

"I Can" Do Math

(Operations & Algebraic Thinking)



I can write and solve problems using addition and subtraction.

- 1.OA.A.1 I can use different strategies for addition to solve word problems. (within 20)
- 1.OA.A.1 I can use different strategies for subtraction to solve word problems. (within 20)
- 1.OA.A.2 I can solve word problems where I have to add 3 whole numbers.

I can understand and use what I know about addition and subtraction.

- 1.OA.B.3 I can use fact families to help me solve addition problems. (commutative)
- 1.OA.B.3 I can use addition facts I know well to help me solve problems where there are more than two numbers. (associative)
- 1.OA.B.4 I can use what I know about addition facts to help me answer subtraction fact problems.

I can add and subtract any numbers from 0 to 20.

- 1.OA.C.5 I can understand how counting up is like adding and counting down is like subtracting.
- 1.OA.C.6 I can add facts within 20.
- 1.OA.C.6 I can subtract facts within 20.

I can work with addition and subtraction number sentences.

- 1.OA.D.7 I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.

- 1.OA.D.8 I can figure out what a missing number is in an addition or subtraction problem.

"I Can" Do Math

(Numbers & Operations in Base Ten)



I can count up.

- 1.NBT.A.1 I can count up to 120 starting at any number under 120.
- 1.NBT.A.1 I can read and write my numbers to show how many objects are in a group. (up to 120)

I can understand place value.

- 1.NBT.B.2 I can tell how many tens and how many ones are in a number.
- 1.NBT.B.2A I can show that I know what a "ten" is.
- 1.NBT.B.2B I can show that any number between 11 and 19 is a group of "ten" and a certain number of ones.
- 1.NBT.B.2C I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones.
- 1.NBT.B.3 I can compare two-digit numbers using $<$, $=$, and $>$ because I understand tens and ones.

I can use what I know about place value to help me add and subtract.

- 1.NBT.C.4 I can use math strategies to help me solve and explain addition problems within 100.
- 1.NBT.C.4 I can use objects and pictures to help me solve and explain addition problems within 100.

- 1.NBT.C.4 I can understand that adding two-digit numbers means I add the ones and then the tens.
- 1.NBT.C.4 I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones. (regroup)
- 1.NBT.C.5 I can find 10 more or 10 less in my head.
- 1.NBT.C.6 I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain my strategy.

"I Can" Do Math

(Measurement & Data)

I can understand length.

- 1.MD.A.1 I can put three objects in order from longest to shortest and compare their lengths.
- 1.MD.A.2 I can tell the length of an object using whole numbers.
- 1.MD.A.2 I can show that I understand how to measure something by using a smaller object as a measurement tool.

I can tell time.

- 1.MD.B.3 I can tell and write time in hours and half-hours using any kind of clock.

I can understand how information is shared using numbers.

- 1.MD.C.4 I can organize, show and explain number information in a way that makes sense.
- 1.MD.C.4 I can ask and answer questions about number information that is organized.



"I Can" Do Math

(Geometry)



I can understand shapes better by using what I notice about them.

- 1.G.A.1 I can understand and tell about the parts that make different shapes unique.
- 1.G.A.1 I can build and draw shapes that have certain parts.
- 1.G.A.2 I can create two-dimensional shapes. (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles)
- 1.G.A.2 I can create three-dimensional shapes. (cubes, right rectangular prisms, right circular cones and right circular cylinders)
- 1.G.A.2 I can use two- and three-dimensional shapes to create new shapes.
- 1.G.A.3 I can understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts.
- 1.G.A.3 I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them.
- 1.G.A.3 I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.

