

Operations & Algebraic Thinking

1st Grade—"I Can Do Math"

I can write and solve problems using addition and subtraction.

1.OA.1.a □ I can use different strategies for addition to solve word problems (within 20).

1.OA.1.a □ I can use different strategies for subtraction to solve word problems (within 20).

1.OA.2.a □ 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.3.b □ I can use fact families to help me solve addition problems (commutative).

1.OA.3.b □ I can use addition facts I know well to help me solve problems where there are more than two numbers (associative).

1.OA.4.b □ I can use what I know about addition facts to help me answer subtraction fact problems.

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

1.OA.5.c □ I can understand how counting up is like adding and counting down is like subtracting.

1.OA.6.c □ I can add facts within 20.

1.OA.6.c □ I can subtract facts within 20.

I can work with addition and subtraction number sentences.

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

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

Numbers &

Operations in Base 10

1st Grade—"I Can Do Math"

I can count up.

1.NBT.1.a □ I can count up to 120 starting at any number under 120.

1.NBT.1.a □ I can read and write my numbers to show how many objects are in a group (up to 120).

I can understand place value.

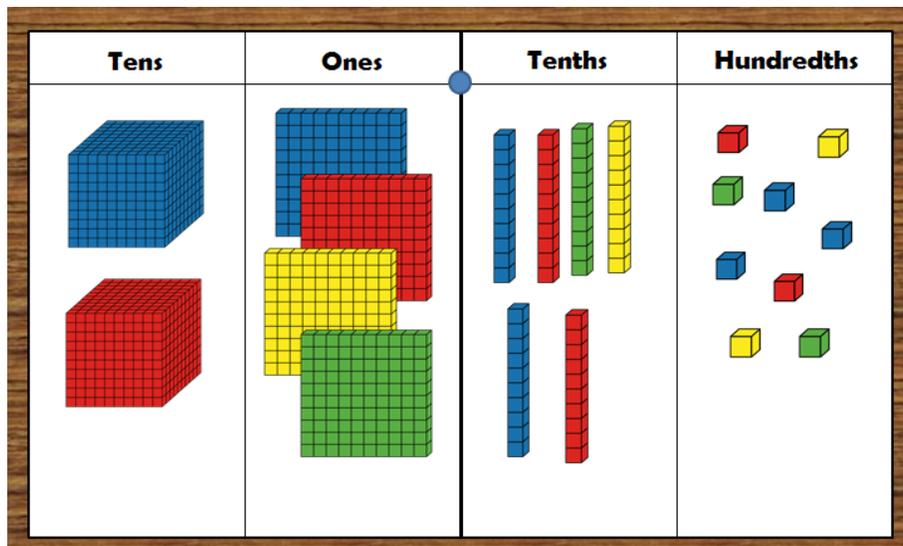
1.NBT.2.b □ I can tell how many tens and how many ones are in a number.

1.NBT.2.b. a □ I can show that I know what a "ten" is.

1.NBT.2.b. b □ I can show that any number between 11 and 19 is a group of "ten" and a certain number of ones.

1.NBT.2.b. c □ 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.3.b. □ I can compare two-digit numbers using $<$, $=$, and $>$ because I understand tens and ones.



Numbers &

Operations in Base 10

(cont.)

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

I.NBT.4. c □ I can use math strategies to help me solve and explain addition problems within 100.

I.NBT.4. c □ I can use objects and pictures to help me solve and explain addition problems within 100.

I.NBT.4. c □ I can understand that adding two-digit numbers means I add the ones and then the tens.

I.NBT.4. c □ I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones (regroup).

I.NBT.5. c □ I can find 10 more or 10 less in my head.

I.NBT.6. c □ 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.

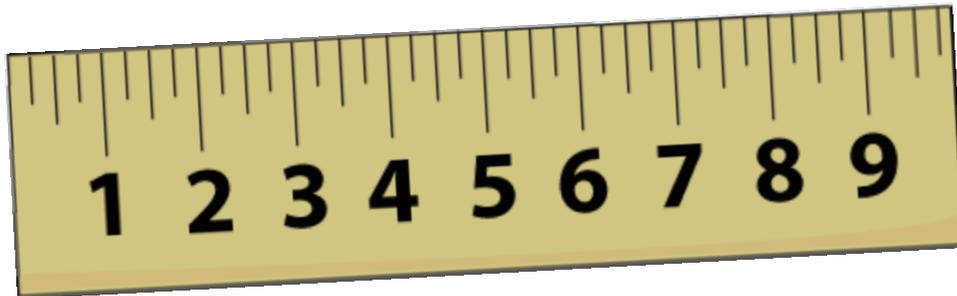
Measurement & Data

1st Grade—"I Can Do Math"
I can understand length.

I.MD.1.a □ I can put three objects in order from longest to shortest and compare their lengths.

I.MD.2.a □ I can tell the length of an object using whole numbers.

I.MD.2.a □ I can show that I understand how to measure some thing by using a smaller object as a measurement tool.



I can tell time.

I.MD.3.b □ 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.

I.MD.4.c □ I can organize, show, and explain number information in a way that makes sense.

I.MD.4.c □ I can ask and answer questions about number information that is organized.

Geometry

1st Grade—"I Can Do Math"

I can name and tell about shapes.

I.G.1.a □ I can understand and tell about the parts that make different shapes unique.

I.G.1.a □ I can build and draw shapes that have certain parts.

I.G.2.a □ I can create two-dimensional shapes (e.g. rectangles, triangles, squares, trapezoids, half-circles, quarter-circles).

I.G.2.a □ I can create three-dimensional shapes (e.g. cubes, right rectangular prisms, right circular cones, right circular cylinders).

I.G.2.a □ I can use two- and three- dimensional shapes to create new shapes.

I.G.3.a □ I can understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts.

I.G.3.a □ I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them.

I.G.3.a □ I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.

