Operations & Algebraic Thinking

1st Grade—"I Can Do Math"

I can write and solve problems using addition and subtraction.

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

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

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

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

1.OA.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 0–20.

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

1.OA.6 □ I can add and subtract within 20.

1.OA.6. a □ I can use strategies when adding and subtracting (e.g. counting on, decomposing a number).

1.OA.6.b □ I can fluently add and subtract within 10.

I can work with addition and subtraction number sentences.

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

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

Numbers & Operations in Base 10

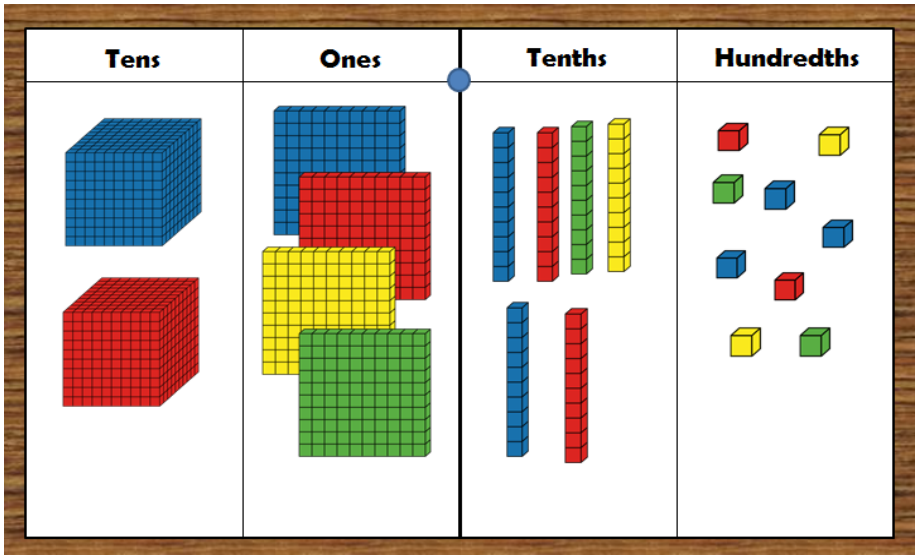
1st Grade—"I Can Do Math"

I can count up.

1.NBT.1 □ I can count up to 120 starting at any number under 120.
1.NBT.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.2 □ I can tell how many tens and how many ones are in a number.
1.NBT.2.a □ I can show that I know what a "ten" is.
1.NBT.2.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.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 □ 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.

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

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

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

1.NBT.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.5 □ I can find 10 more or 10 less in my head and explain the reasoning I used.

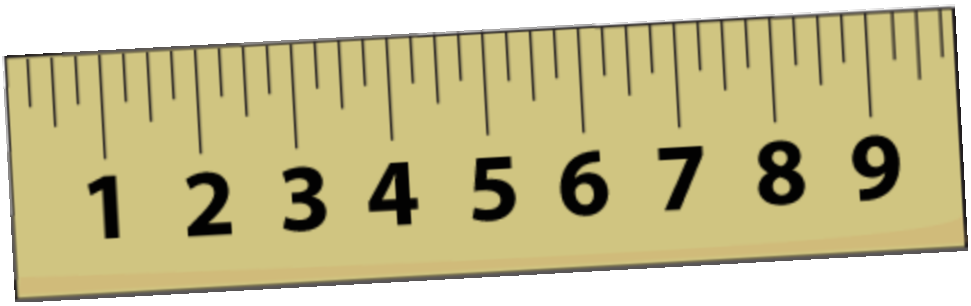
1.NBT.6 □ I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence, and explain my strategy.

Measurement & Data

1st Grade—"I Can Do Math"

I can understand length.

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



I can tell time.

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

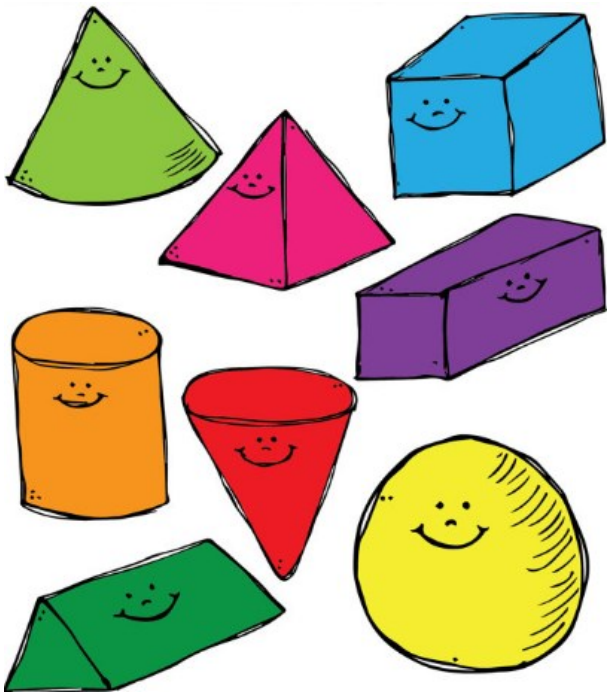
I can understand how information is shared using numbers.

1.MD. 4 □ I can organize, show, and explain number information in a way that makes sense.
1.MD.4 □ I can ask and answer questions about number information that is organized.
1.MD.5 □ I can identify the value of pennies, nickels, dimes, and quarters and know their comparative values.

Geometry

1st Grade—"I Can Do Math"

I can name and tell about shapes.



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