

# 1<sup>st</sup> Grade Math

## Operations & Algebraic Thinking

### “I Can” Statements

*I can write and solve problems using addition and subtraction.*

*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).*

*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.***

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

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

*(associative property)*

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

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

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

*I can add facts within 20.*

*I can subtract facts within 20.*

*I can work with addition and subtraction number sentences.*

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

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

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## Number & Operations in Base Ten

### “I Can” Statements

**I can count.**

*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 understand place value.*

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

*I can show that I know what a “ten” is.*

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

*I can show that when I count by tens, those numbers have a certain number of tens and 0 (zero) ones.*

*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.*

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

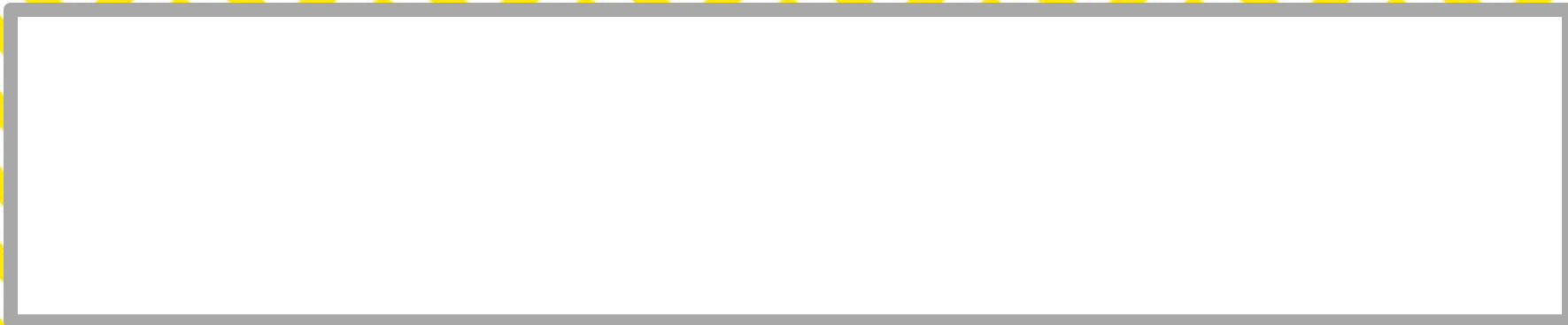
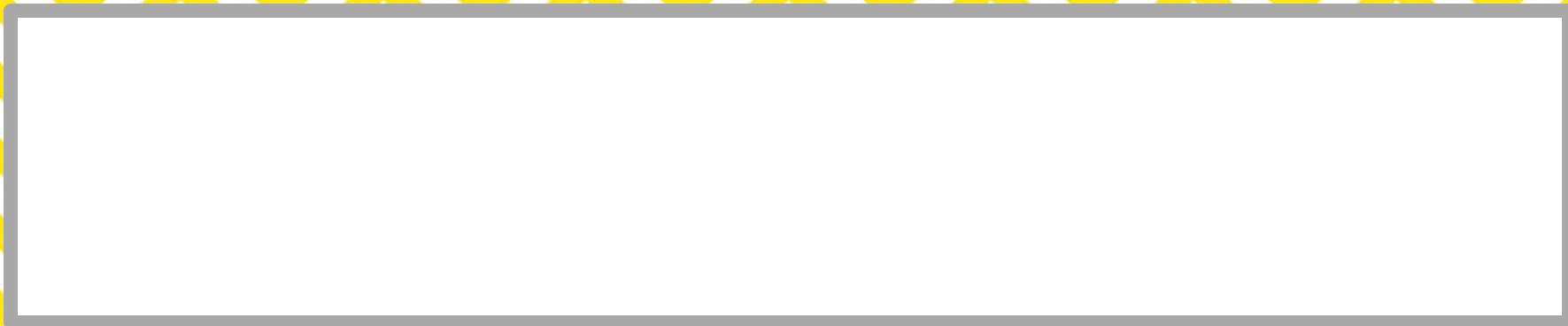
*I can use objects and pictures to help me solve and explain addition problems within 100.*

*I can add two-digit numbers by adding the ones first and then adding 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 mental math to think of 10 more or 10 less than a given a given number.*

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



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## Measurement & Data

### “I Can” Statements

*I can understand length.*

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

*I can measure the length of an object using whole numbers.*

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

***I can tell time.***

*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 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.*

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## Geometry

### “I Can” Statements

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

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

*I can build and draw shapes that have  
specific parts.*

*I can create two-dimensional (2D) shapes.  
(rectangles, squares, trapezoids, triangles, half-  
circles and quarter circles)*

*I can create three-dimensional (3D) shapes.  
(cubes, right rectangular prisms, right circular cones  
and right circular cylinders)*

*I can use 2-dimensional (2D) and  
3-dimensional (3D) shapes to create  
new shapes.*

*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.*

