

“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)

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” Do Math

(Operations & Algebraic Thinking)

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)

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” Do Math

(Operations & Algebraic Thinking)

*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.

I can subtract facts within 20.

“I Can” Do Math

(Operations & Algebraic Thinking)

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.

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

“I Can” Do Math

(Numbers & Operations in Base Ten)

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” Do Math

(Numbers & Operations in Base Ten)

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.

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

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

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

“I Can” Do Math

(Numbers & Operations in Base Ten)

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.

I can show that I understand how to measure something by using a smaller object as a measurement tool.

“I Can” Do Math

(Measurement & Data)

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” Do Math

(Measurement & Data)

*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.

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.

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)

I can create three-dimensional shapes.
(cubes, right rectangular prisms, right
circular cones and right circular cylinders)

I can use two- and three-dimensional
shapes to create new shapes.

“I Can” Do Math

(Geometry)

1.G.A.3

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

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

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