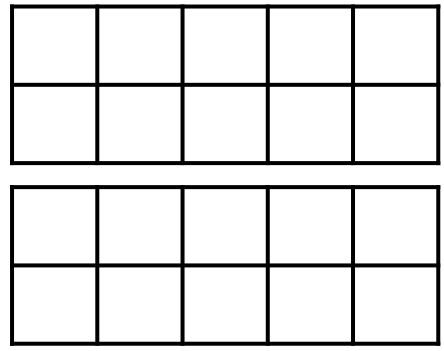
_____, _____, _____, _____, _____

Student Goal: I can add within 20.

8 + 6 = _____



7 + 5 = _____



5 + 7 = _____

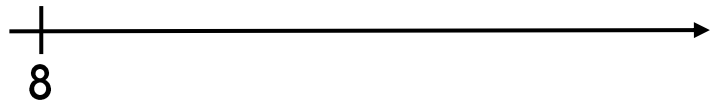
4 + 9 = _____

_____ = 9 + 3

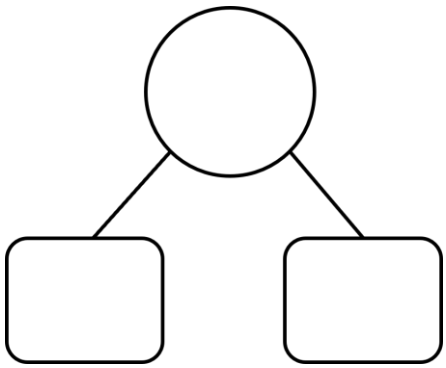
_____ = 10 + 6

Student Goal: I can use "counting on" and "making a 10" strategies.

8 + 5 = _____



7 + 6 = _____

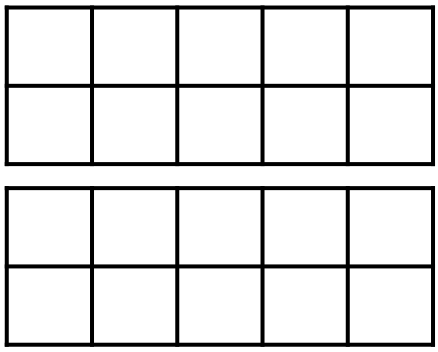


_____ ○ _____ = _____

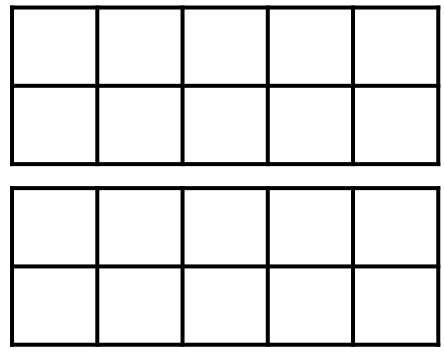
_____ ○ _____ = _____

Student Goal: I can subtract within 20.

14 - 6 = _____



13 - 5 = _____



12 - 4 = _____

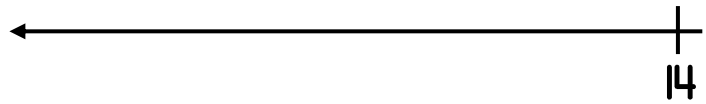
15 - 7 = _____

_____ = 17 - 8

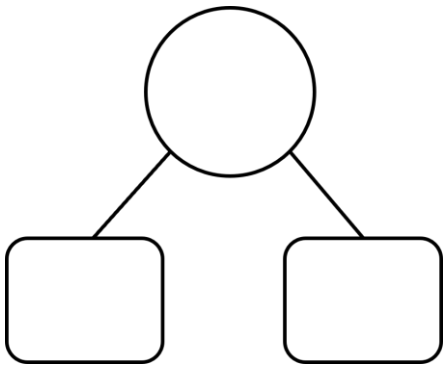
_____ = 18 - 9

Student Goal: I can use "counting back" and "making a 10" strategies.

14 - 5 = _____



13 - 8 = _____

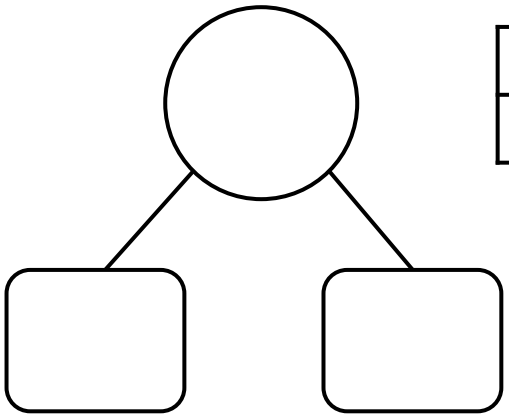


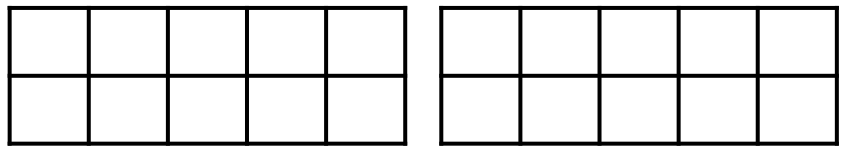
_____ ◯ _____ = _____

_____ ◯ _____ = _____

Student Goal: I can solve word problems using multiple strategies.

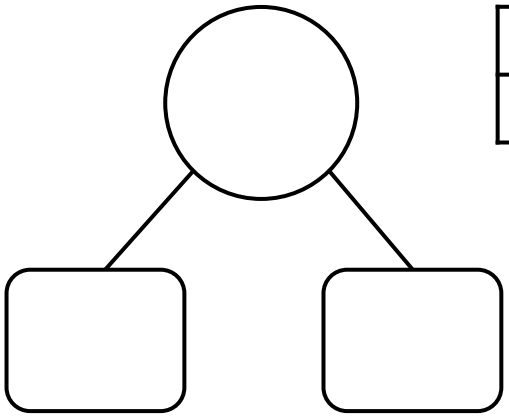
I see 6 cats and 6 dogs.

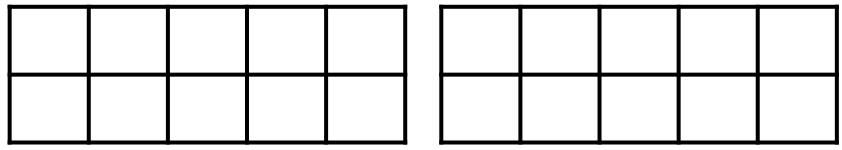




____ ○ ____ = ____

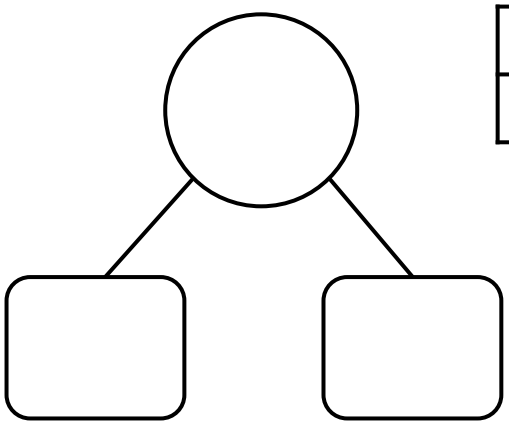
I see 12 frogs on a log. 4 hop off.

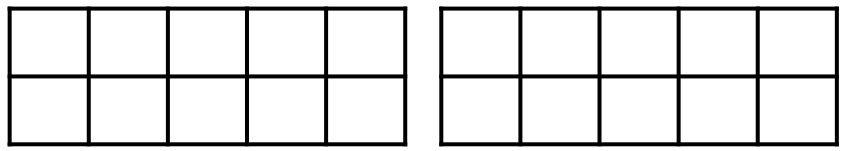




____ ○ ____ = ____

I see 14 ducks and 6 bugs.





____ ○ ____ = ____

Student Goal: I can recall addition and subtraction facts within 10.

8 + 1 =	3 + 3 =	6 + 2 =	4 + 5 =
6 + 3 =	5 + 5 =	5 - 2 =	9 - 8 =
7 - 1 =	8 - 8 =	9 - 2 =	4 - 3 =

Student Goal: I can understand that the equal sign means "the same" or ≠.

3 + 2 ◯ 5	4 ◯ 2 + 2
2 + 4 ◯ 7	9 ◯ 5 + 3

Student Goal: I can add and subtract within 100 using place value strategies.

Tens	Ones

$47 + 36 = \_\_\_\_$

Tens	Ones

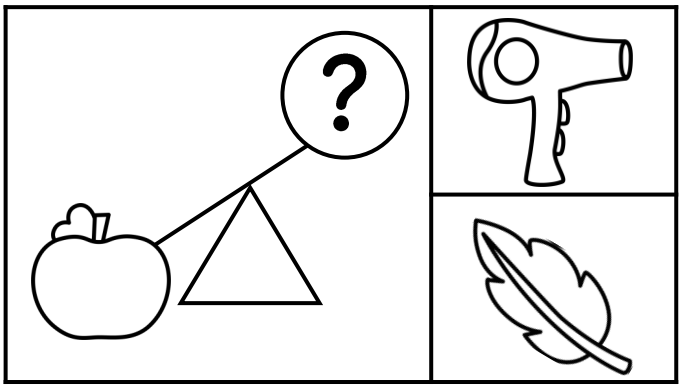
$48 + 7 = \_\_\_\_$

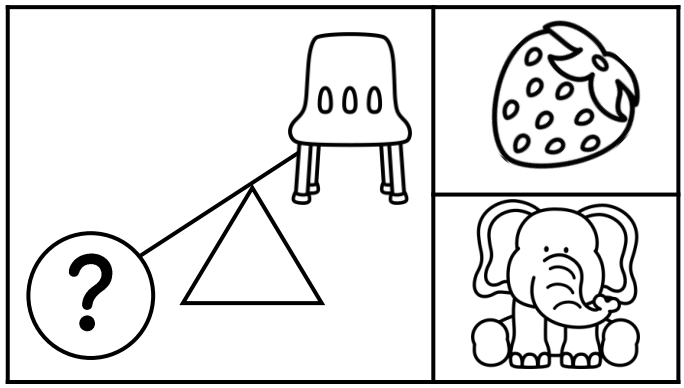
Student Goal: I can subtract multiples of 10 from multiples of 10.

$80 - 30 = \_\_\_\_$

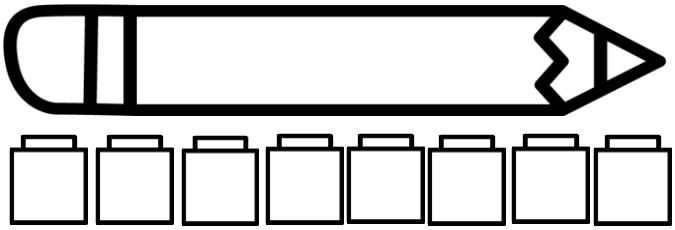
$70 - 50 = \_\_\_\_$

Student Goal: I can measure weight.

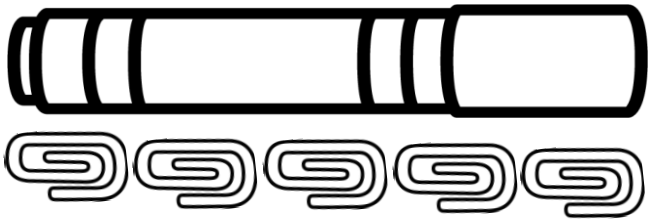




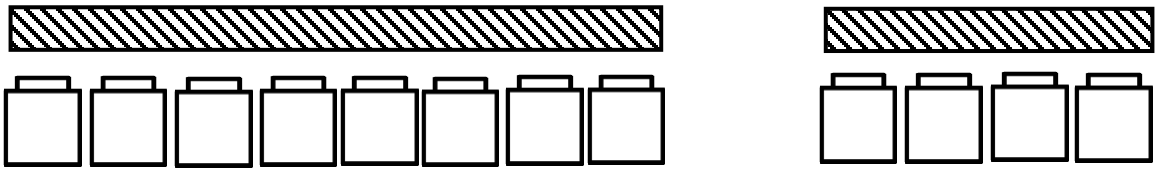
Student Goal: I can measure length.



____ cubes



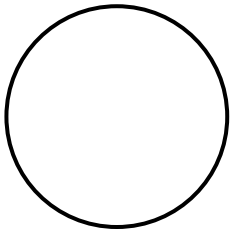
____ clips

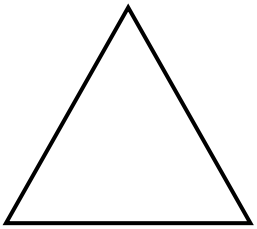


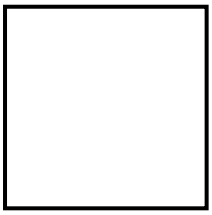
____ + ____ = ____

Student Goal: I can tell time to the hour and half hour.

Student Goal: I can partition shapes into equal parts.

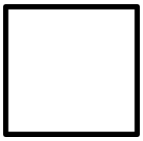
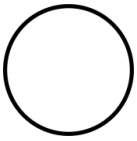
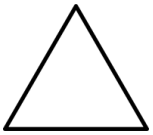
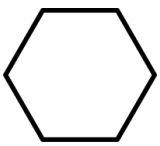
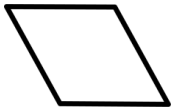
$\frac{1}{4}$ 

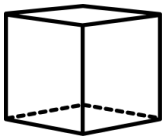
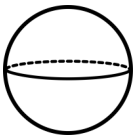
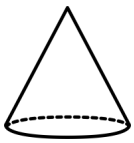
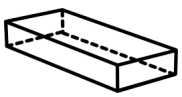
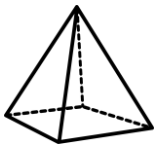
$\frac{1}{2}$ 

$\frac{3}{4}$ 

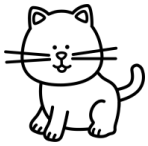
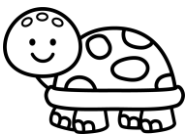
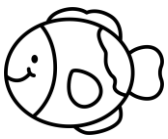
$\frac{1}{3}$ 

Student Goal: I can identify shape characteristics.

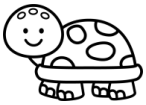
Shape:	Sides:	Corners:
		
		
		
		
		
		

Shape:	Faces:	Vertices:
		
		
		
		
		
		

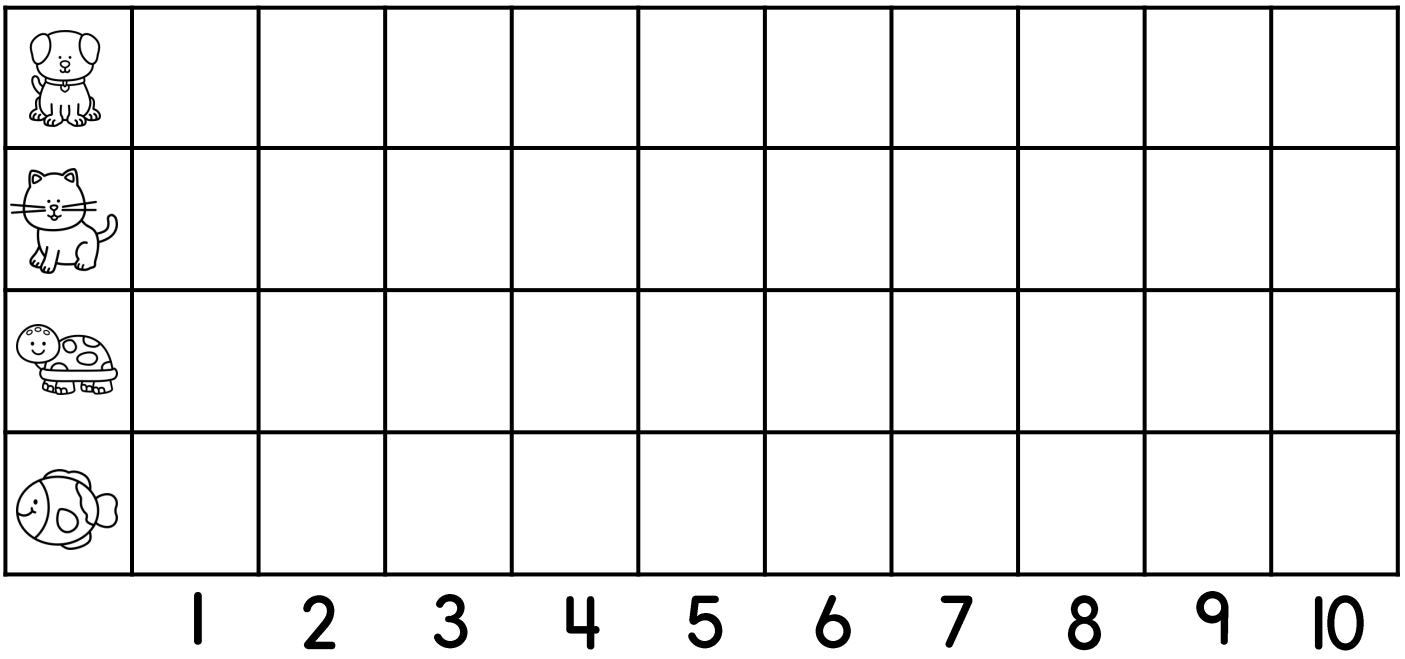
Student Goal: I can organize and interpret data.

10 	5 	4 	8 

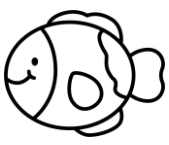
Pets Tally Chart:

Pets Bar Graph:



1. How many  ? _____

2. How many more  than  ? _____

3. How many total pets? _____

Assessment Overview

Student Name:	**Grade:**

First Grade Assessment Goals

- ❑ Show numbers as tens and ones
- ❑ Compare numbers for more, less, same using >, <, =.
- ❑ Count forward starting at any number
- ❑ Order numbers from least to greatest
- ❑ Add within 20
- ❑ Subtract within 20
- ❑ Use "counting on" and "making a 10" strategies
- ❑ Solve word problems using multiple strategies
- ❑ Recall addition and subtraction facts within 10
- ❑ Add and subtract within 100 using place value
- ❑ Measure weight and length
- ❑ Tell time to the hour and half hour
- ❑ Partition shapes into equal parts
- ❑ Identify shape characteristics
- ❑ Organize and interpret data

Overall Notes:

End of Year Assessment Review

This assessment provides a snapshot of your child's understanding of key first grade math skills. Throughout the year, students have built on their number sense and developed strategies to solve more complex problems. This assessment shows how your child applies these skills independently.

Your child was assessed on the following skills:

- Showing numbers as tens and ones
- Comparing numbers using greater than (>), less than (<), and equal to (=)
- Counting forward starting at any number
- Ordering numbers from least to greatest
- Adding within 20
- Subtracting within 20
- Using strategies such as counting on and making a 10
- Solving word problems using multiple strategies
- Recalling addition and subtraction facts within 10
- Adding and subtracting within 100 using place value
- Measuring weight and length
- Telling time to the hour and half hour
- Partitioning shapes into equal parts
- Identifying shape characteristics
- Organizing and interpreting data

These skills are aligned with first grade math standards and support your child's readiness for second grade.

Overall Notes:

Math Skills At-Home Support Guide

This guide provides simple ways to support your child's first grade math skills at home. The activities are designed to be quick, hands-on, and easy to use with everyday materials. Practicing these skills regularly will help build confidence, strengthen understanding, and support your child's success.

Show numbers as tens and ones

- Use groups of 10 (pencils, snacks) and leftovers to build numbers (ex: 23 = 2 groups of 10 and 3 ones)
- Bundle items with rubber bands to physically show tens
- Draw quick tens and ones pictures together

Compare numbers for more, less, same using >, <, =

- Use two piles of objects and ask, "Which has more?"
- Write two numbers and have your child choose the correct symbol
- Play a card game where the higher number wins

Count forward starting at any number

- Start at a random number and count up while walking or clapping
- Use a number line and jump forward
- Count while doing daily routines (stairs, toys, snacks)

Order numbers from least to greatest

- Write numbers on sticky notes and have your child arrange them
- Use playing cards to sort from smallest to largest
- Mix up numbers and fix them together

Add within 20

- Use objects like snacks or toys to combine groups
- Practice quick addition with flashcards or oral questions
- Play simple board games that involve adding spaces

Subtract within 20

- Start with a group of items and take some away
- Turn addition problems into subtraction (If we had 10 and used 3…)
- Use fingers or drawings to cross out

Use "counting on" and "making a 10" strategies

- Practice counting on from the bigger number
- Break numbers to make 10 (ex: 8 + 5 → 8 + 2 + 3)
- Use a number line to jump forward

Math Skills At-Home Support Guide

Solve word problems using multiple strategies
- Create simple real-life problems (snacks, toys, errands)
- Ask your child to draw or act it out
- Encourage explaining how they solved it

Recall addition and subtraction facts within 10
- Practice quick daily math facts (5–10 per day)
- Use flashcards or simple games
- Play "fact of the day" and repeat it often

Add and subtract within 100 using place value
- Use tens and ones (like sticks or blocks) to model problems
- Break numbers into tens and ones before solving
- Practice adding tens first, then ones

Measure weight and length
- Compare objects around the house (longer/shorter, heavier/lighter)
- Use a ruler or measure with hands or blocks
- Estimate first, then check

Tell time to the hour and half hour
- Practice reading clocks during daily routines
- Ask "What time is it?" throughout the day
- Draw simple clocks and match times

Partition shapes into equal parts
- Cut food (sandwiches, pizza) into halves or fourths
- Draw shapes and divide them equally
- Talk about equal vs not equal parts

Identify shape characteristics
- Find shapes around the house
- Talk about sides and corners
- Sort shapes by type

Organize and interpret data
- Sort toys or snacks and count each group
- Make simple charts or graphs
- Ask questions like "Which has more?" or "Which has less?"

SECOND GRADE

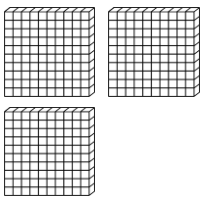
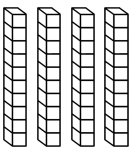
Math Assessment

Name:

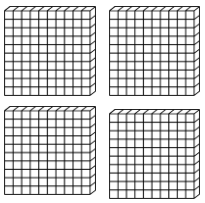
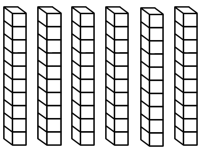
Student Goal: I can read and write numbers using numerals and words.

two hundred forty-one _____	105 _____
seven hundred nineteen _____	89 _____
four hundred eighty-six _____	814 _____

Student Goal: I can show numbers using hundreds, tens, and ones.

Hundreds	Tens	Ones
		

Expanded form: _____ + _____ + _____ = _____

Hundreds	Tens	Ones
		

Expanded form: _____ + _____ + _____ = _____

Student Goal: I can compare numbers using >, <, =.

437 ◯ 435	358 ◯ 385
700 ◯ 699	743 ◯ 743

Student Goal: I can round numbers to the nearest ten.

38 _____	74 _____	452 _____	622 _____
142 _____	208 _____	785 _____	946 _____

Student Goal: I can skip count by 2s, 5s, 10s, and 100s.

Count by 2s:

22 , _____, _____, _____, 30 , _____

Count by 5s:

_____, 105 , 110 , _____, _____, _____

Count by 10s:

_____, _____, _____, 230 , _____, _____

Count by 100s:

_____, 600 , _____, _____, _____, _____

Student Goal: I can add and subtract numbers within 1,000.

432 + 567 _____	604 + 295 _____	729 + 250 _____	848 - 625 _____	978 - 435 _____

Student Goal: I can solve addition and subtraction equations using strategies.

27 + 18 = _____	63 - 28 = _____

Student Goal: I can add and subtract using place value.

Hundreds	Tens	Ones
+		
=		

$432 + 256 = \_\_\_\_$

Hundreds	Tens	Ones
-		
=		

$641 - 278 = \_\_\_\_$

Student Goal: I can solve one-step and two-step word problems.

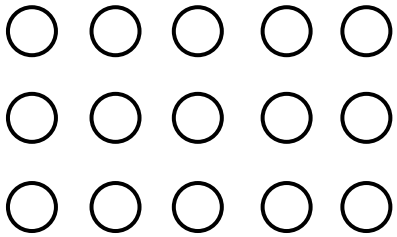
Ben has 48 stickers. He gives 19 to Dad. How many stickers does Ben have left?

There are 36 apples in a basket. 17 more apples are added. How many apples are there in all?

Student Goal: I can find missing numbers in equations.

_____ + 236 = 572	658 - _____ = 273	_____ - 125 = 437

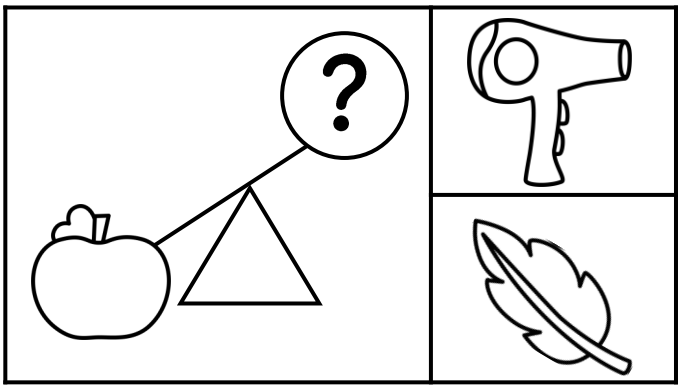
Student Goal: I can use arrays to show equal groups and write equations.

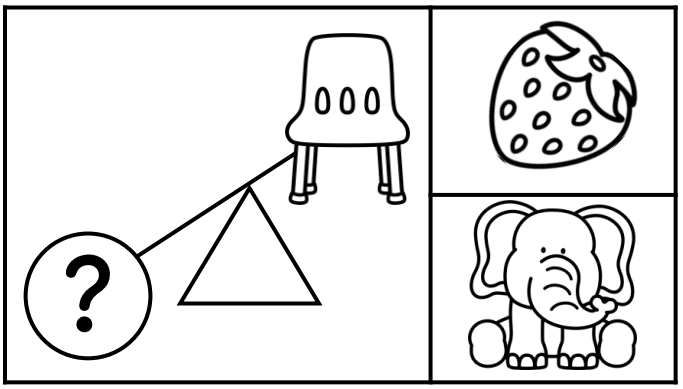


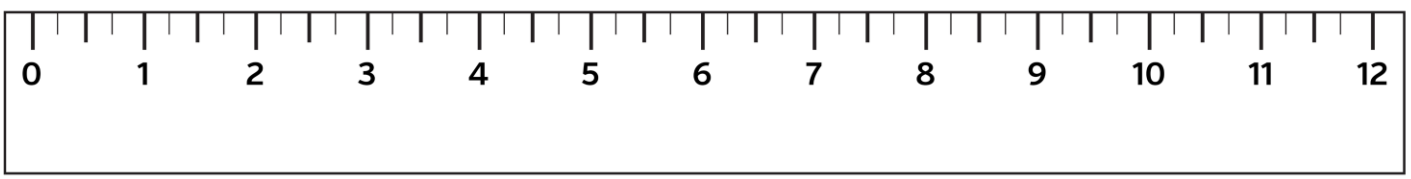
_____ x _____ = _____

_____ ÷ _____ = _____

Student Goal: I can measure length and weight.

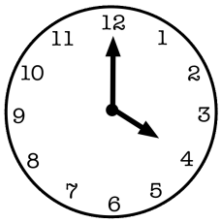


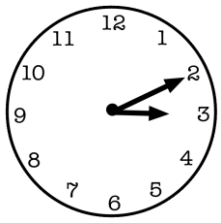


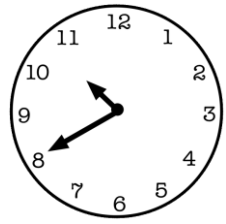


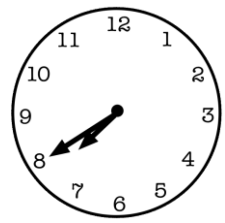
_____ inches

Student Goal: I can tell and write time to the nearest minute.

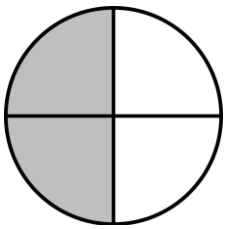


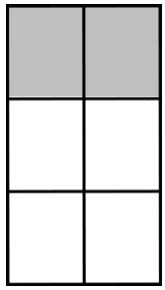


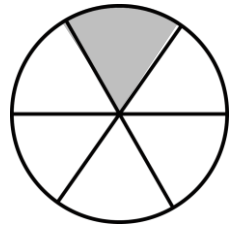


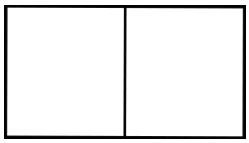


Student Goal: I can identify and partition fractions.

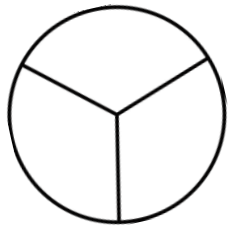




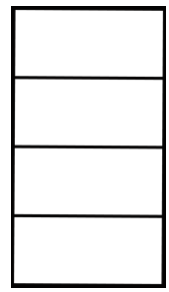




$\frac{1}{2}$

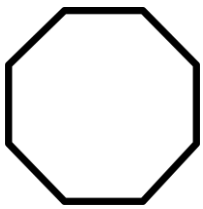


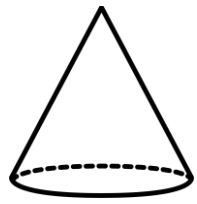
$\frac{2}{3}$

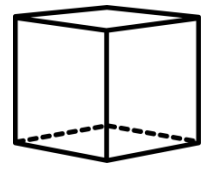


$\frac{3}{4}$

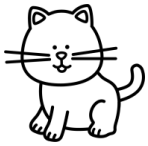
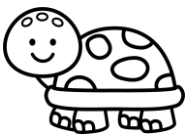
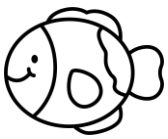
Student Goal: I can identify shapes.



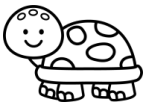




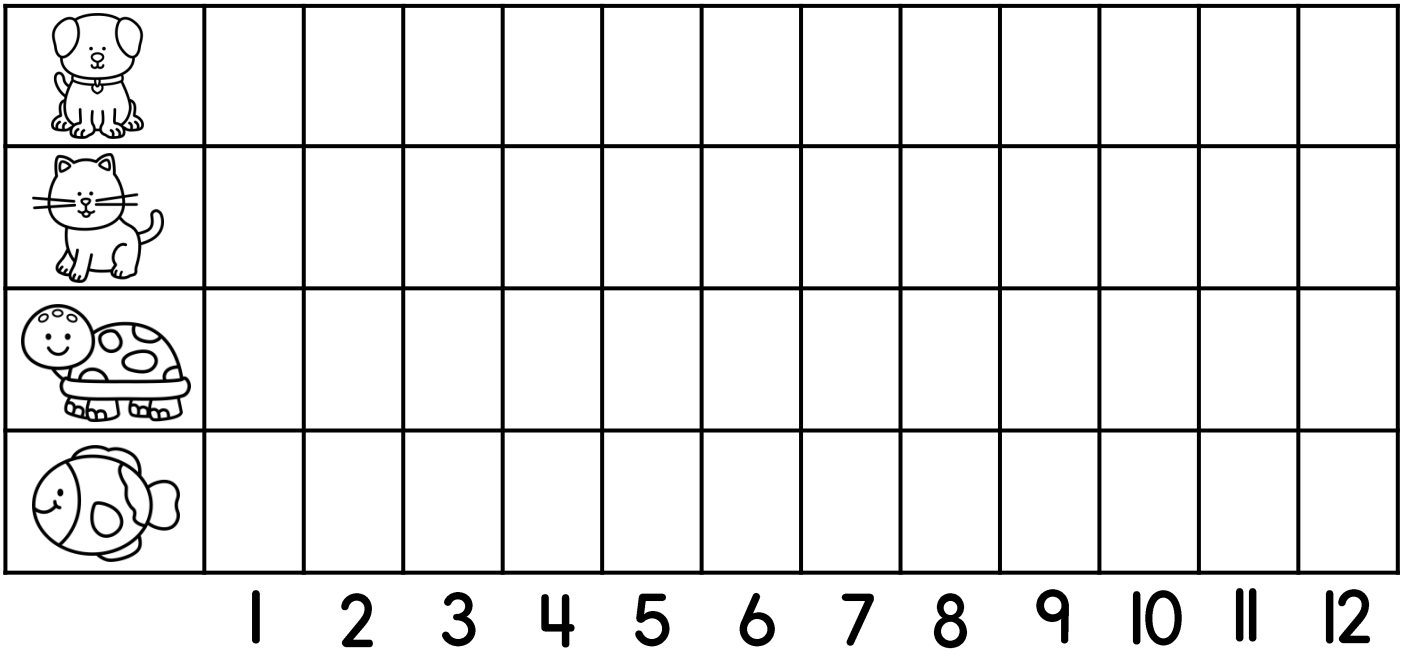
Student Goal: I can organize and interpret data.

12 	10 	5 	8 

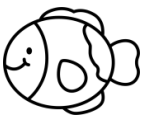
Pets Tally Chart:

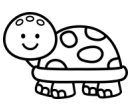
			

Pets Bar Graph:



1. How many  ? _____

2. How many more  than  ? _____

3. How many fewer  than  ? _____

4. How many total pets? _____

Student Goal: I can identify coins and find their value.

$_____

$_____

If you have $1.00 and spend 68¢, how much money do you have left?

$_____

If you have $2.00 and split it equally with four friends, how much does each get?

$_____

Student Goal: I can solve multi-step problems and explain my thinking.

A bag has 3 red marbles, 4 blue marbles, and 2 green marbles. If you pick one marble at random, what is the probability of picking a blue marble? Show your work.

Explain your thinking.

Assessment Overview

Student Name:	**Grade:**

Second Grade Assessment Goals

- ❑ Read and write numbers using numerals and words
- ❑ Show numbers using hundreds, tens, and ones
- ❑ Compare numbers using >, <, =.
- ❑ Round numbers to the nearest ten
- ❑ Skip count by 2s, 5s, 10s, and 100s
- ❑ Add and subtract numbers within 1,000
- ❑ Solve addition and subtraction equations using strategies
- ❑ Add and subtract using place value
- ❑ Solve one-step and two-step word problems
- ❑ Find missing numbers in equations
- ❑ Use arrays to show equal groups and write equations
- ❑ Measure length and weight
- ❑ Tell and write time to the nearest minute
- ❑ Identify and partition fractions
- ❑ Identify shapes
- ❑ Organize and interpret data
- ❑ Identify coins and find their value
- ❑ Solve multi-step problems and explain my thinking

Overall Notes:

End of Year Assessment Review

This assessment provides a snapshot of your child's understanding of key second grade math skills. Throughout the year, students have strengthened their number sense, worked with larger numbers, and applied a variety of strategies to solve more complex problems. This assessment shows how your child applies these skills independently.

Your child was assessed on the following skills:

- Reading and writing numbers using numerals and words
- Showing numbers using hundreds, tens, and ones
- Comparing numbers using greater than (>), less than (<), and equal to (=)
- Rounding numbers to the nearest ten
- Skip counting by 2s, 5s, 10s, and 100s
- Adding and subtracting numbers within 1,000
- Solving addition and subtraction equations using strategies
- Adding and subtracting using place value
- Solving one-step and two-step word problems
- Finding missing numbers in equations
- Using arrays to show equal groups and write equations
- Measuring length and weight
- Telling and writing time to the nearest minute
- Identifying and partitioning fractions
- Identifying shapes
- Organizing and interpreting data
- Identifying coins and finding their value
- Solving multi-step problems and explaining thinking

These skills are aligned with second grade math standards and support your child's readiness for third grade.

Overall Notes:

Math Skills At-Home Support Guide

This guide provides simple ways to support your child's second grade math skills at home. The activities are designed to be quick, hands-on, and easy to use with everyday materials. Practicing these skills regularly will help build confidence, strengthen understanding, and support your child's success.

Read and write numbers using numerals and words
- Say a number and have your child write it
- Write numbers in expanded form (ex: 345 = 300 + 40 + 5)

Show numbers using hundreds, tens, and ones
- Use groups of 100, 10, and 1 (blocks, sticks, or drawings)
- Break numbers apart into place value

Compare numbers using >, <, =
- Compare two numbers and choose the correct symbol
- Explain why one number is larger or smaller

Round numbers to the nearest ten
- Look at the ones digit and decide to round up or down
- Practice with real numbers (prices, scores)

Skip count by 2s, 5s, 10s, and 100s
- Practice with money (nickels, dimes)
- Count forward on a number line

Add and subtract numbers within 1,000
- Break numbers apart into hundreds, tens, and ones
- Practice with real-life numbers (money, scores)

Solve addition and subtraction equations using strategies
- Use place value, number lines, or drawings
- Try different strategies to solve the same problem

Add and subtract using place value
- Add hundreds, tens, and ones separately
- Practice regrouping when needed

Solve one-step and two-step word problems
- Use real-life situations (shopping, toys)
- Explain each step used to solve

Math Skills At-Home Support Guide

Find missing numbers in equations
- Solve for the unknown (ex: __ + 25 = 50)
- Turn it into a fact family

Use arrays to show equal groups and write equations
- Arrange objects in rows and columns
- Write repeated addition (3 + 3 + 3)
- Connect to multiplication (3 groups of 3)

Measure length and weight
- Use a ruler or tape measure
- Compare objects (longer, shorter, heavier, lighter)

Tell and write time to the nearest minute
- Practice reading clocks during the day
- Talk about minutes after and before
- Match digital and analog times

Identify and partition fractions
- Cut food into halves, thirds, or fourths
- Draw shapes and divide them equally

Identify shapes
- Talk about sides, corners, and faces
- Sort shapes by their attributes

Organize and interpret data
- Create simple charts or graphs
- Count and compare groups
- Ask questions like "Which has more?"

Identify coins and find their value
- Practice counting coins
- Add coin values together
- Use money in real-life situations

Solve multi-step problems and explain my thinking
- Break problems into steps
- Write or draw how the problem was solved
- Explain thinking out loud

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