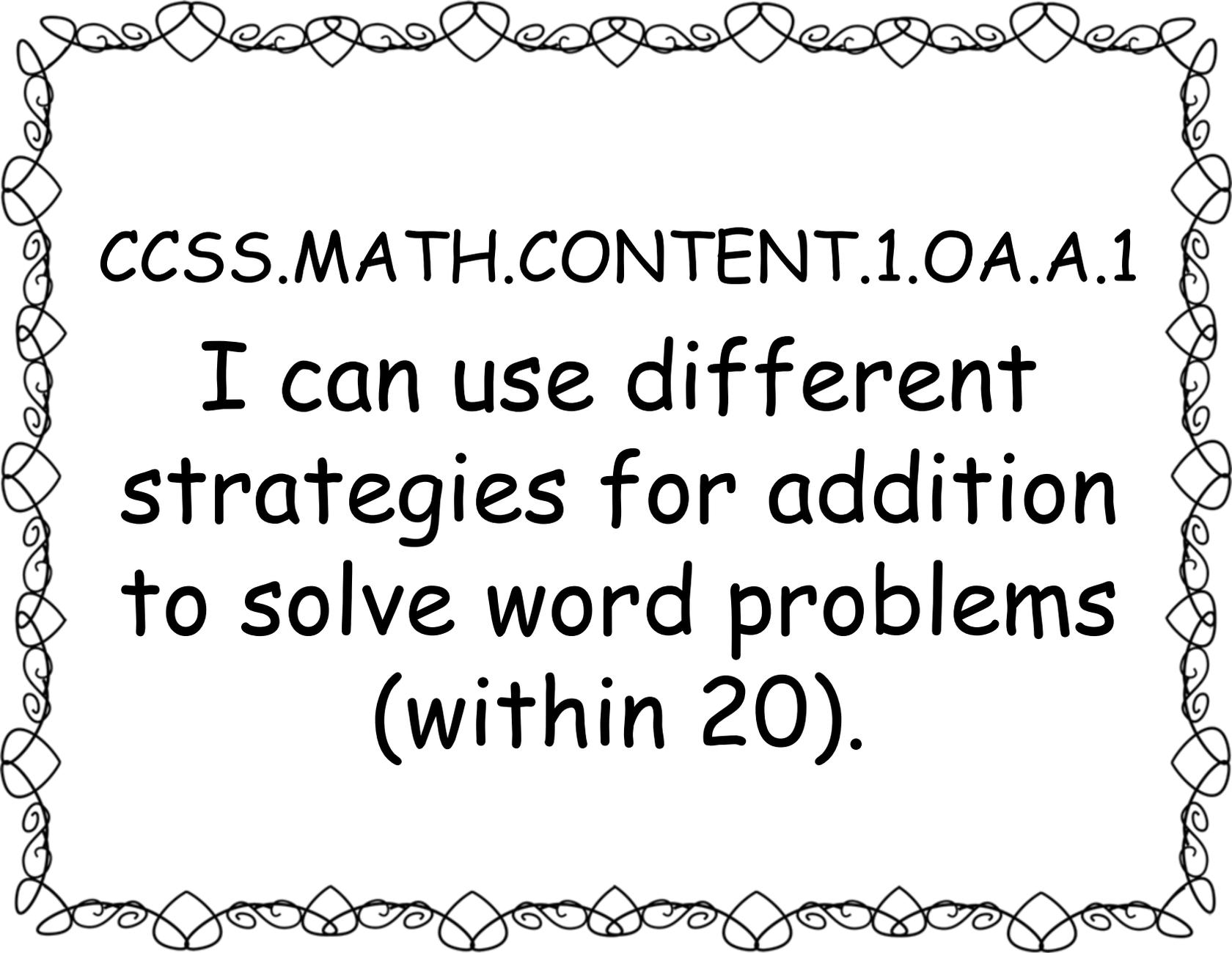
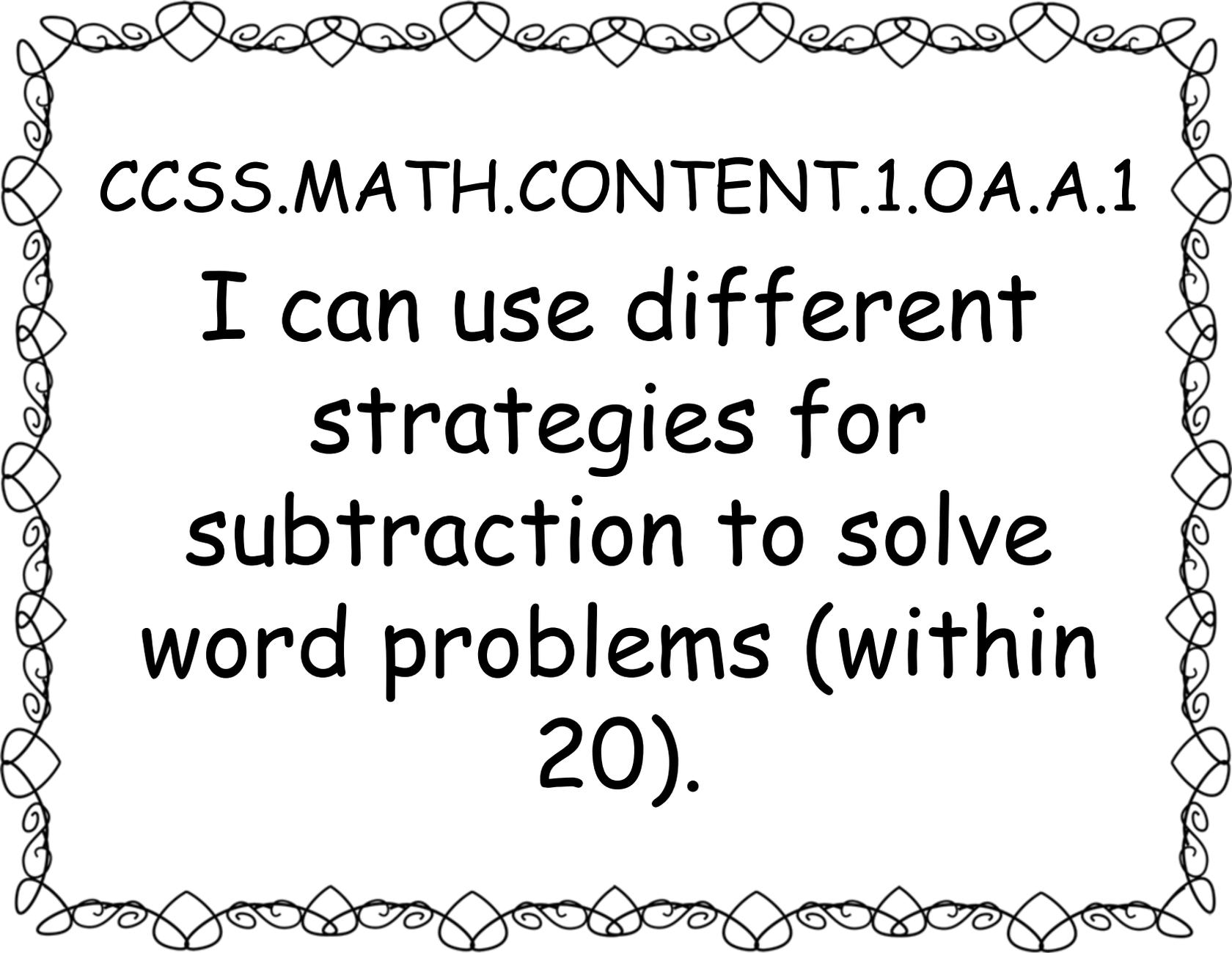


1st Grade Math
Operations & Algebraic
Thinking
CCSS "I Can"
Statements



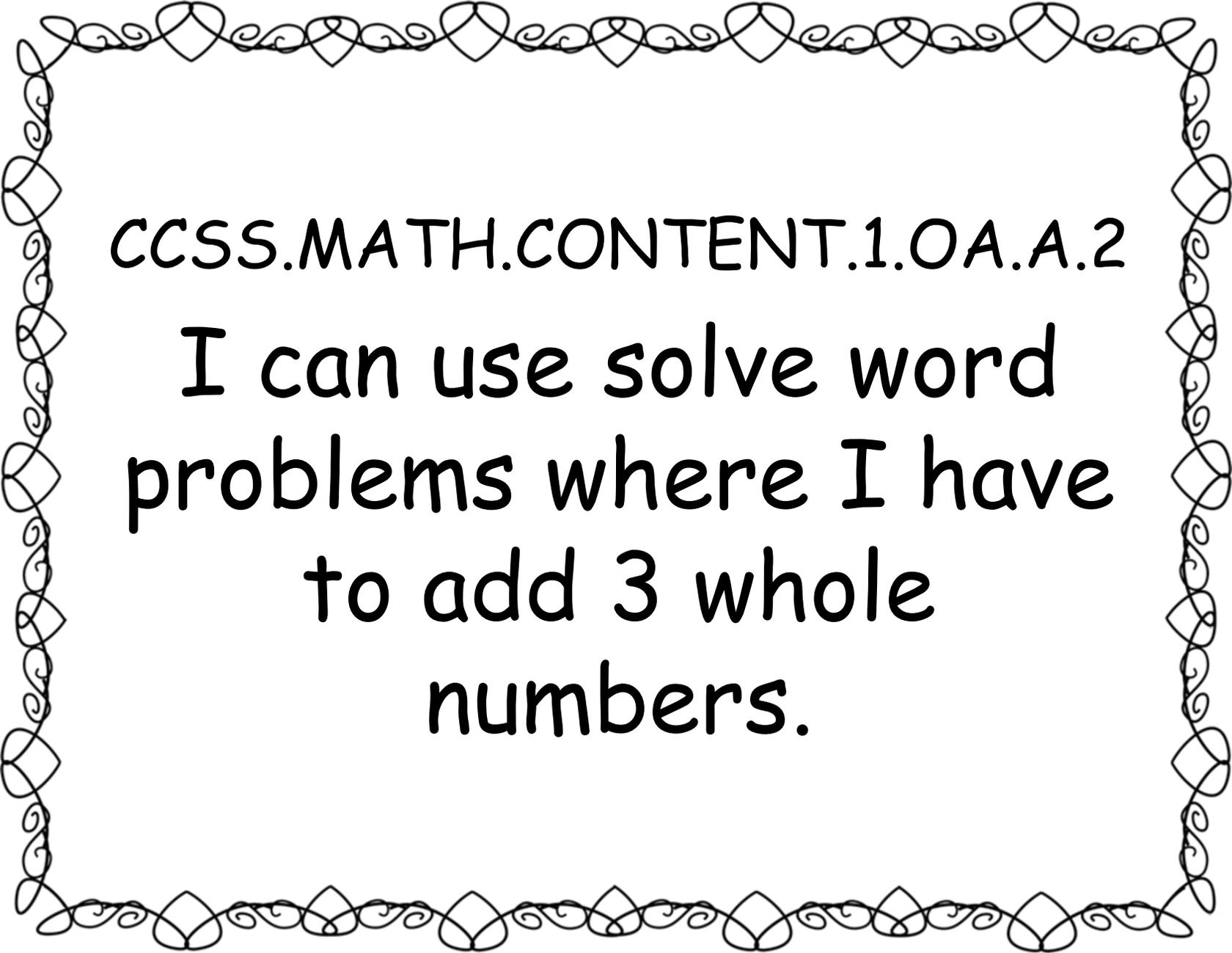
CCSS.MATH.CONTENT.1.OA.A.1

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



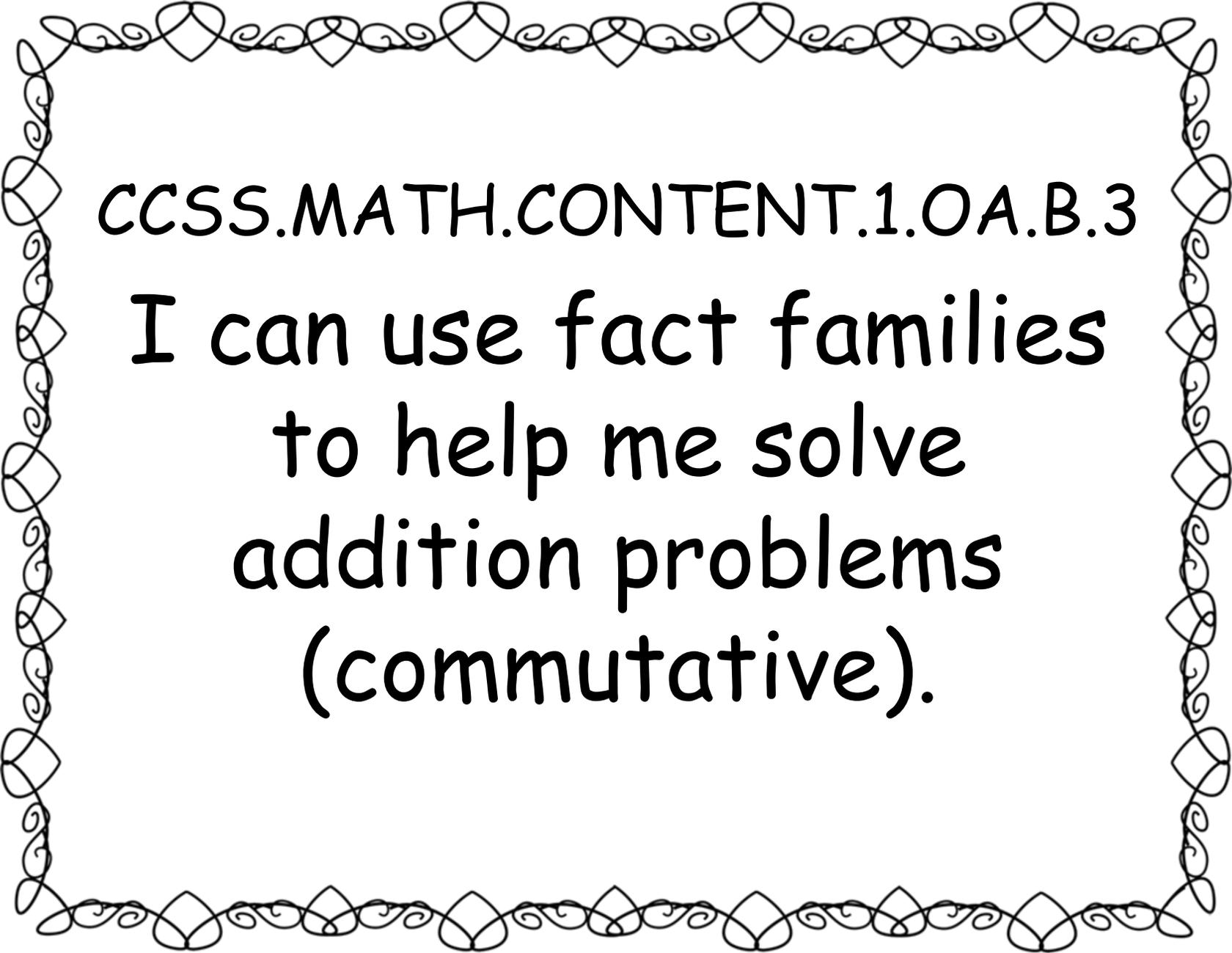
CCSS.MATH.CONTENT.1.OA.A.1

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



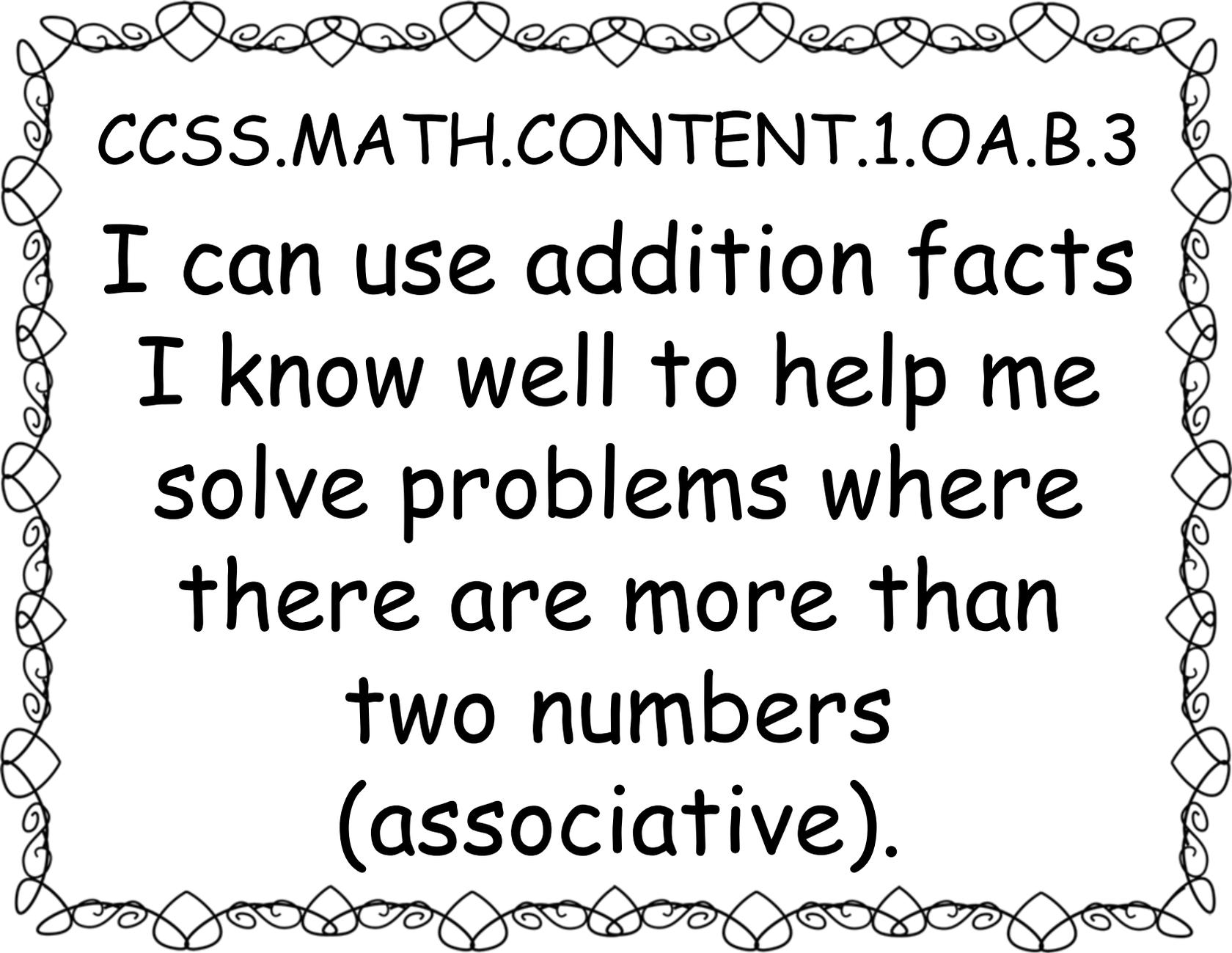
CCSS.MATH.CONTENT.1.OA.A.2

I can use solve word
problems where I have
to add 3 whole
numbers.



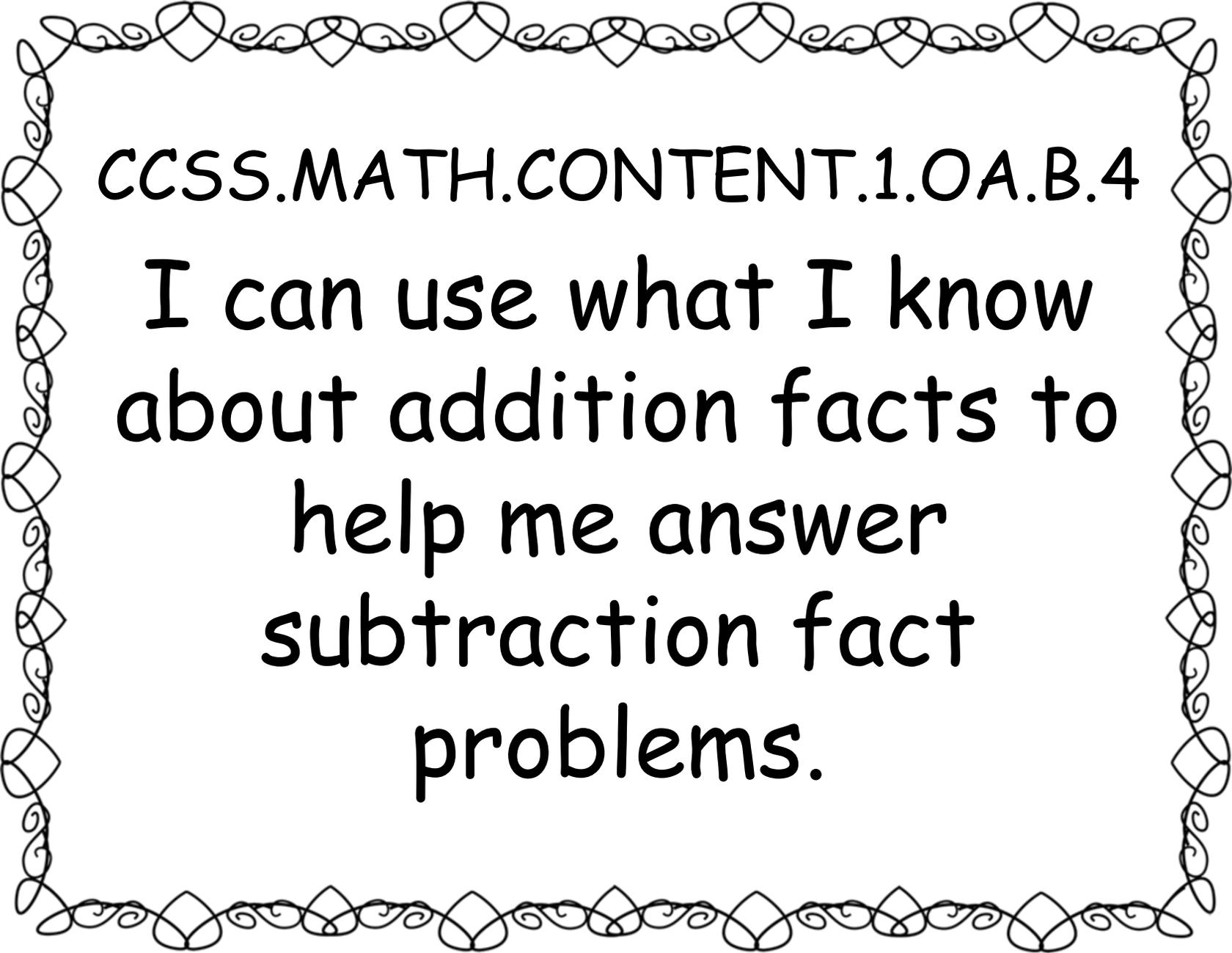
CCSS.MATH.CONTENT.1.OA.B.3

I can use fact families
to help me solve
addition problems
(commutative).



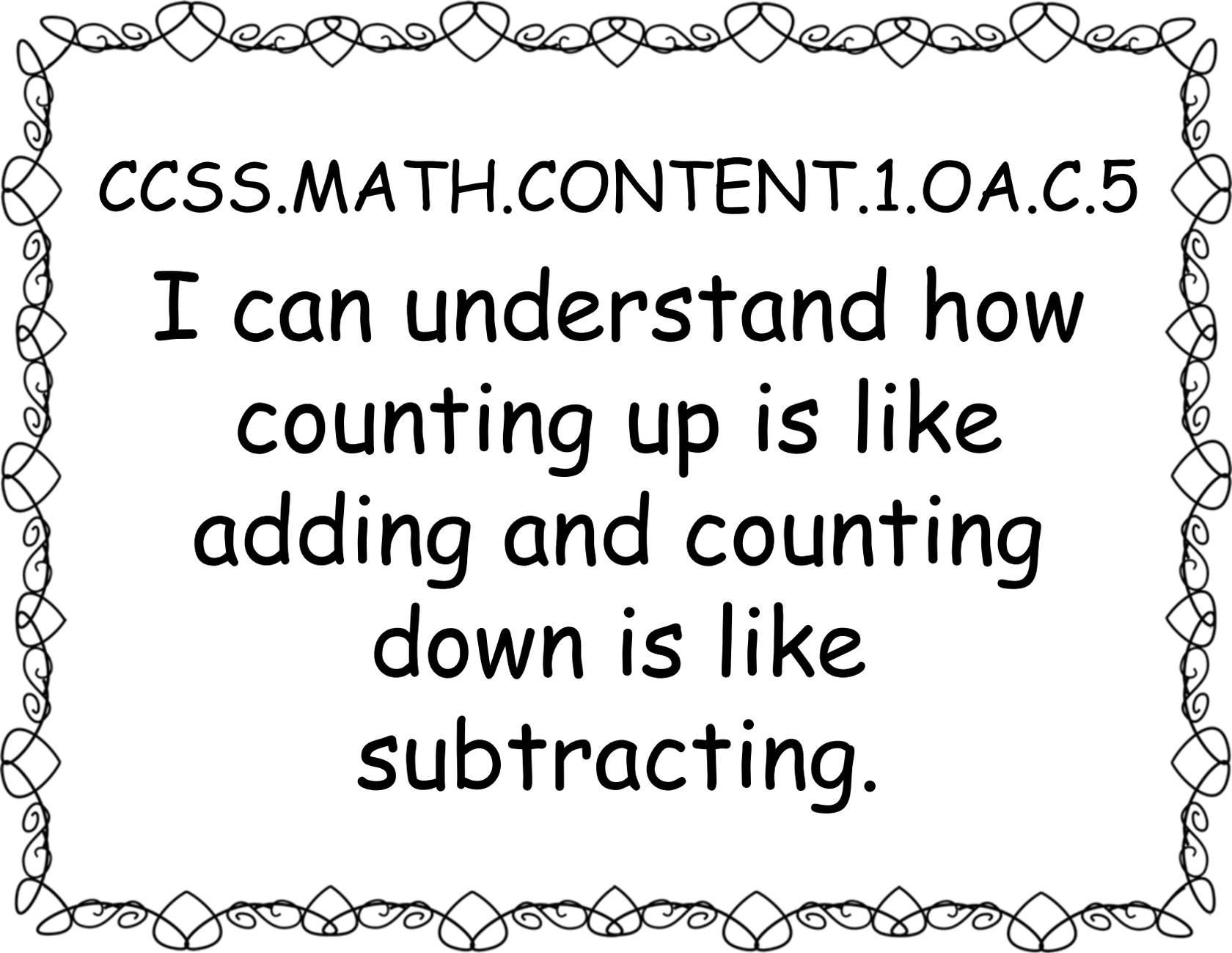
CCSS.MATH.CONTENT.1.OA.B.3

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



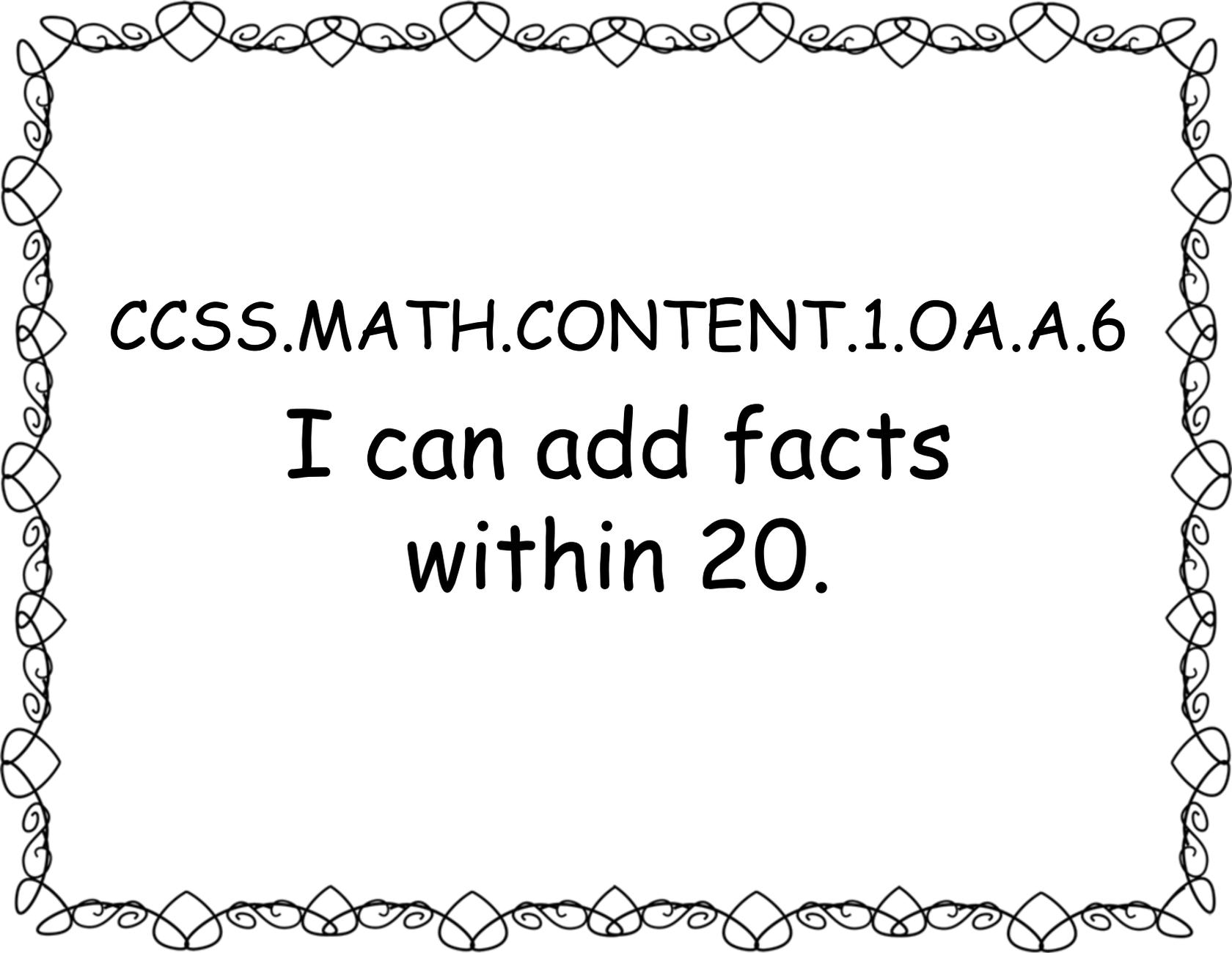
CCSS.MATH.CONTENT.1.OA.B.4

I can use what I know
about addition facts to
help me answer
subtraction fact
problems.



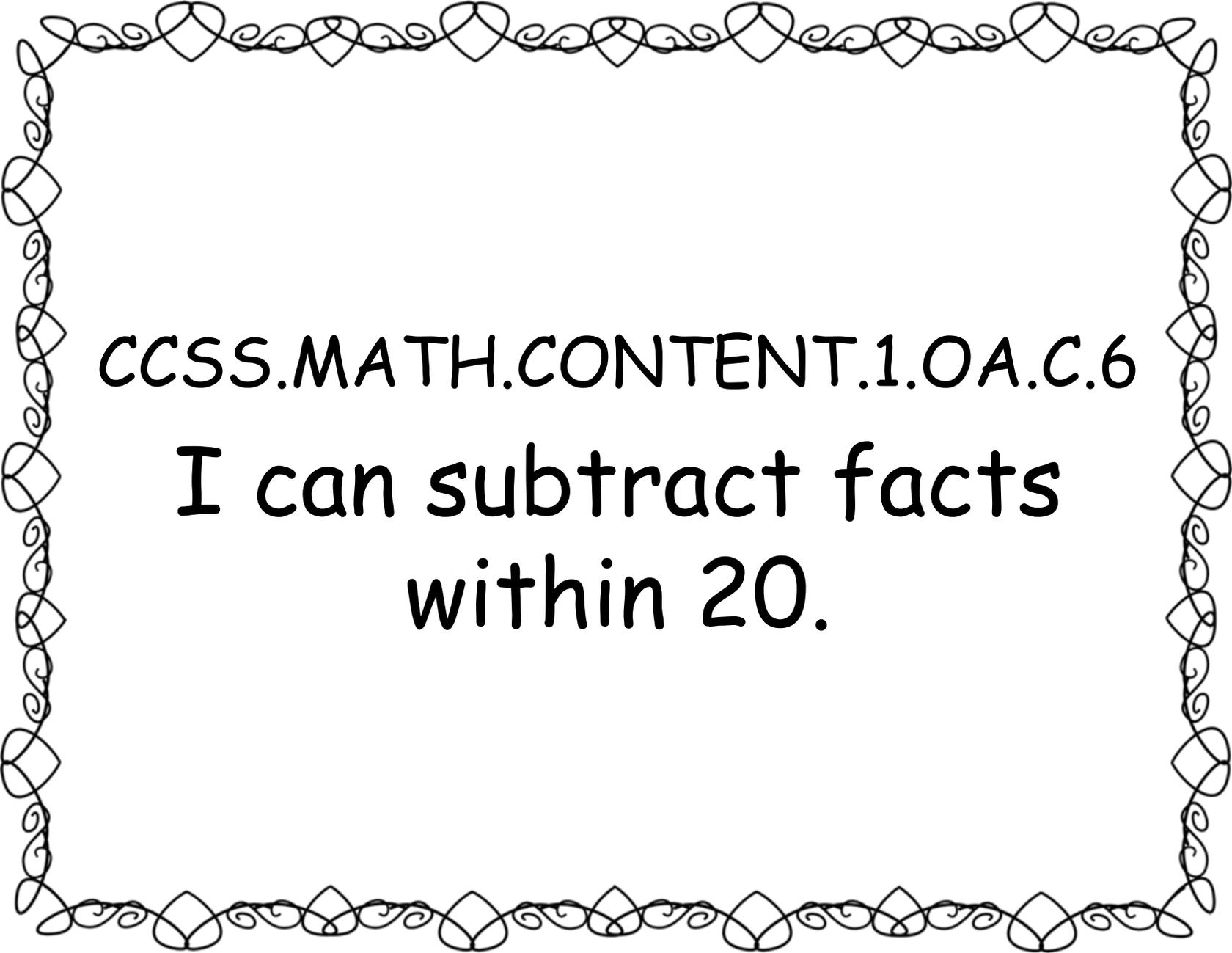
CCSS.MATH.CONTENT.1.OA.C.5

I can understand how
counting up is like
adding and counting
down is like
subtracting.



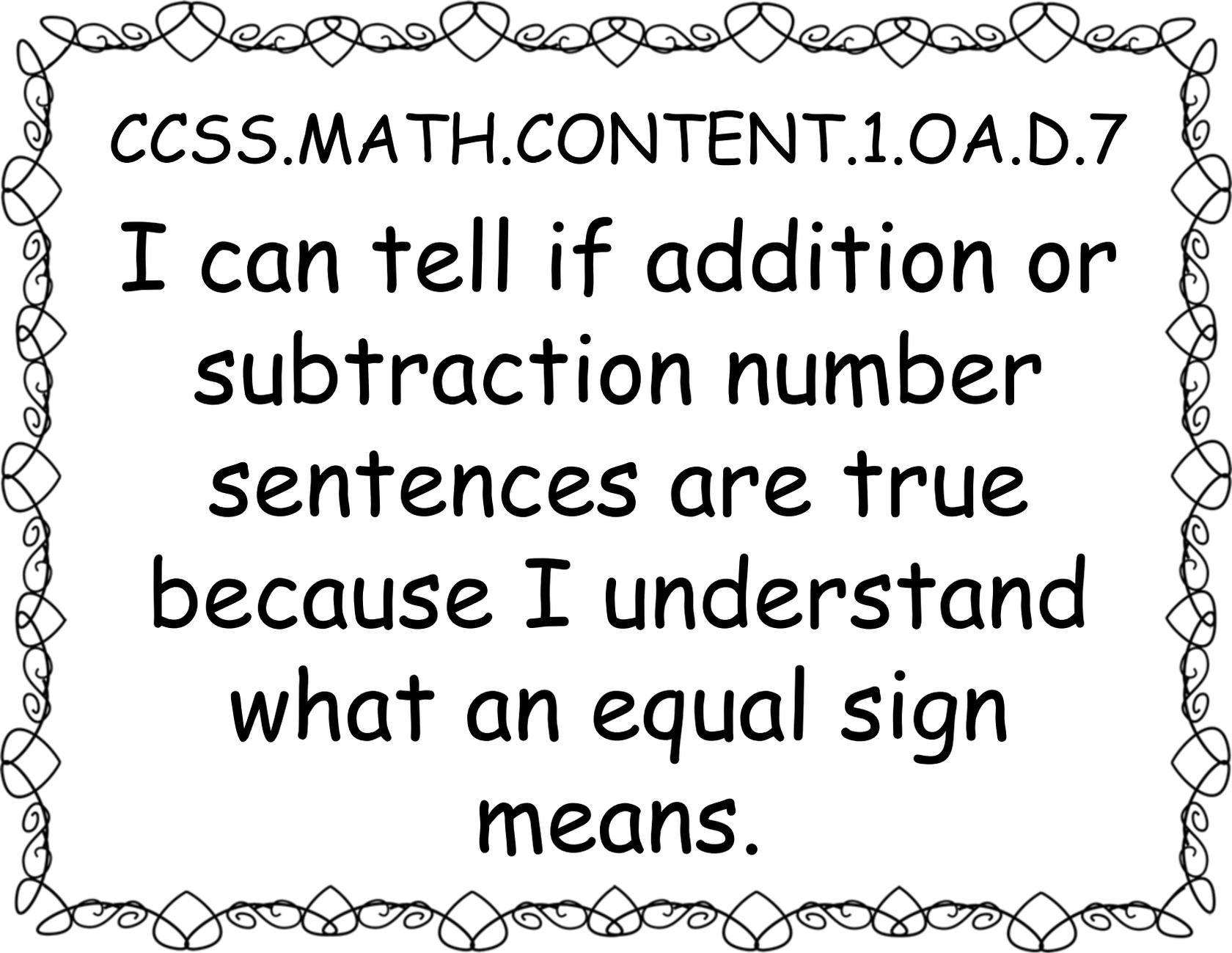
CCSS.MATH.CONTENT.1.OA.A.6

I can add facts
within 20.



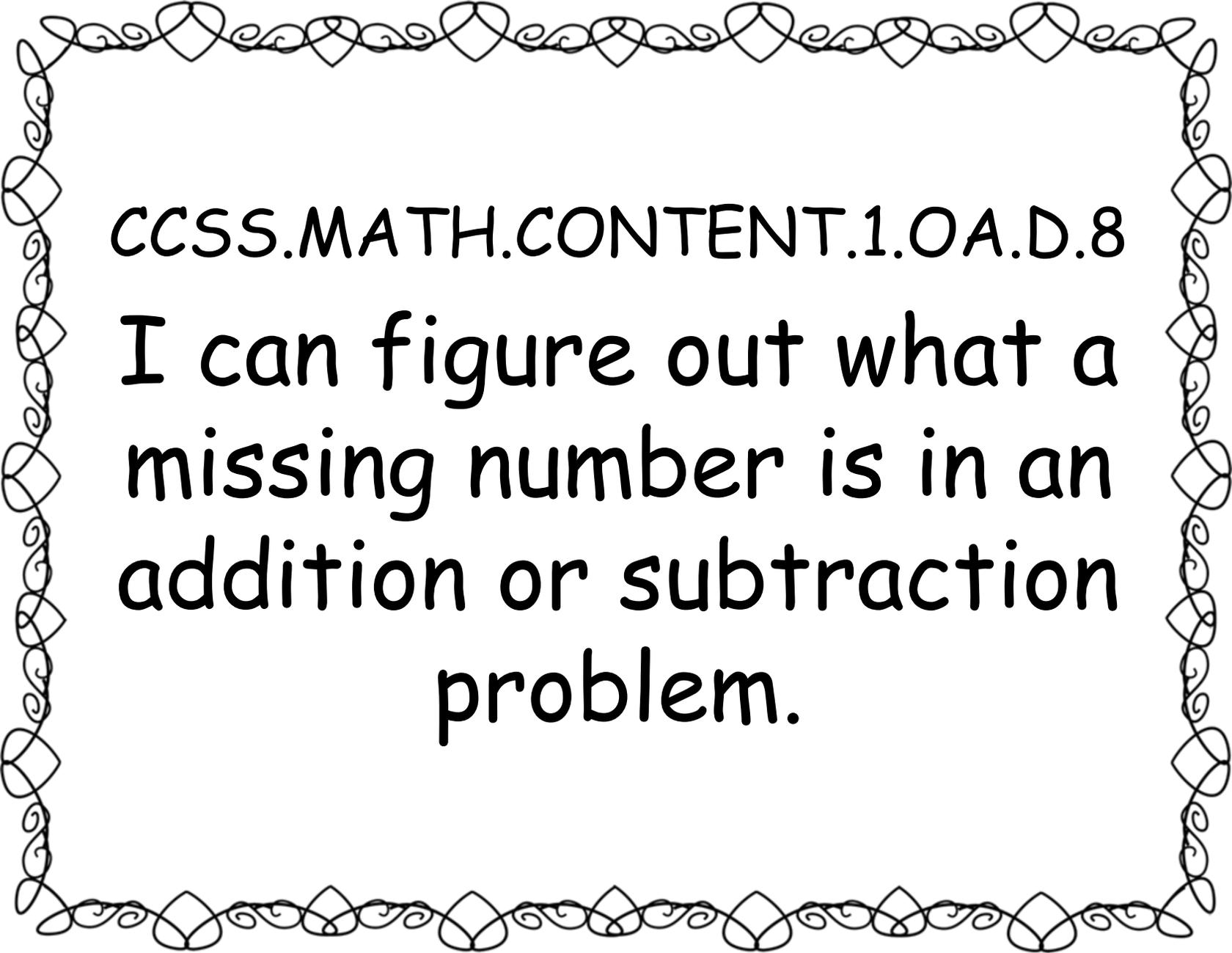
CCSS.MATH.CONTENT.1.OA.C.6

I can subtract facts
within 20.



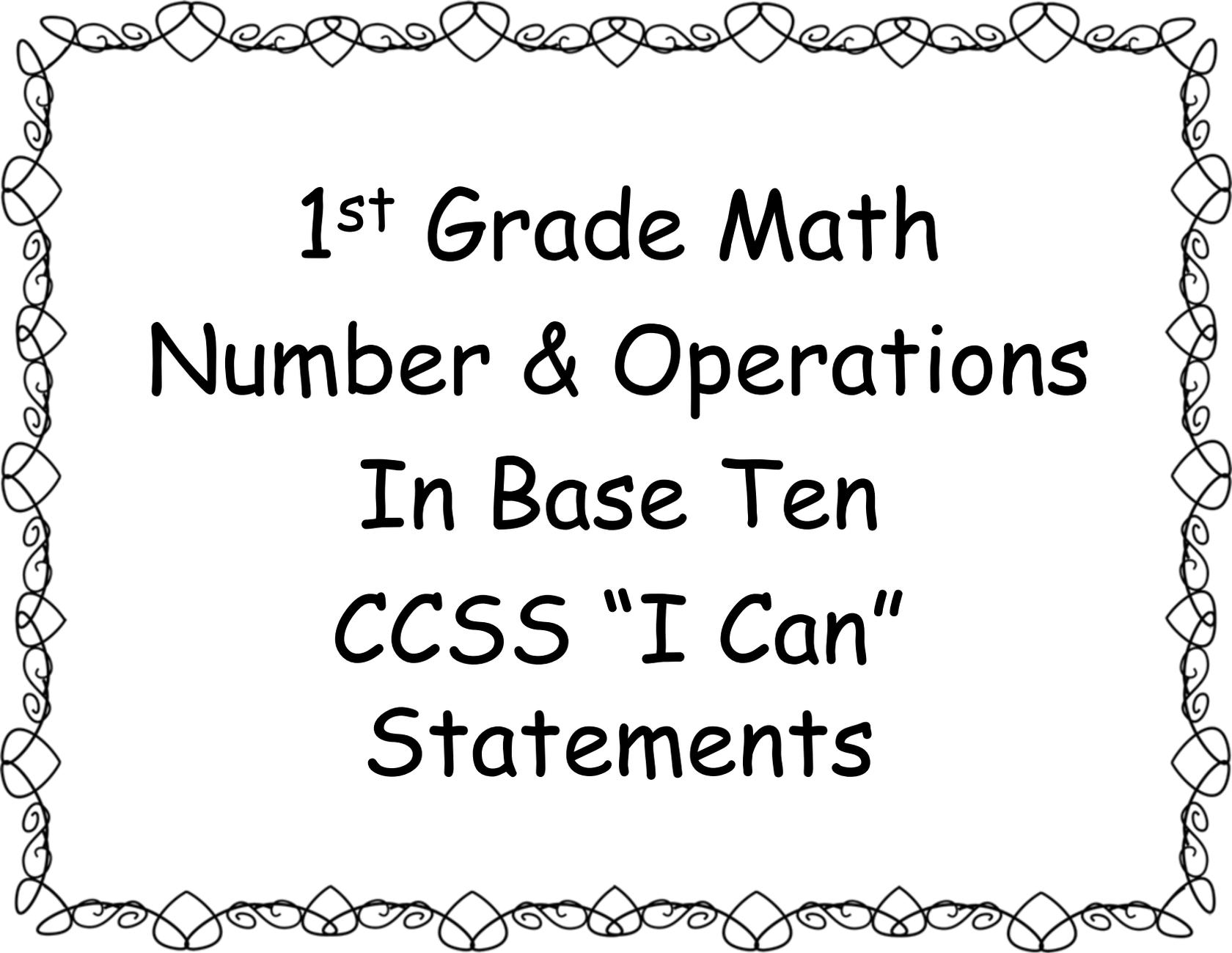
CCSS.MATH.CONTENT.1.OA.D.7

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

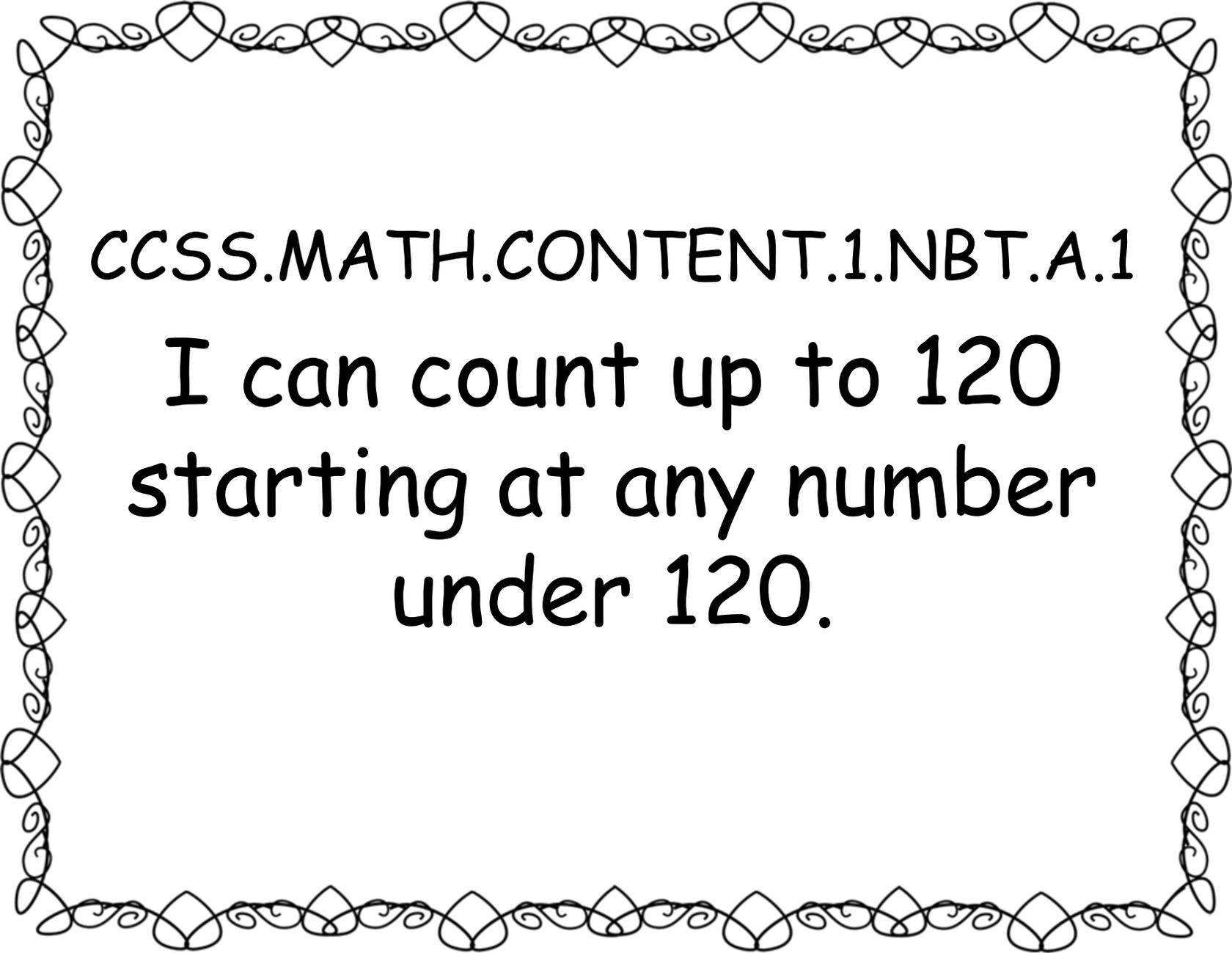


CCSS.MATH.CONTENT.1.OA.D.8

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

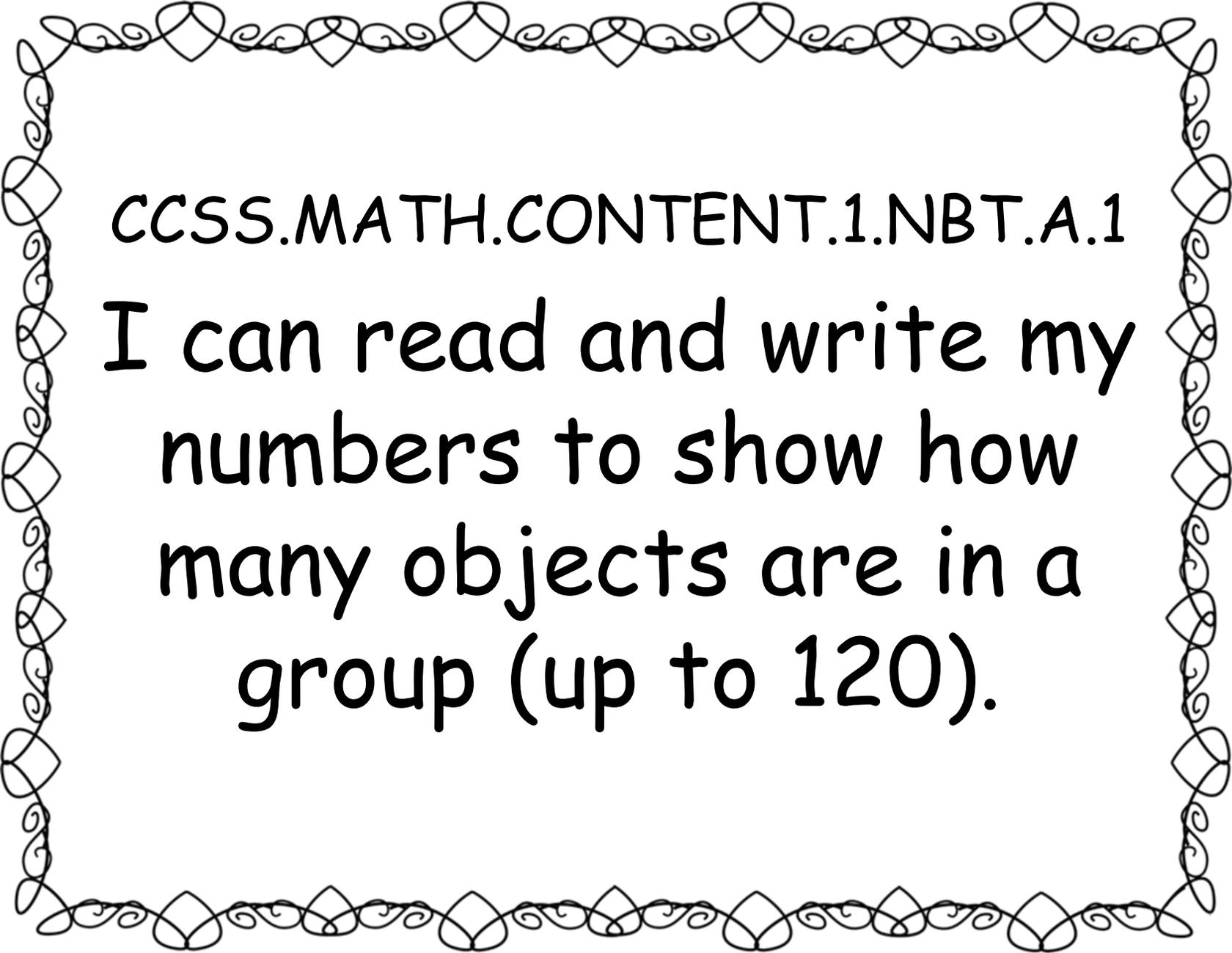


1st Grade Math
Number & Operations
In Base Ten
CCSS "I Can"
Statements



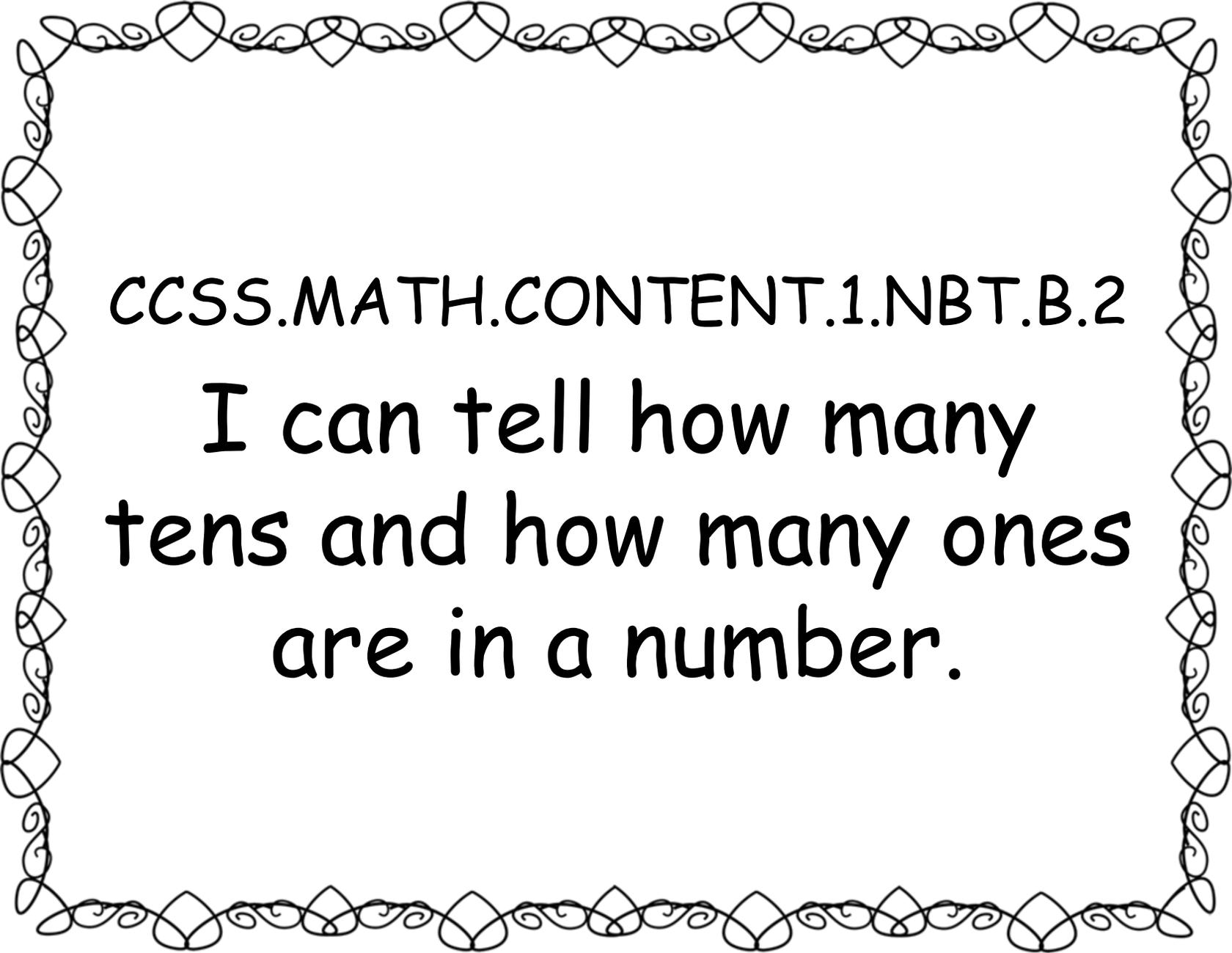
CCSS.MATH.CONTENT.1.NBT.A.1

I can count up to 120
starting at any number
under 120.



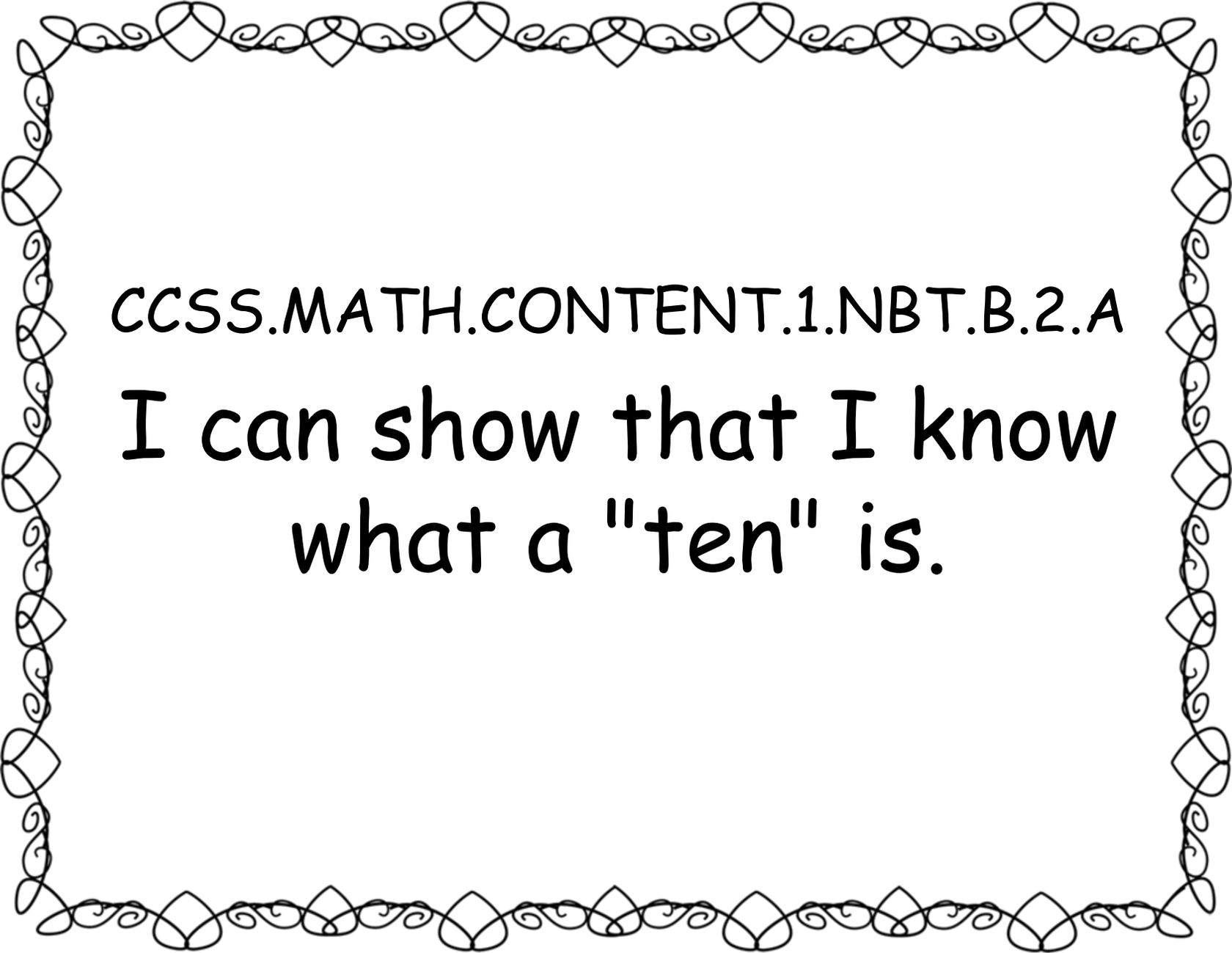
CCSS.MATH.CONTENT.1.NBT.A.1

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



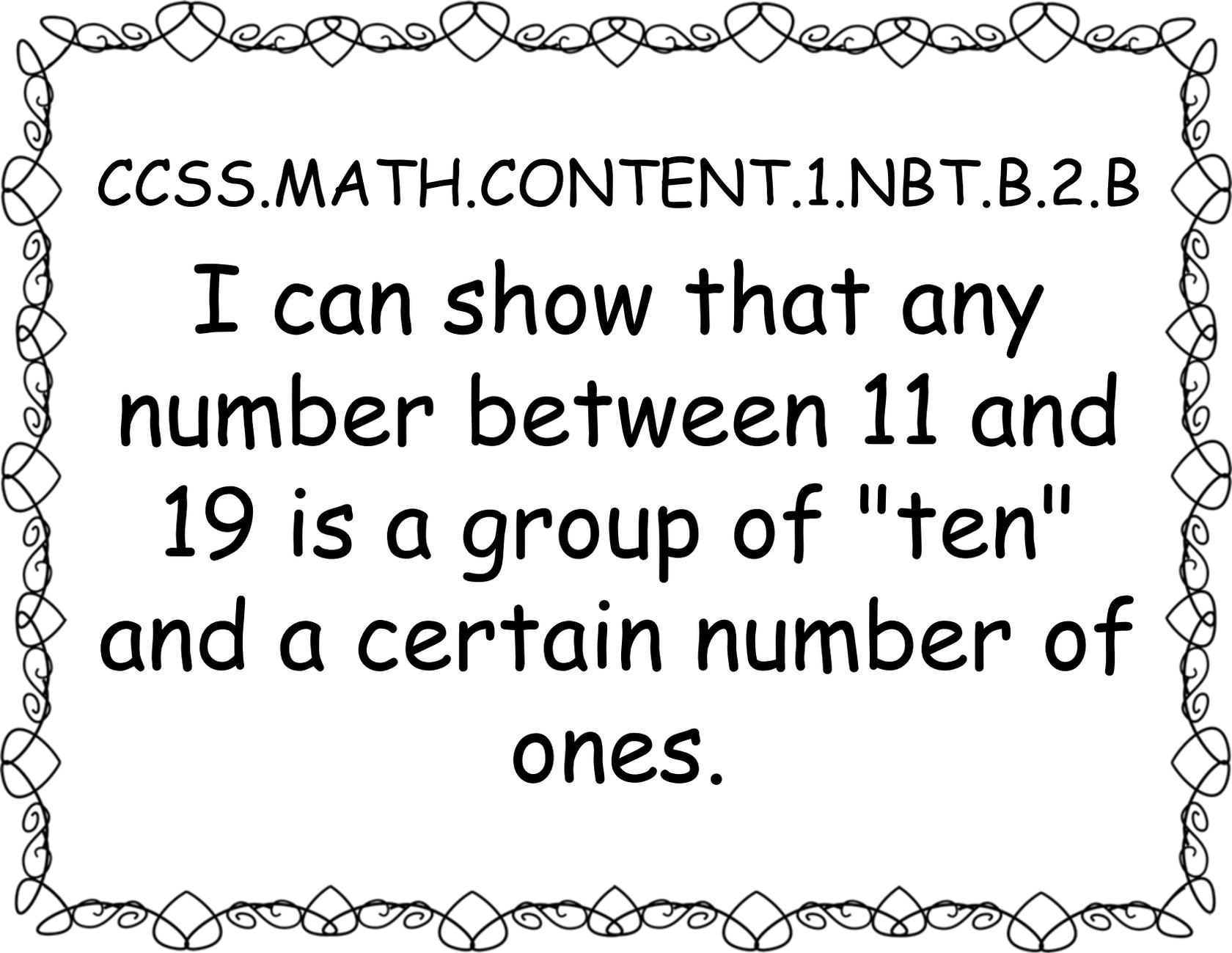
CCSS.MATH.CONTENT.1.NBT.B.2

I can tell how many
tens and how many ones
are in a number.

A decorative rectangular border with a repeating pattern of interlocking loops and swirls, resembling a chain-link fence or a stylized floral motif.

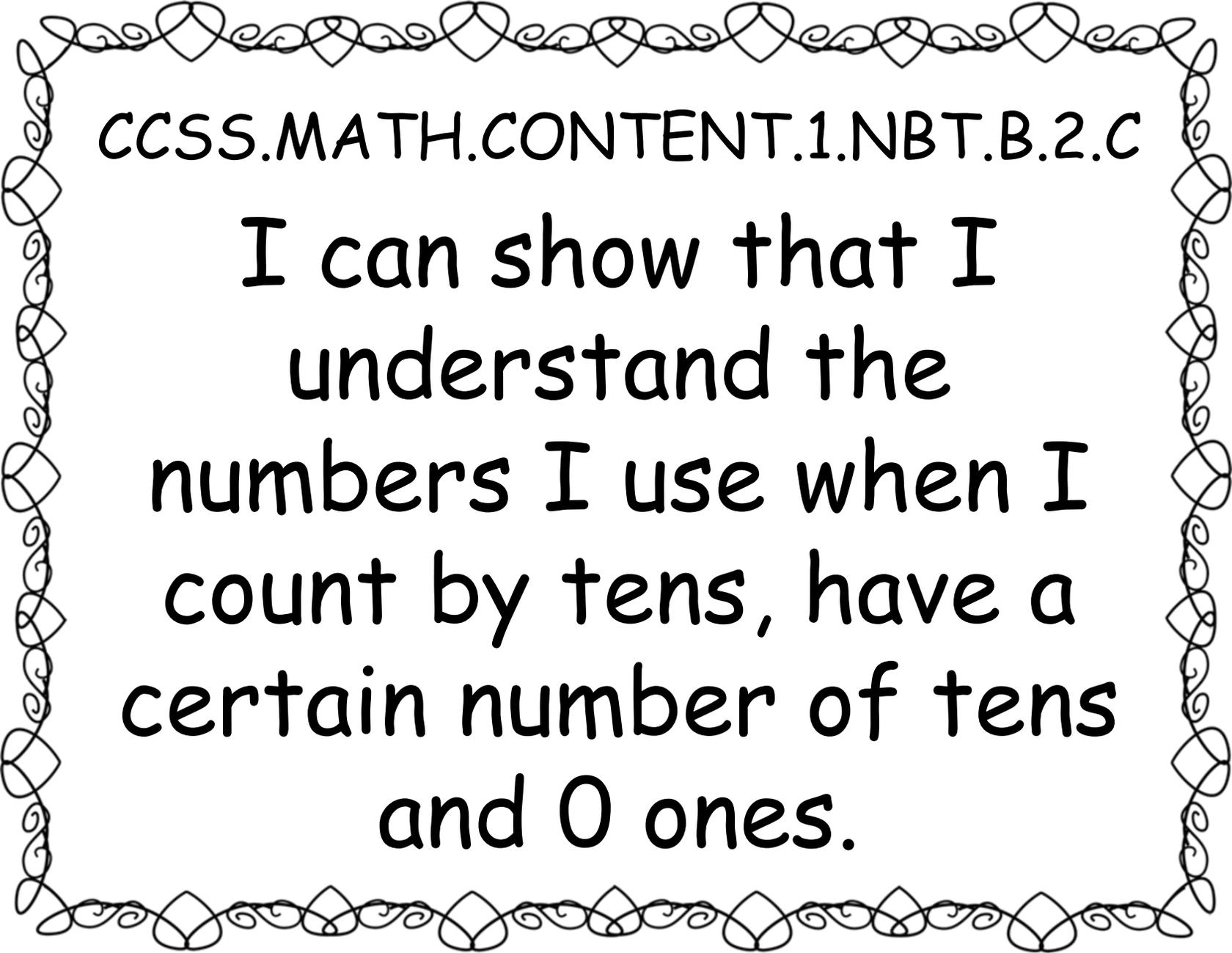
CCSS.MATH.CONTENT.1.NBT.B.2.A

I can show that I know
what a "ten" is.



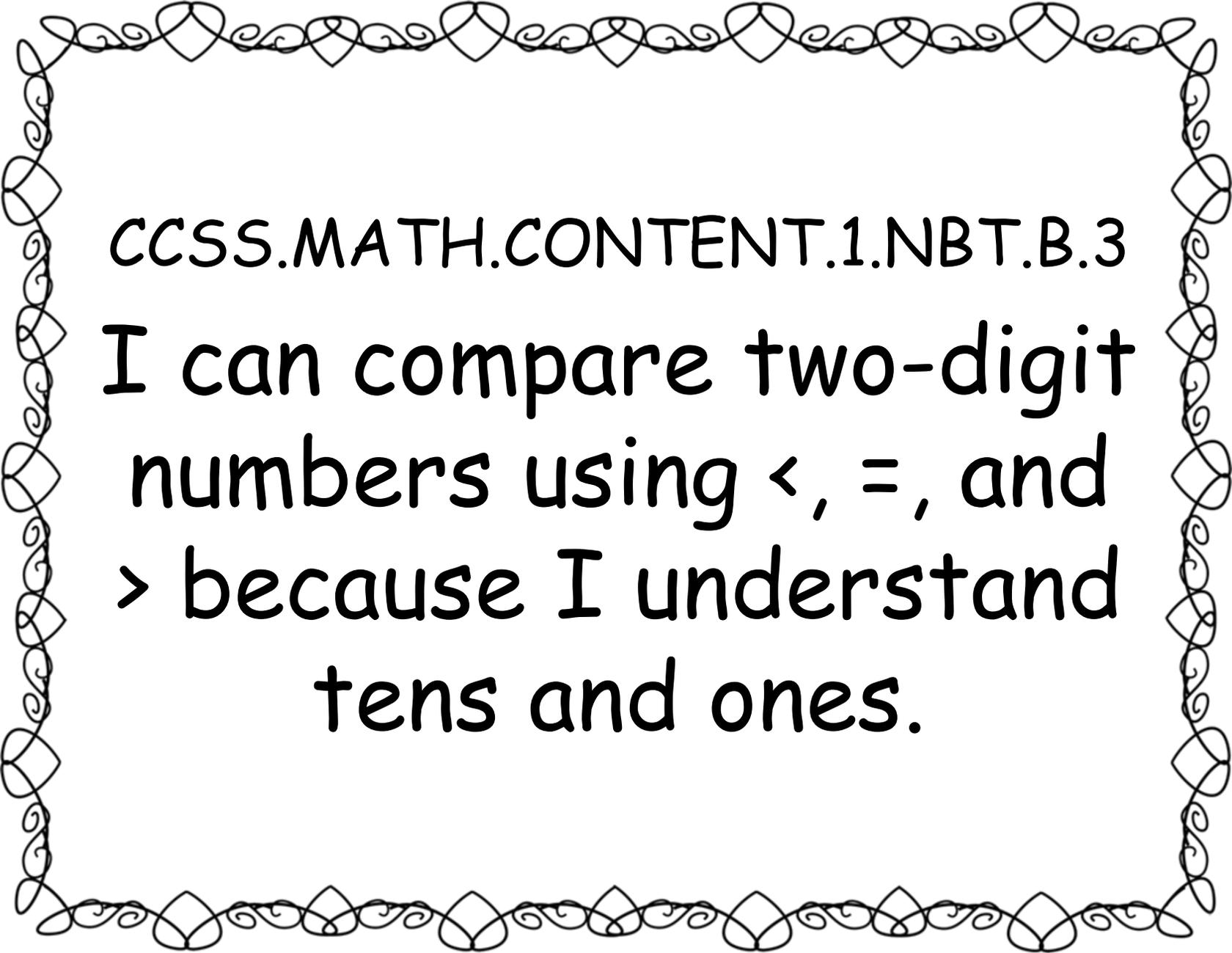
CCSS.MATH.CONTENT.1.NBT.B.2.B

I can show that any
number between 11 and
19 is a group of "ten"
and a certain number of
ones.



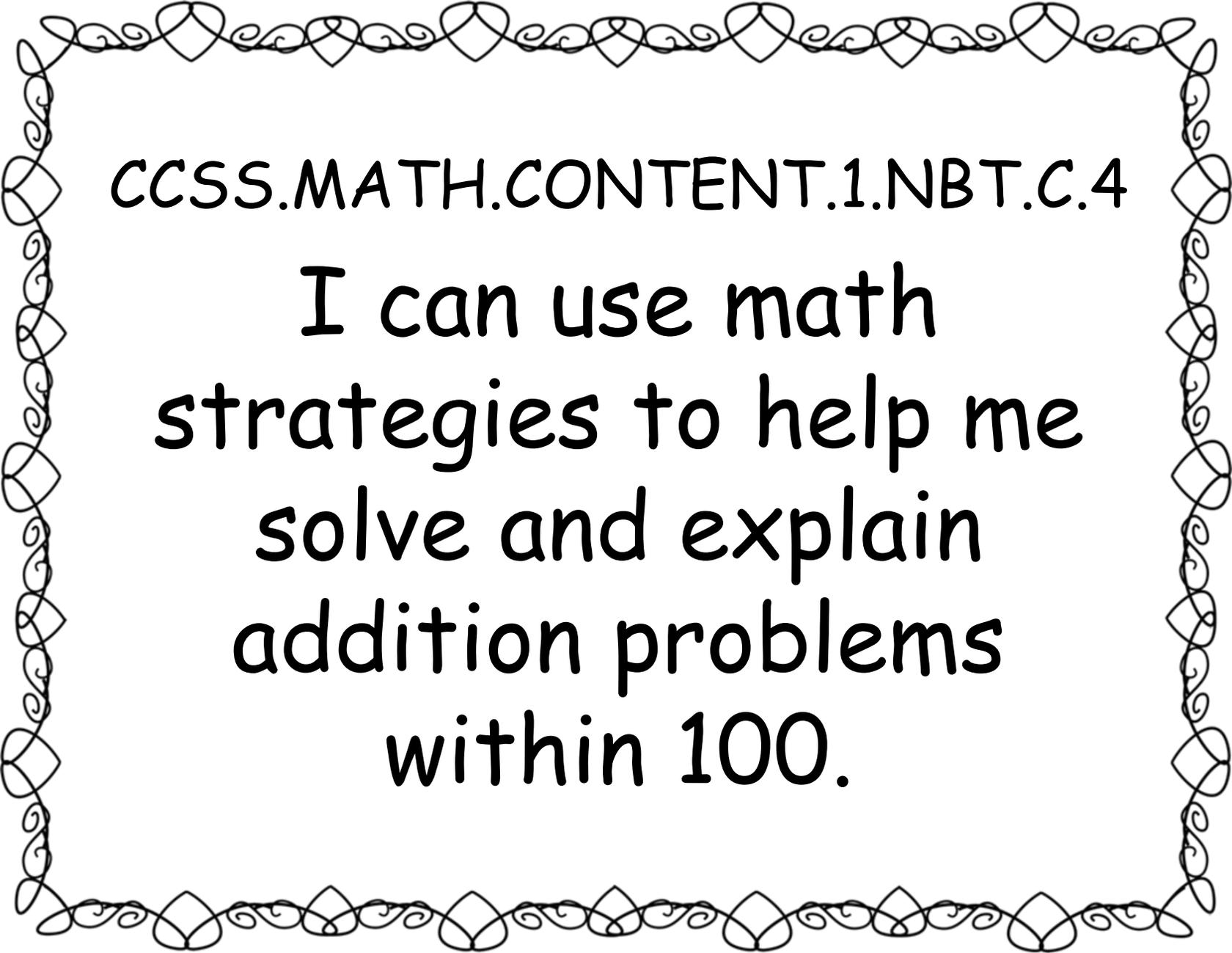
CCSS.MATH.CONTENT.1.NBT.B.2.C

I can show that I
understand the
numbers I use when I
count by tens, have a
certain number of tens
and 0 ones.



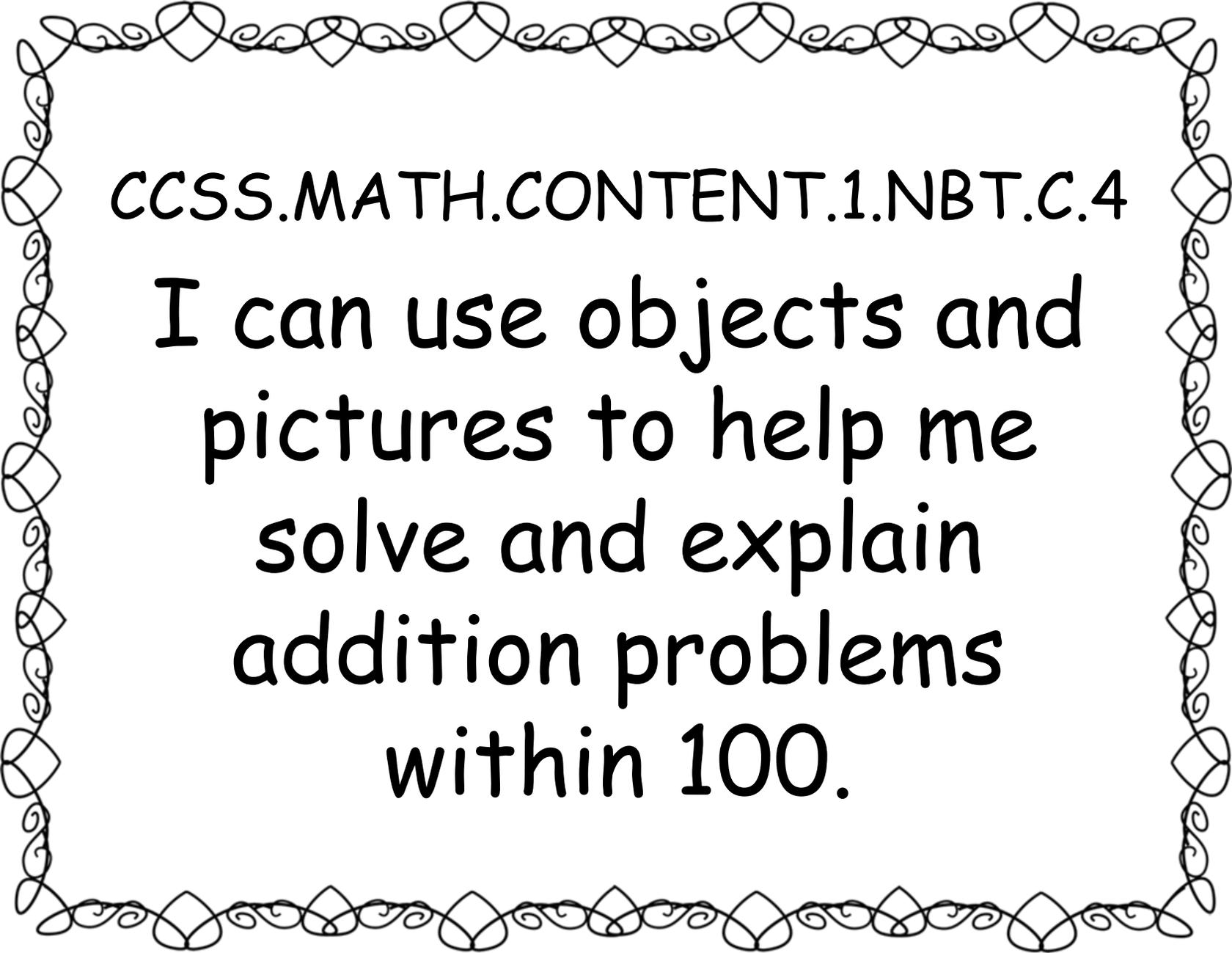
CCSS.MATH.CONTENT.1.NBT.B.3

I can compare two-digit numbers using $<$, $=$, and $>$ because I understand tens and ones.



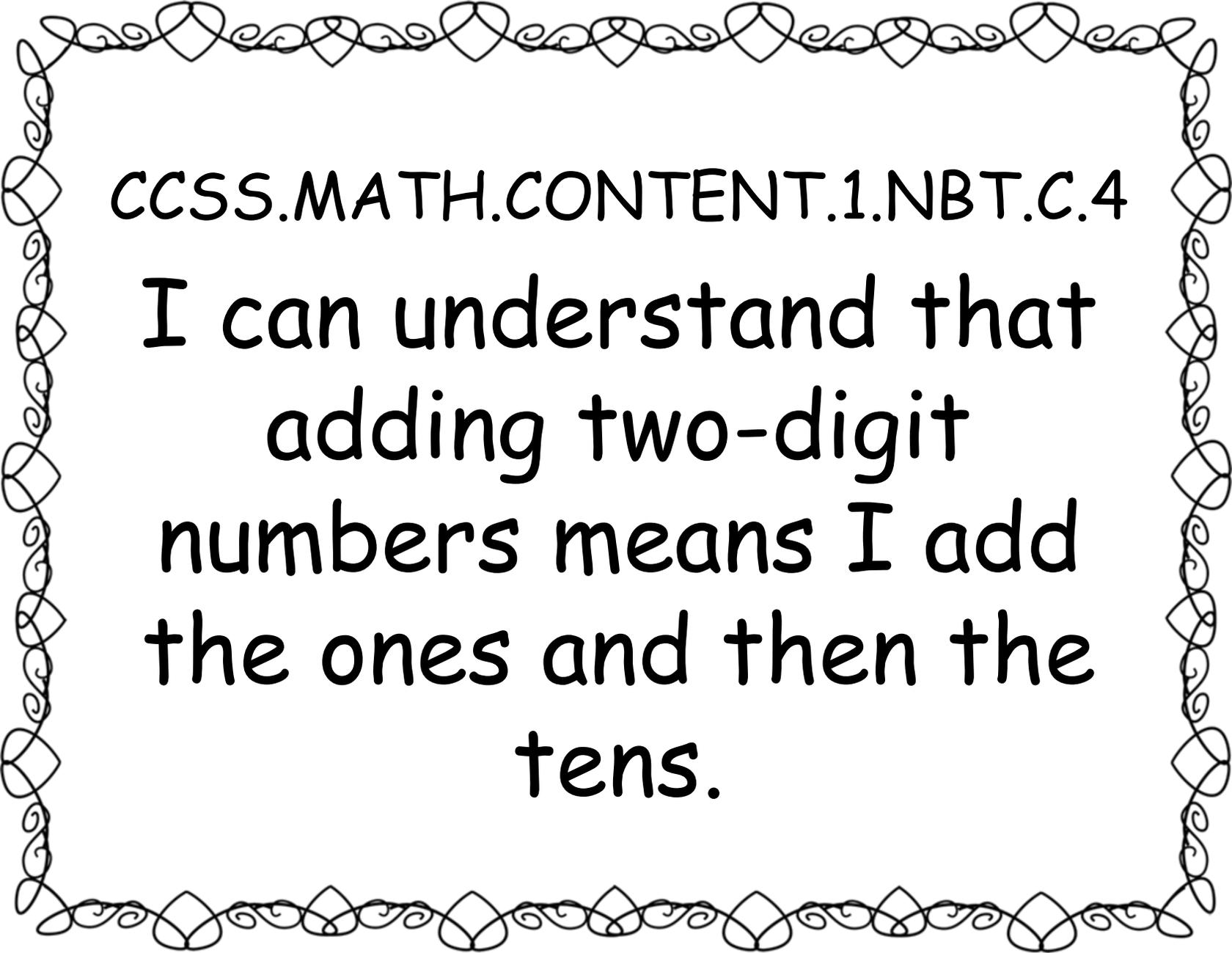
CCSS.MATH.CONTENT.1.NBT.C.4

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



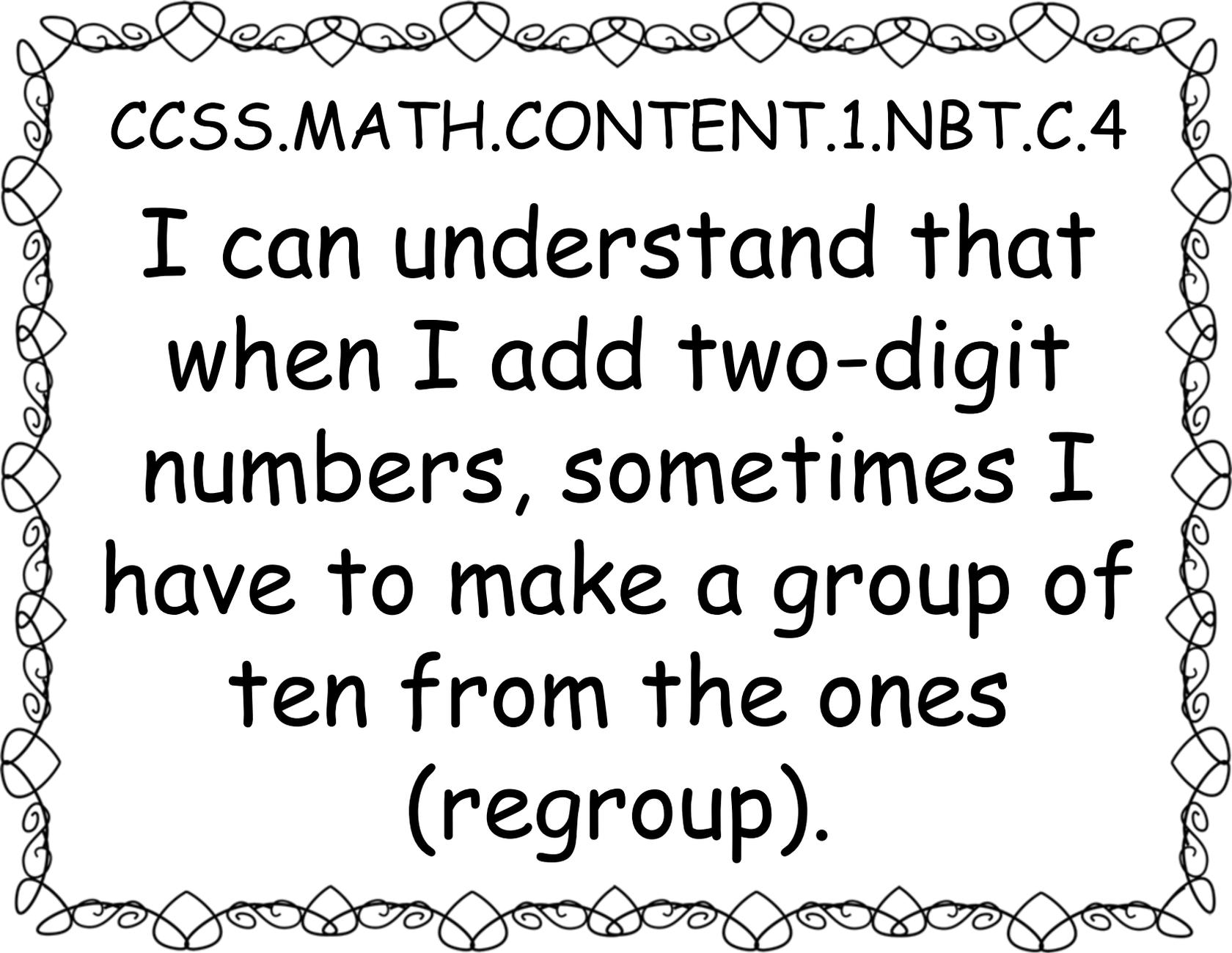
CCSS.MATH.CONTENT.1.NBT.C.4

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



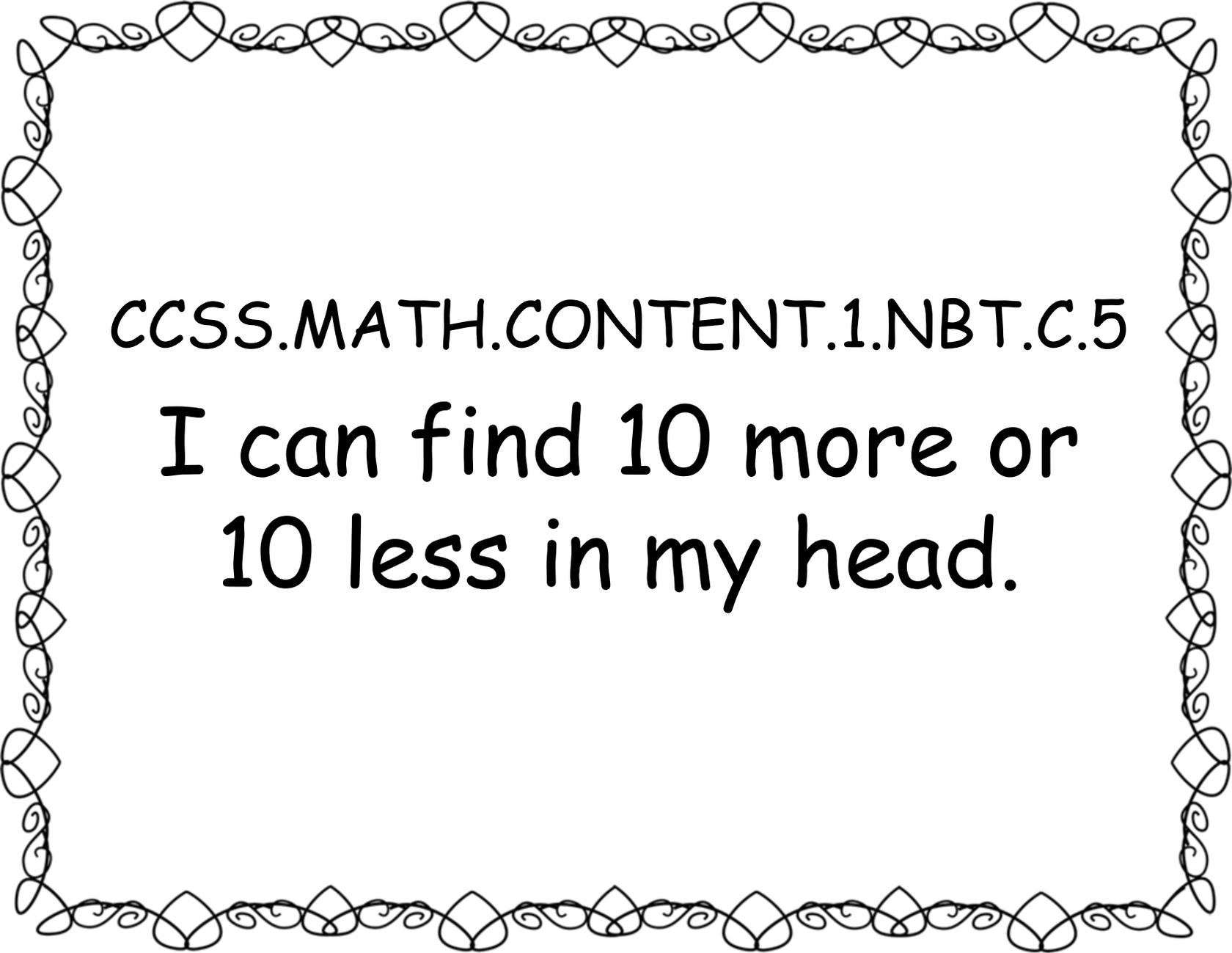
CCSS.MATH.CONTENT.1.NBT.C.4

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



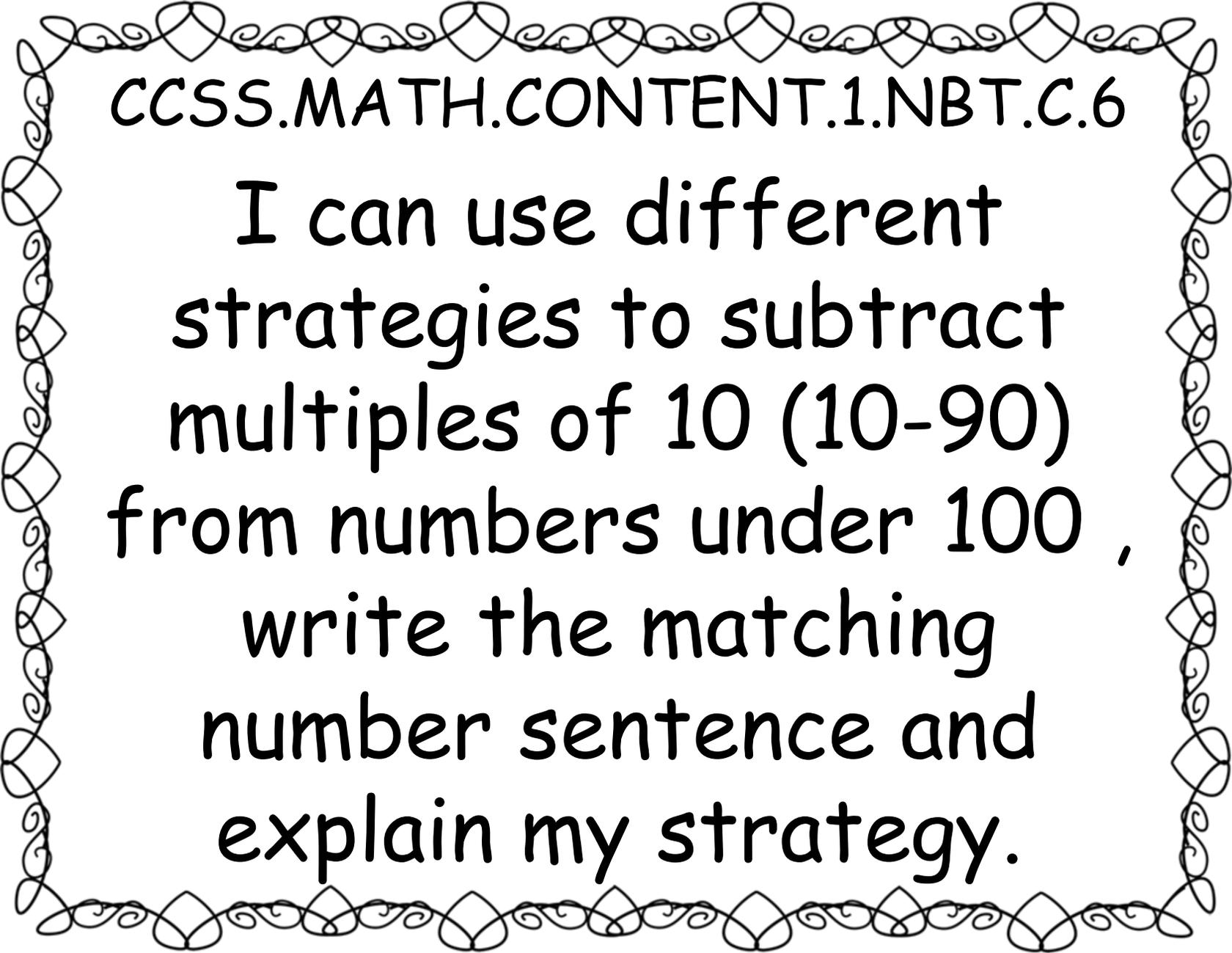
CCSS.MATH.CONTENT.1.NBT.C.4

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

A decorative rectangular border with a repeating pattern of interlocking loops and swirls, resembling a chain-link fence or a stylized floral motif.

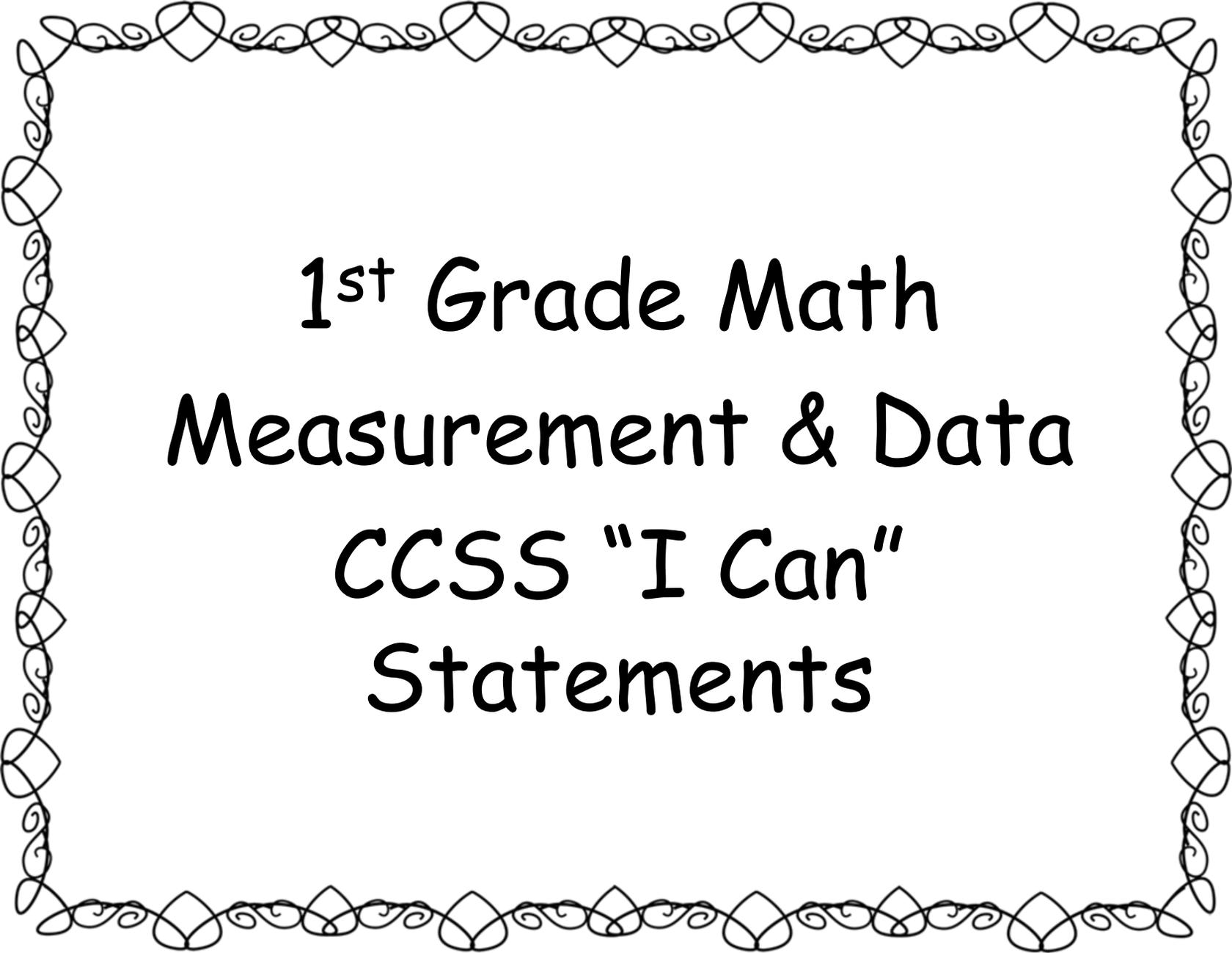
CCSS.MATH.CONTENT.1.NBT.C.5

I can find 10 more or
10 less in my head.

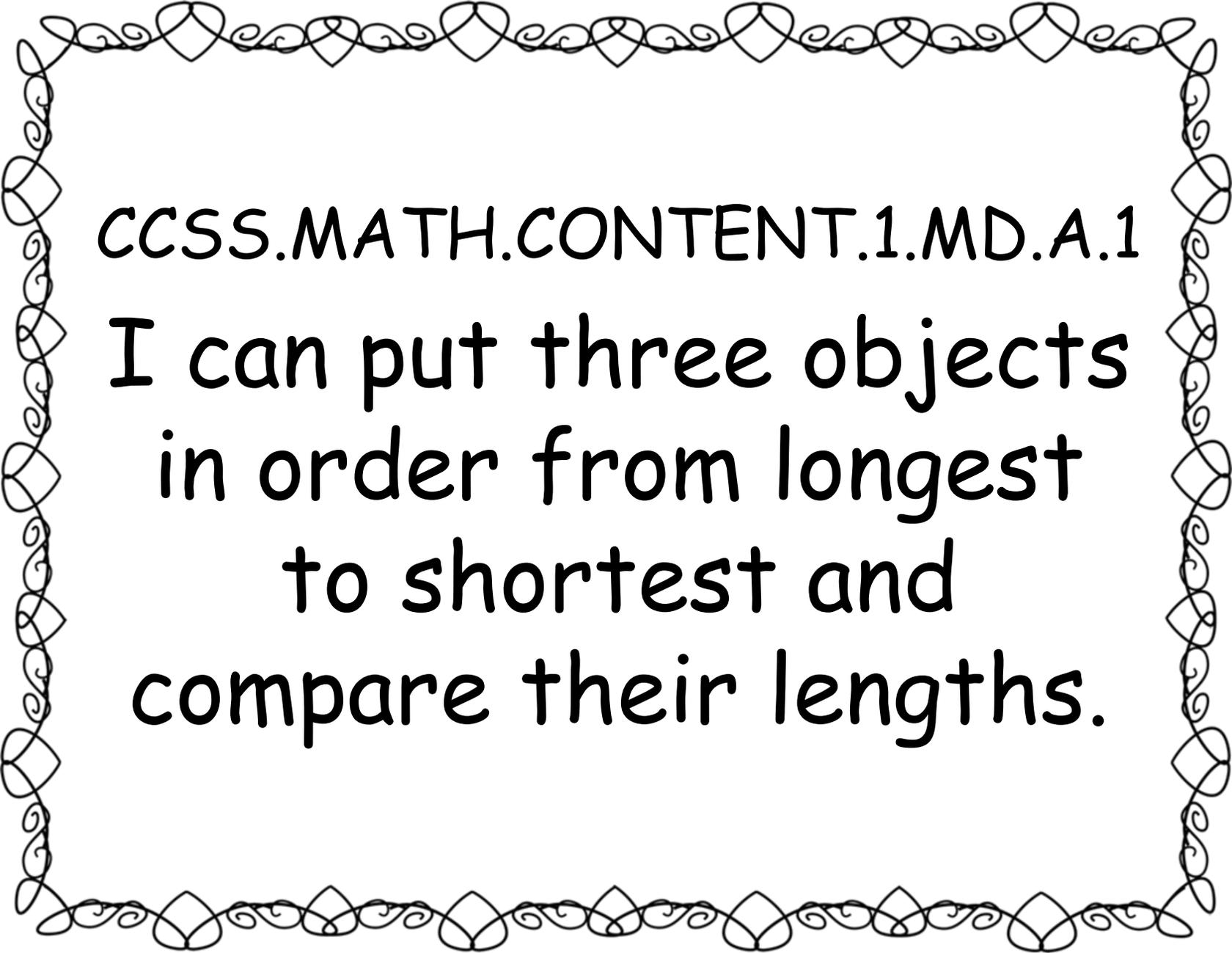


CCSS.MATH.CONTENT.1.NBT.C.6

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.

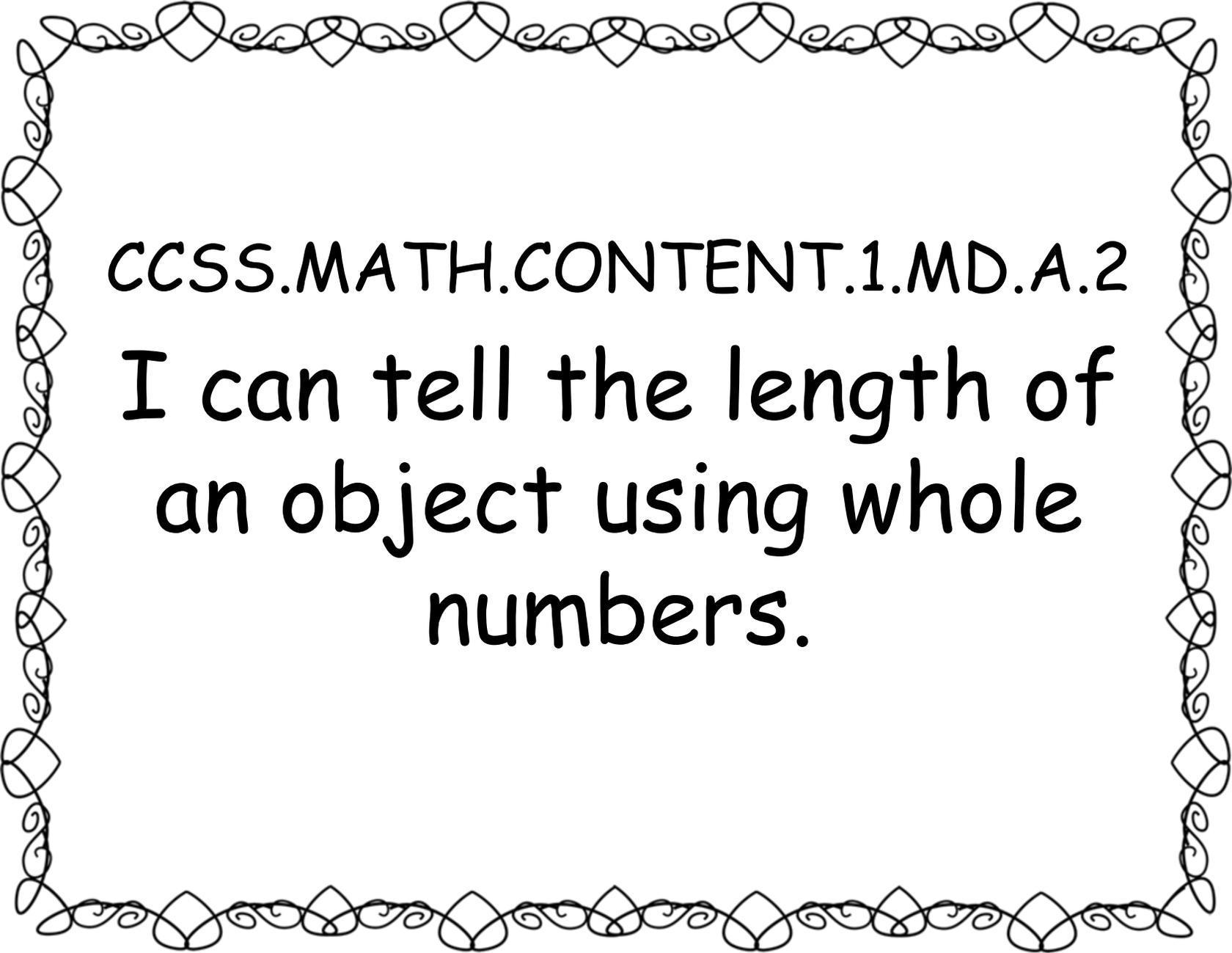


1st Grade Math
Measurement & Data
CCSS "I Can"
Statements



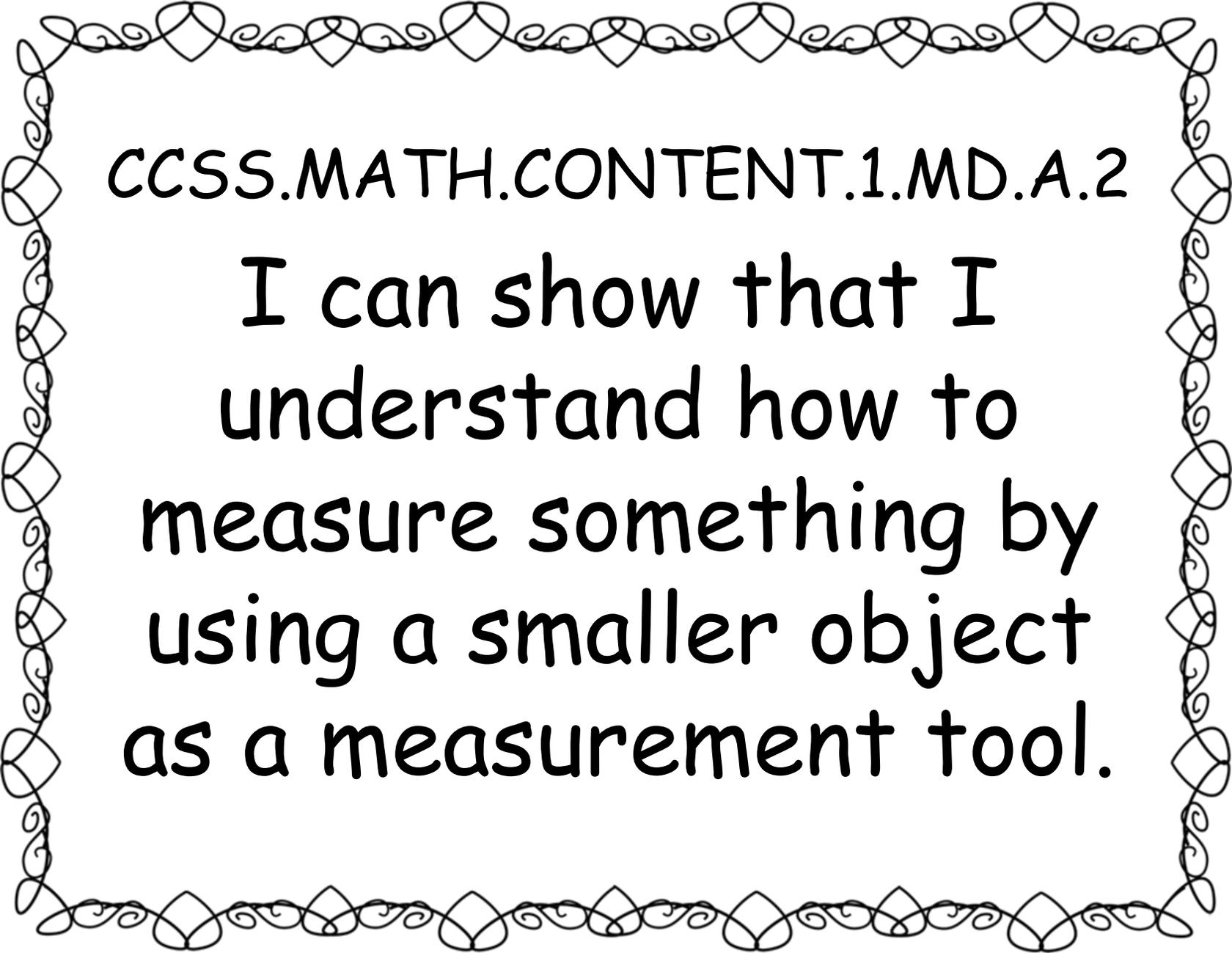
CCSS.MATH.CONTENT.1.MD.A.1

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



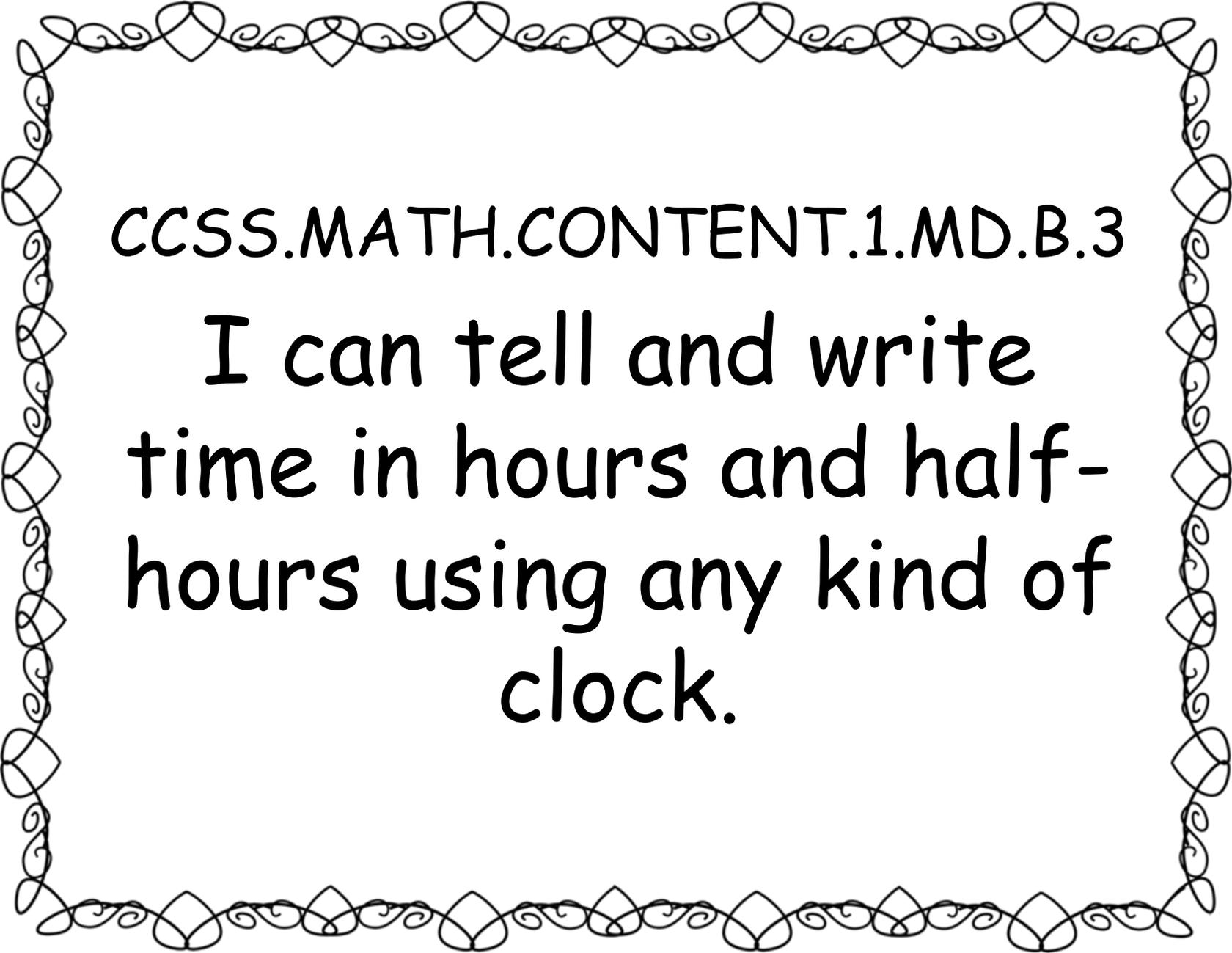
CCSS.MATH.CONTENT.1.MD.A.2

I can tell the length of
an object using whole
numbers.



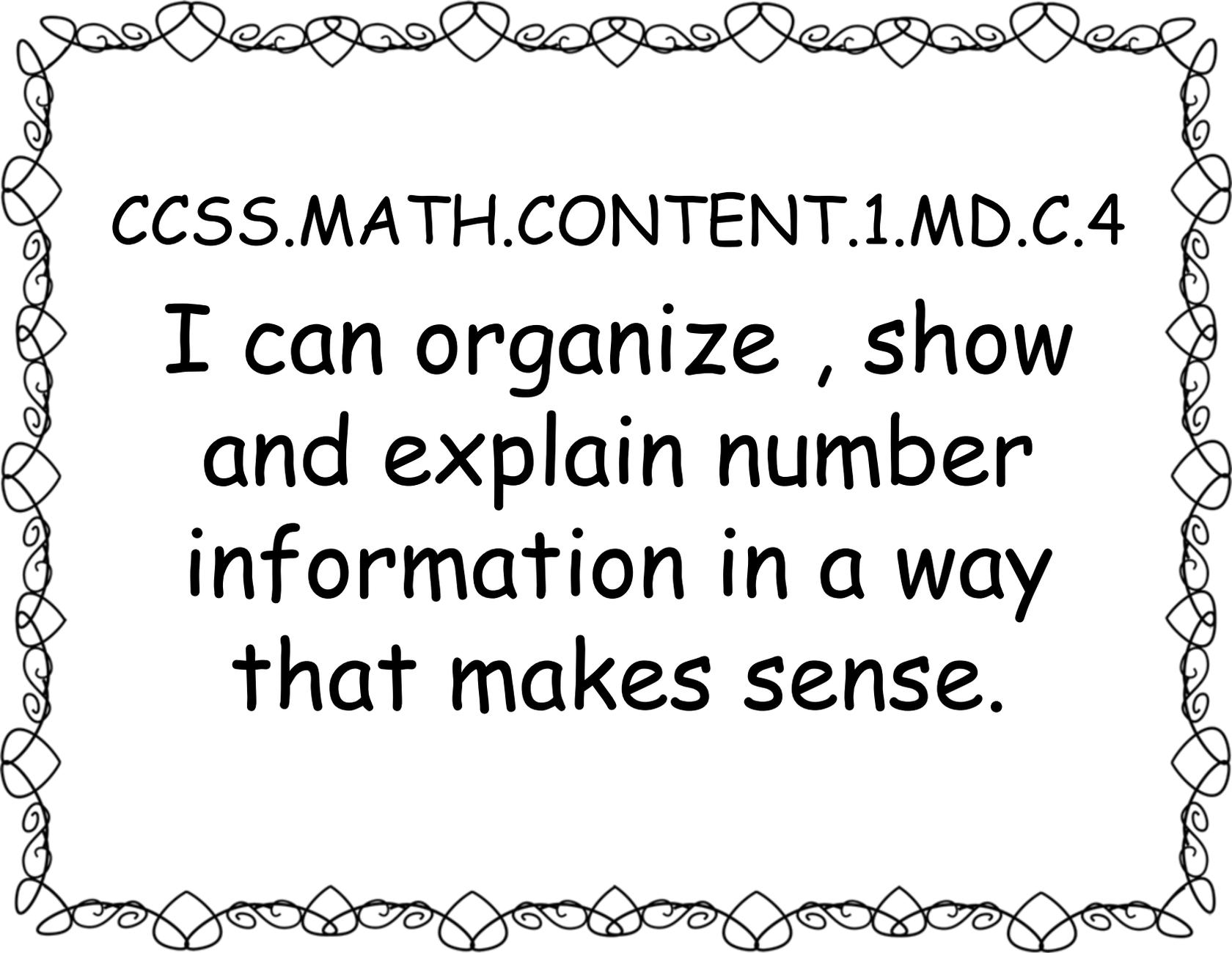
CCSS.MATH.CONTENT.1.MD.A.2

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



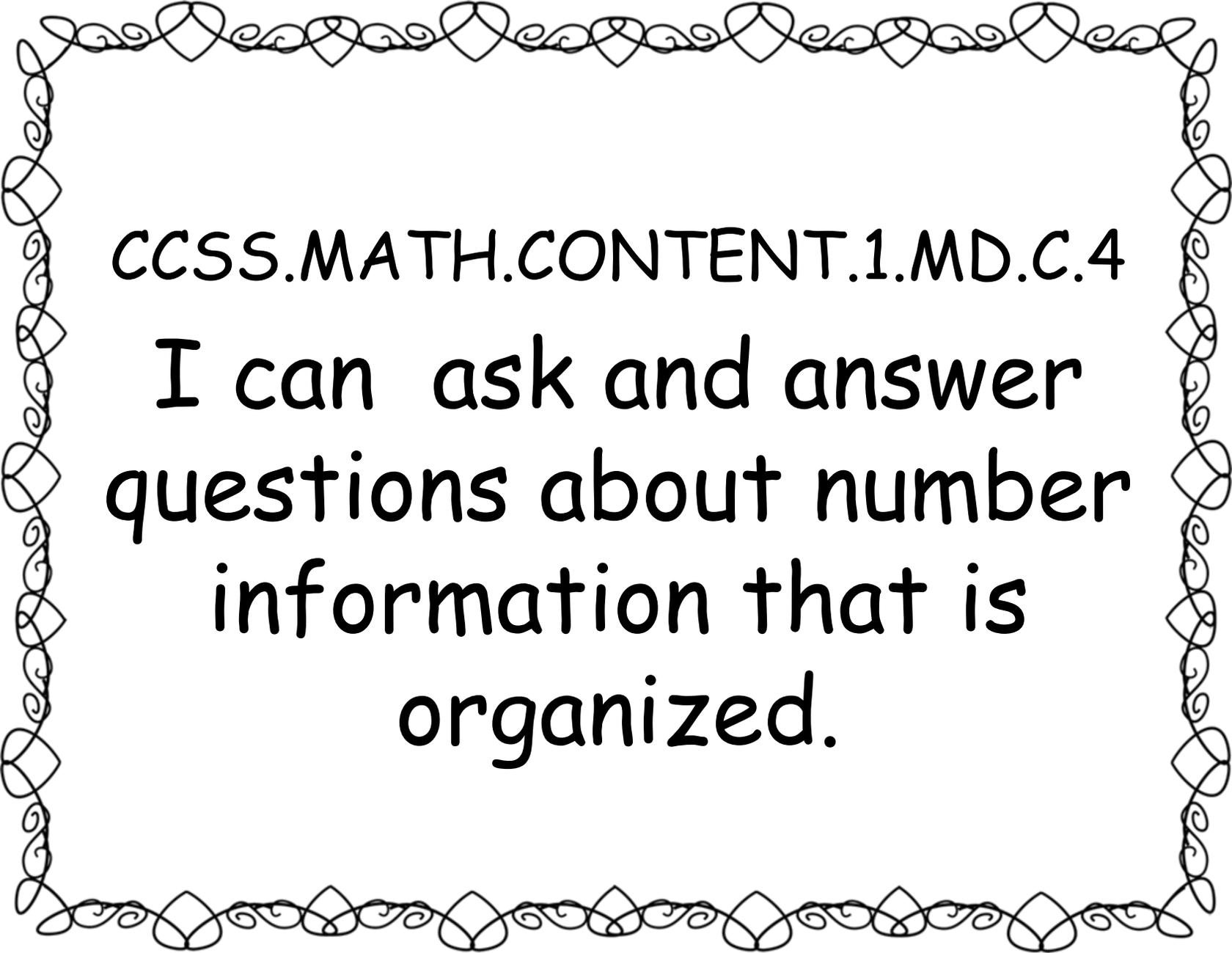
CCSS.MATH.CONTENT.1.MD.B.3

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



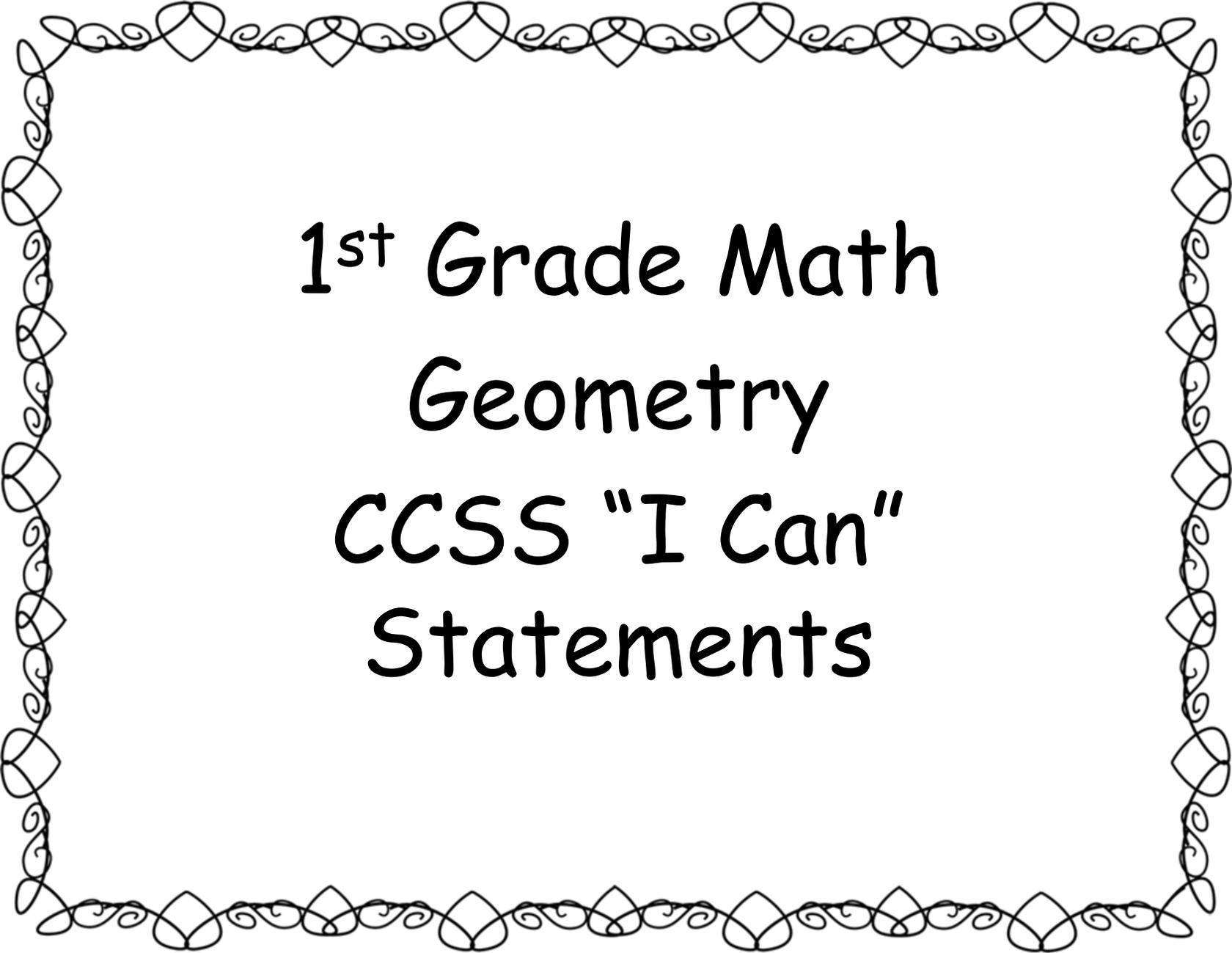
CCSS.MATH.CONTENT.1.MD.C.4

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

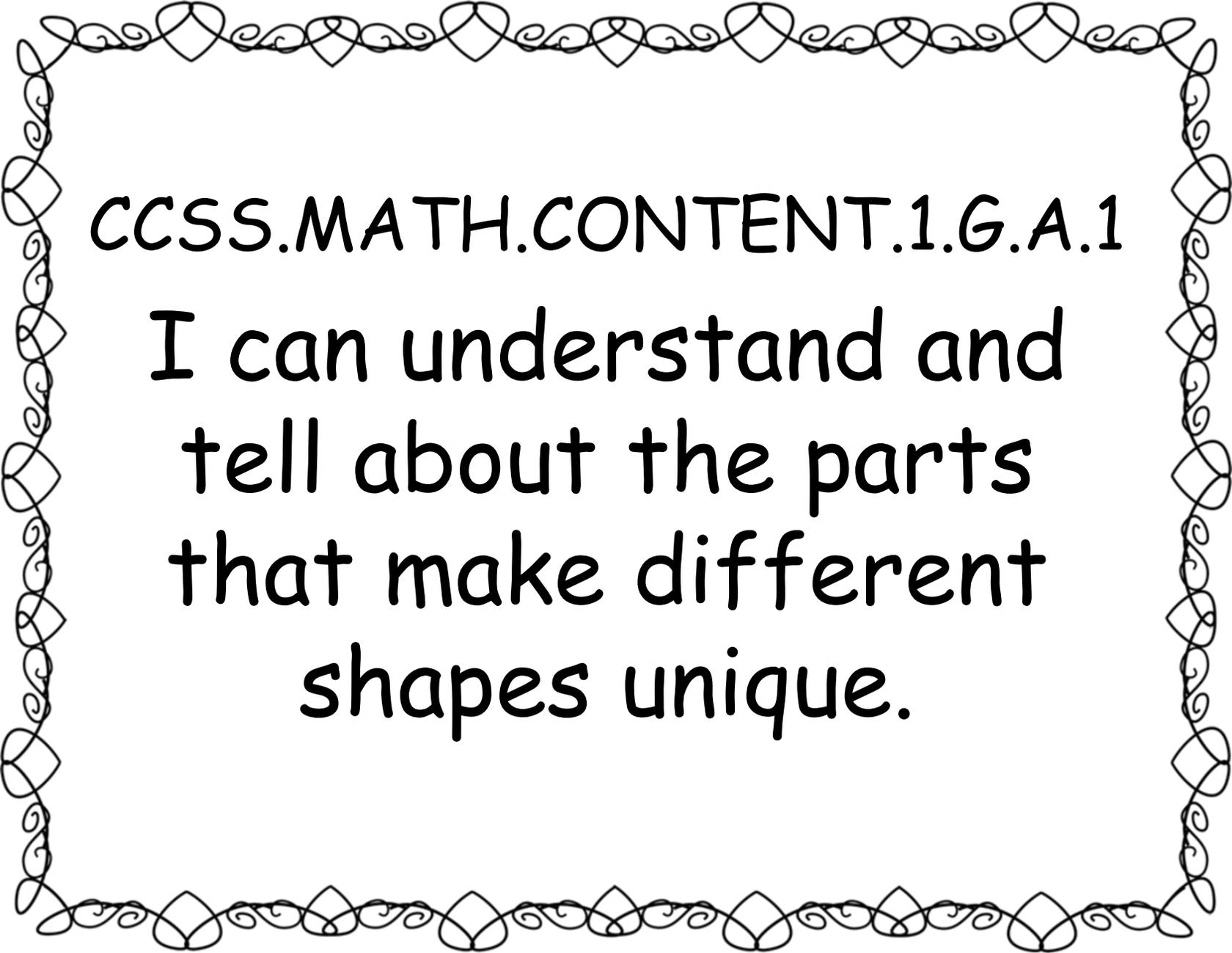


CCSS.MATH.CONTENT.1.MD.C.4

I can ask and answer
questions about number
information that is
organized.

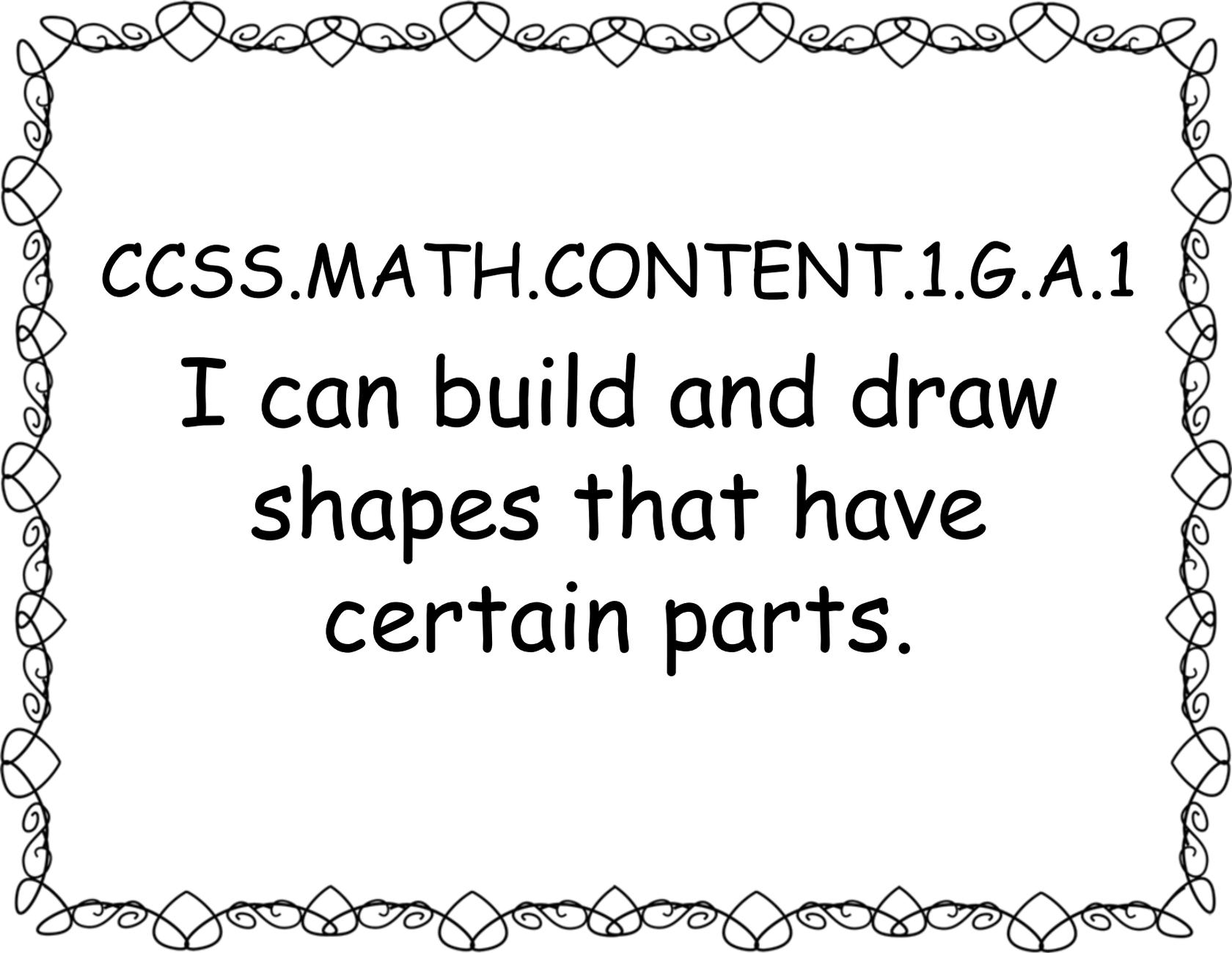


1st Grade Math
Geometry
CCSS "I Can"
Statements



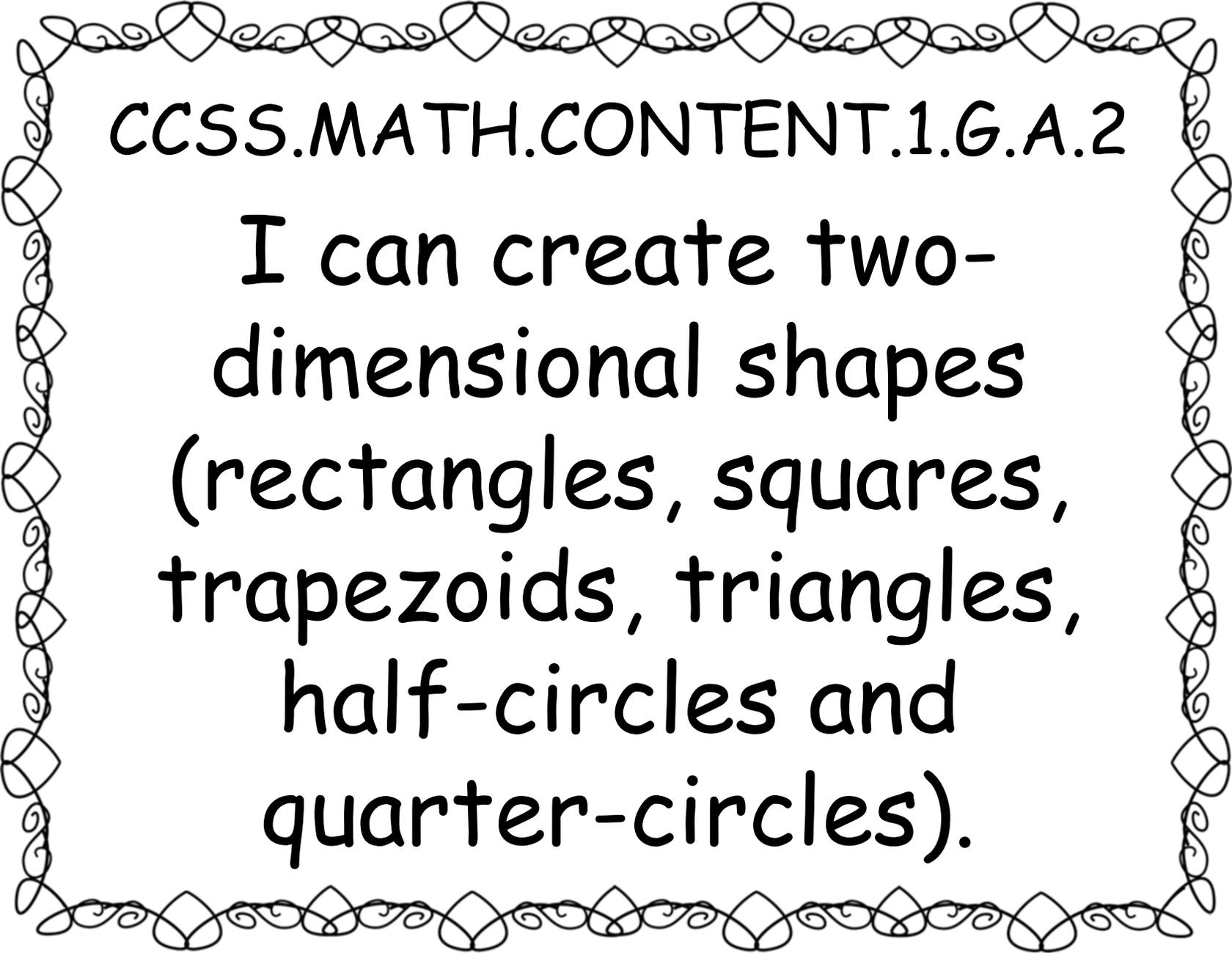
CCSS.MATH.CONTENT.1.G.A.1

I can understand and
tell about the parts
that make different
shapes unique.



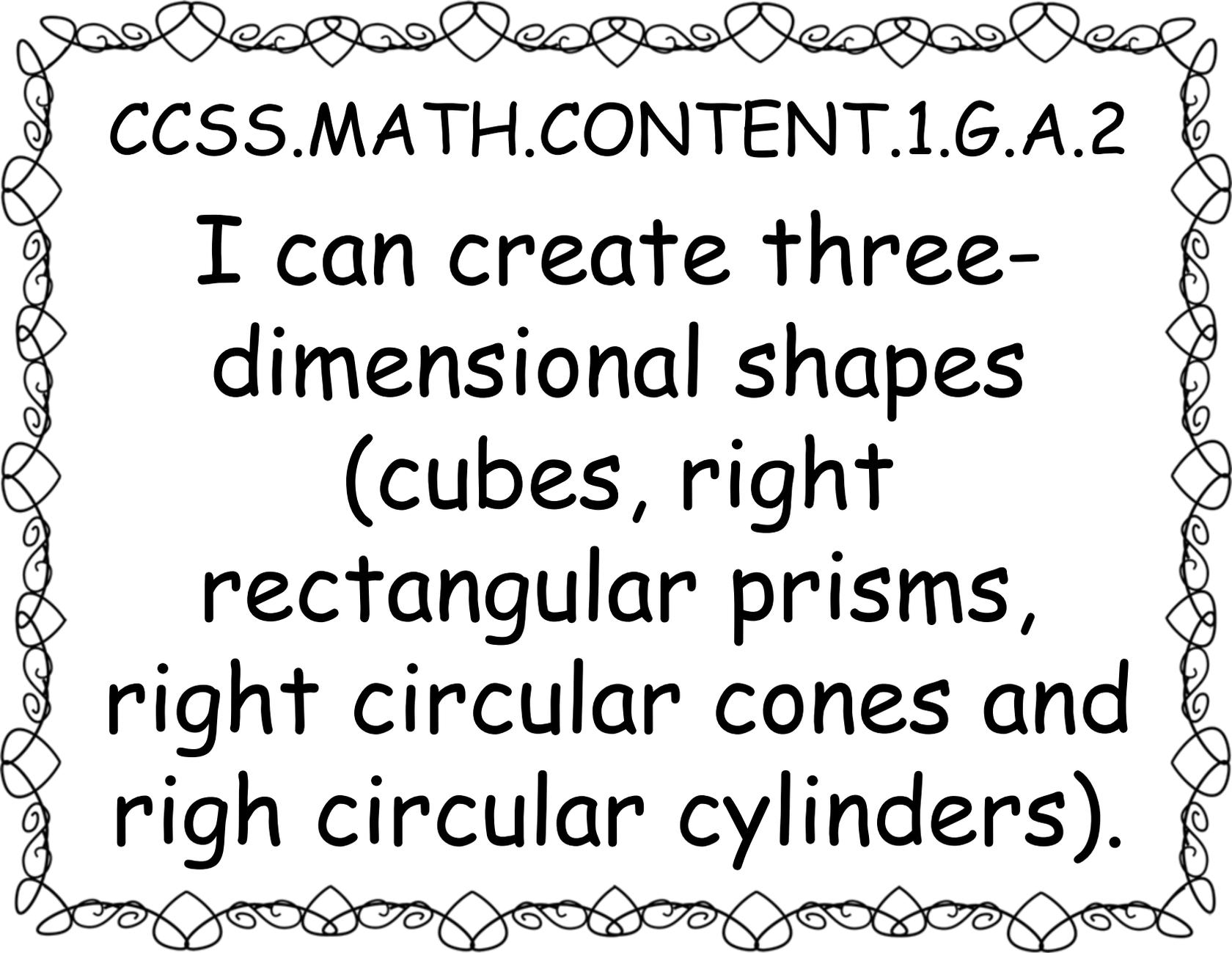
CCSS.MATH.CONTENT.1.G.A.1

I can build and draw
shapes that have
certain parts.



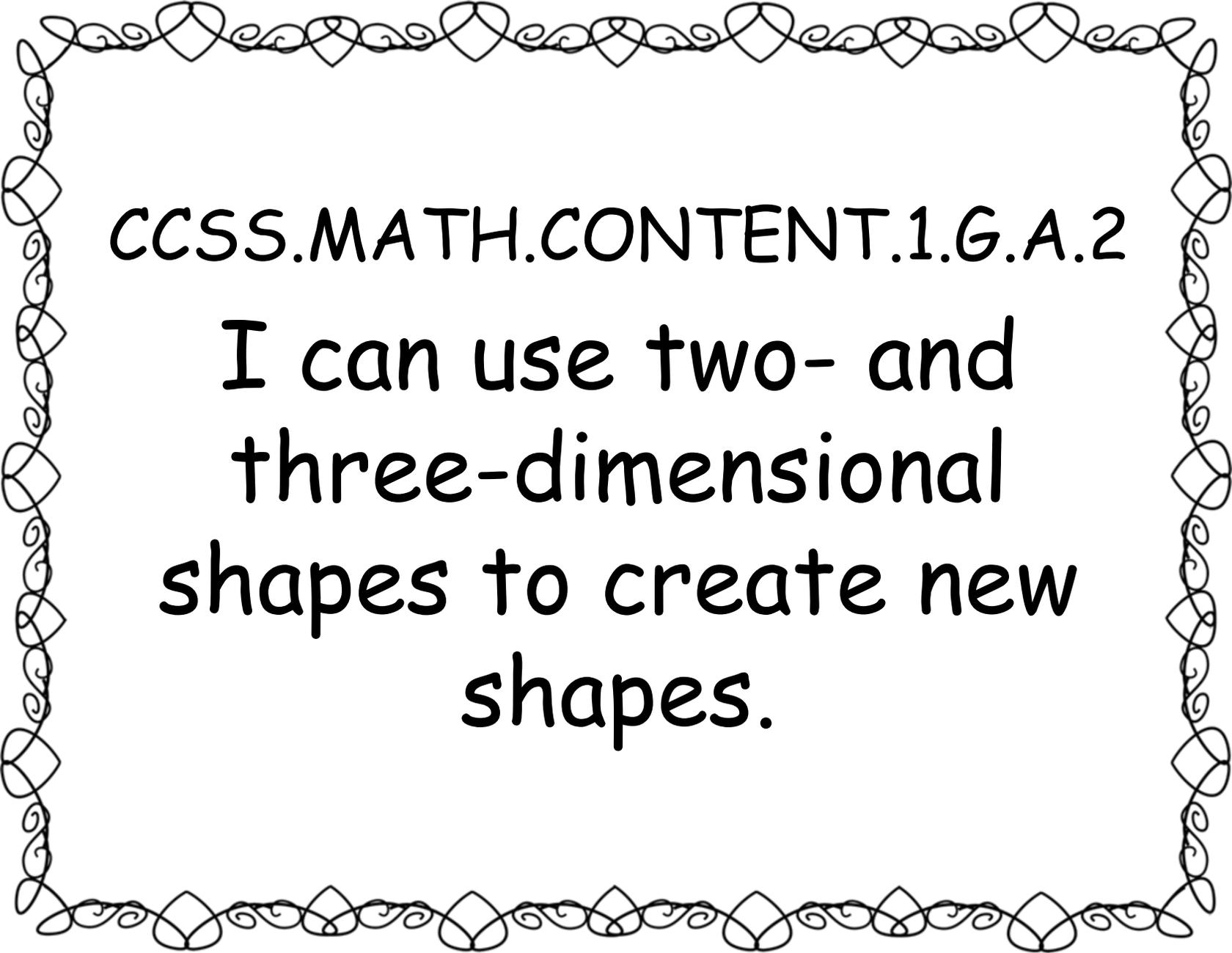
CCSS.MATH.CONTENT.1.G.A.2

I can create two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles).



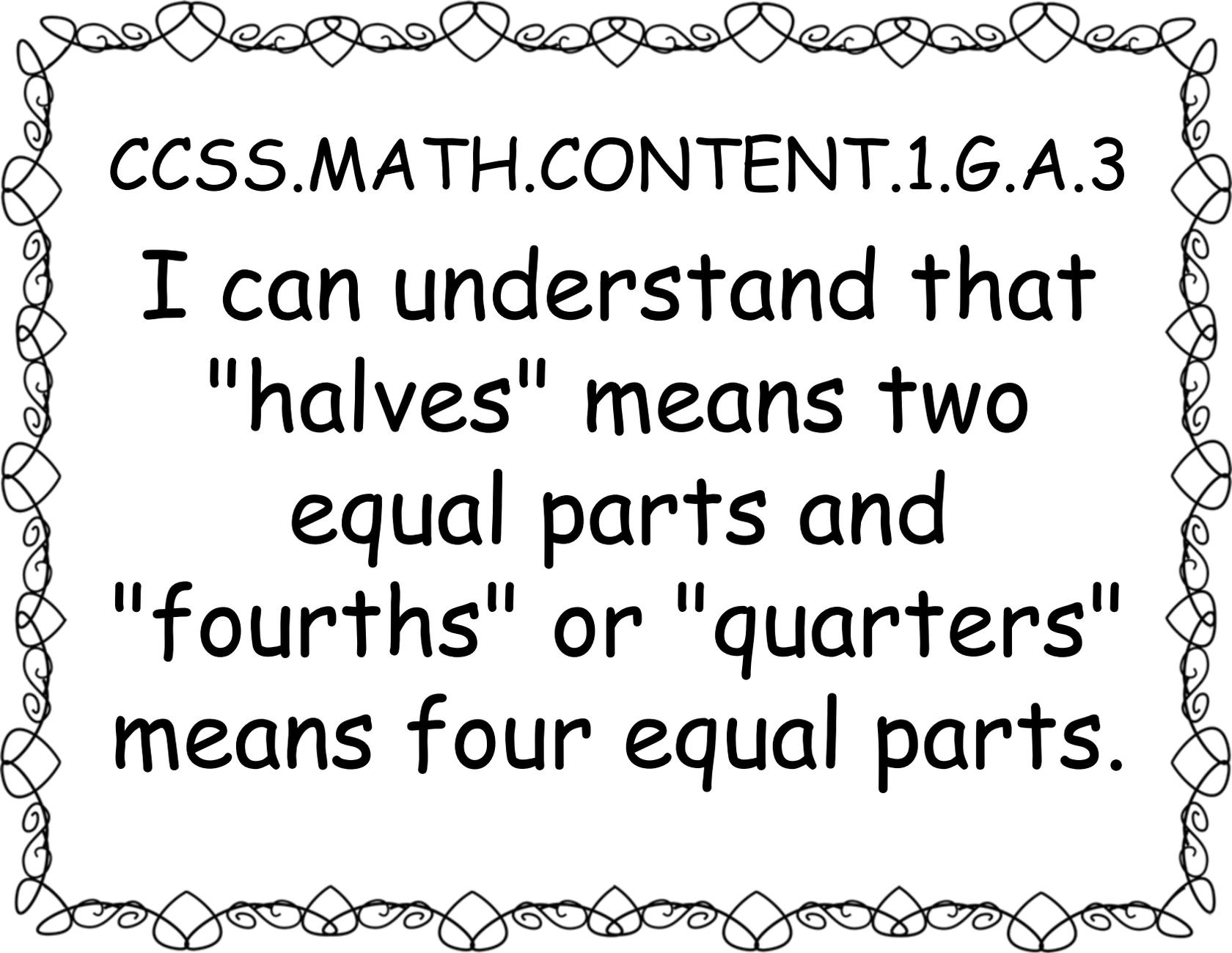
CCSS.MATH.CONTENT.1.G.A.2

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



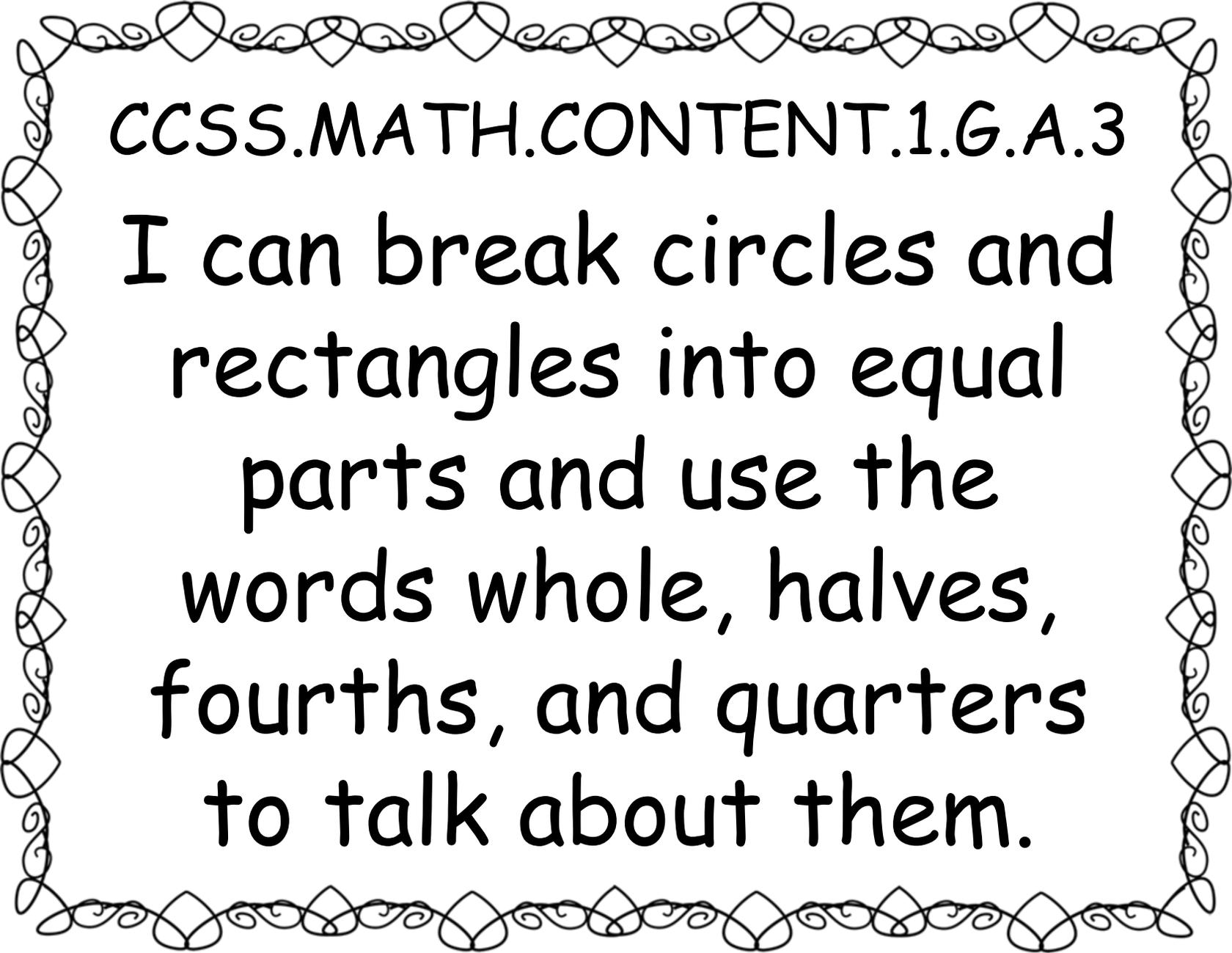
CCSS.MATH.CONTENT.1.G.A.2

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



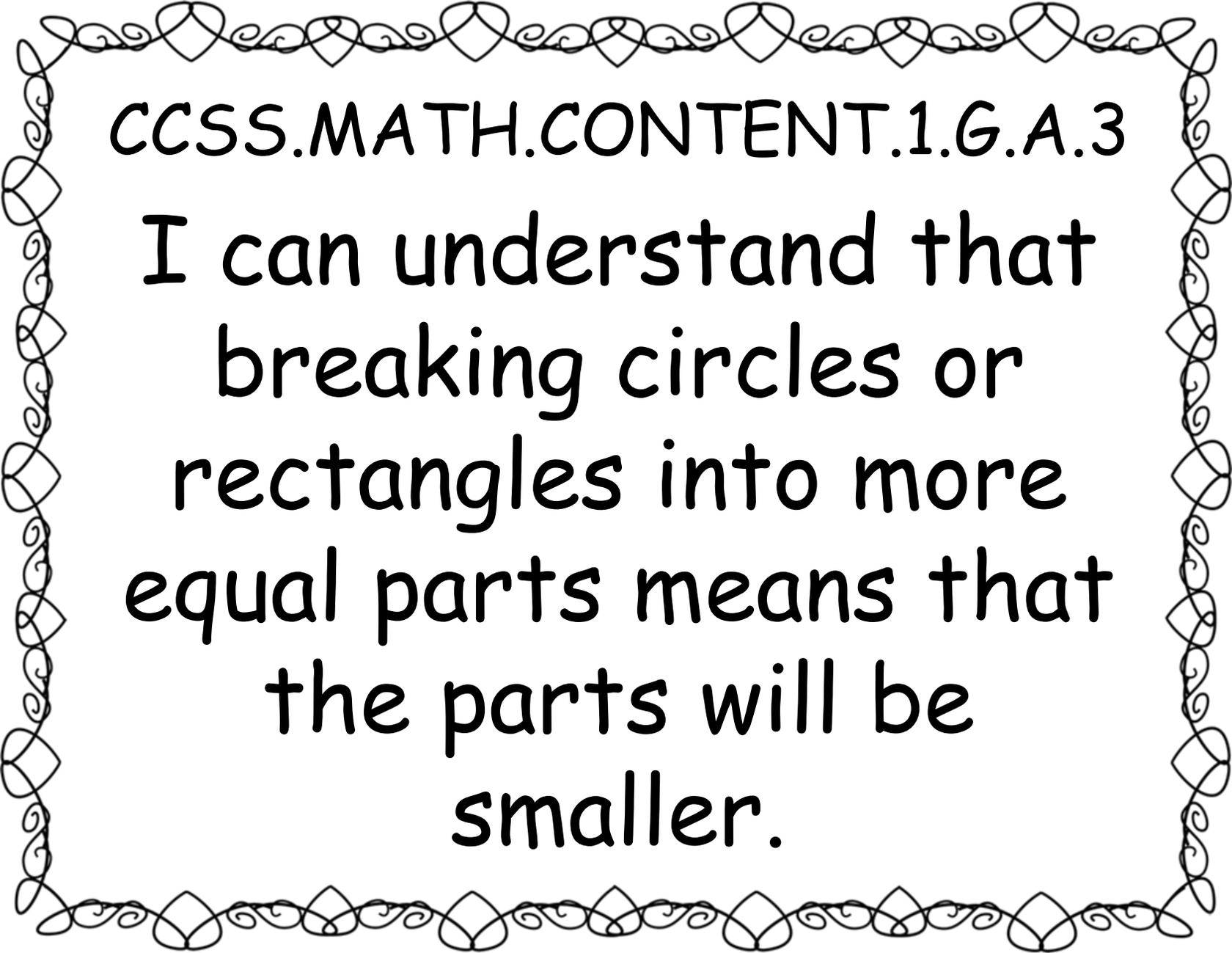
CCSS.MATH.CONTENT.1.G.A.3

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



CCSS.MATH.CONTENT.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.



CCSS.MATH.CONTENT.1.G.A.3

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