WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 1ST GRADE

Operations & Algebraic Thinking	Number & Base Operations in Ten
I can solve addition word problems within 10 using objects to find the answer. *I can* solve subtraction word problems within 10 using objects to find the answer. *I can* explain what an equal sign means. *I can* recognize part-part-whole relationships of three whole numbers.	*I can* count to 50 starting at any number less than 50. *I can* read and write numerals to 50. *I can* understand that 10 can be thought of as a bundle of ten ones - called a "ten". *I can* show numbers 11-19 as **a ten** and ones. *I can* identify the number that is greater than or less than using the tens and ones.

Measurement & Data	Geometry
I can identify the hour hand and minute hand. *I can* identify different methods to organize and show data (tally marks, sorting, classifying, categorizing). *I can* organize and show data with up to three categories (tally chart, bar graph, pictograph). *I can* ask and answer questions about data.	

Math – Second Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 1ST GRADE

Operations & Algebraic Thinking	Number & Base Operations in Ten
I can solve addition word problems within10 using objects and drawings to find the missing number or answer.	*I can* count to 100 starting at any number less than 100.
I can solve subtraction word problems within 10 using objects and drawings to find the missing number or answer.	*I can* read and write numerals to 100.
I can use the commutative property to solve problems.	*I can* explain what each digit of a two digit number represents.
I can use the associative property to solve problems.	*I can* show numbers 11-99 as tens and ones.
I can use the zero property to solve problems.	*I can* identify how many tens and ones are in a 2-digit number.
I can count on or count back from any number.	*I can* show multiples of 10 as groups of tens.
I can explain how counting on and counting back will help me solve addition and subtraction problems.	*I can* identify the number of tens and ones in numbers ending with zero.
I can determine if an equation is true or false.	*I can* mentally find 10 more than a 2-digit number without having to count on.
I can find the missing number in an addition equation.	*I can* mentally find 10 less than a 2-digit number without having to count back.
I can find the missing number in a subtraction equation.	*I can* explain how to find 10 more than a number.
	I can explain how to find 10 less than a number.

Measurement & Data	Geometry
I can tell time to the hour using an analog and digital clock.	
I can model time to the hour using an analog clock.	
I can write the time in hours.	

Math – Third Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 1ST GRADE

Operations & Algebraic Thinking	Number & Base Operations in Ten
I can solve addition word problems within 15 using drawings and equations to find the missing number in all positions. *I can* solve subtraction word problems within 15 using drawings and equations to find the missing number in all positions. *I can* add three numbers. *I can* show how to solve word problems with 3 numbers. *I can* use addition to help me solve a subtraction problem. *I can* use fact families to understand the relationship between addition and subtraction. *I can* subtract fluently within 10 without counting. *I can* count on to help me add within 20. *I can* decompose (break apart) a number leading to a ten to help me add within 20. *I can* use a fact family to help me add within 20. *I can* use doubles, doubles plus one to solve addition problems to 20.	*I can* count to 120 starting at any number less than 120. *I can* read and write numerals to 120. *I can* represent a number of objects with a written numeral. *I can* explain what each symbol means (<, >, and =). *I can* compare two 2-digit numbers. *I can* use the symbols >, <, and = to compare two 2-digit numbers. *I can* subtract a multiple of 10 from another multiple of 10 (10-90). *I can* use models for solving subtraction problems with tens. *I can* use drawings for solving subtraction problems with tens. *I can* use place value for solving subtraction problems with tens. *I can* use addition for solving subtraction problems with tens.
Measurement & Data	Geometry
I can tell time to the half-hour using an analog and digital clock. *I can* model time to the half-hour using an analog clock. *I can* write the time in half-hours.	

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 1ST GRADE

Geometry

I can identify defining attributes of different shapes (size, shape, open, closed).

I can identify non-defining attributes of different shapes (color, orientation).

I can sort shapes by their attributes (size, shape, color, orientation, open, closed).

I can build shapes to show attributes using manipulatives (straws, geoboards).

I can draw shapes to show attributes (size, color, orientation, open, closed, number of faces, sides, corners, etc.)

I can build and draw a shape when given attributes.

I can build a new shape using 2-dimensional shapes.

I can build a new shape using 3-dimensional shapes.

I can take a shape I have made from other shapes and change it to make a new shape.

I can divide shapes into two equal shares.

I can describe the equal share using math vocabulary.

I can divide shapes into four equal shares.

I can describe the whole as the sum of the parts.

I can explain what happens when an object is cut into more pieces.

Number & Base Operations in Ten

I can add a 2-digit number and a 1-digit number within 100.

I can add a 2-digit number and a multiple of 10 within 100.

I can choose and explain what strategy I used to solve my problem.

I can decide when to rearrange objects in an addition problem using manipulatives (regroup).

I can show that in adding 2 digit numbers you add ones to ones and tens to tens.

I can use a drawing or model to write an addition number sentence.

I can order three objects by length.

I can use one object to help me describe the length of two other objects.

I can use words to compare three objects.

I can measure an object using non-standard units.

I can express the length of the measured object as a number and unit (example: 9 blocks).

Operations & Algebraic Thinking

I can solve addition word problems within 20 using drawings and equations to find the missing number in all positions.

I can solve subtraction word problems within 20 using drawings and equations to find the missing number in all positions.

Measurement & Data