

1st Grade Math: I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	I Can Statement
Operations & Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
<p>1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.¹</p>	<p>I can show addition as combining sets and counting on. I can show subtraction as undoing a set and counting backwards. Strategies: 1. Using physical materials (manipulatives) 2. Drawing pictures 3. Writing number sentences</p>
<p>1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can add three numbers that equal 20 or less by: 1. Using physical materials (manipulatives) 2. Drawing pictures 3. Writing number sentences (using a symbol for the unknown number)</p>
Understand and apply properties of operations and the relationship between addition and subtraction.	
<p>1.OA.3. Apply properties of operations as strategies to add and subtract.² <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></p>	<p>In a three number addition problem: I can combine any two numbers and then add the third number to get the sum.</p>
<p>1.OA.4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.</i></p>	<p>I can make a fact family from three numbers you give me (subtraction undoes addition; if $3+5=8$, we know that $8-3=5$ and $8-5=3$)</p>

Add and subtract within 20.	
1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	<p>I can “count on” to find the answer to an addition problem.</p> <p>I can “count backwards” to find the answer to a subtraction problem.</p>
1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	<p>I can make a fact family from the three numbers you give me equaling no more than 20. (subtraction “undoes” addition: if $3+5=8$, we know that $8-5=3$ and $8-3=5$).</p> <p>I can use strategies for basic addition and subtraction facts such as:</p> <ul style="list-style-type: none"> • Doubles plus or minus one. • Making ten • Using ten frames • Missing addends • Counting all • Counting on • One more, two more • One less, two less • Adding zero
1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	I can determine if an equation is true or false. For example $5+1=6+0$ is a true equation and $1+4=7+3$ is a false equation.
1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>	<p>I can fill in the missing number in an addition problem.</p> <p>I can fill in the missing number in a subtraction problem.</p> <p>Example: $_ + 2=7$ and $10-_ = 6$.</p>

Number & Operations in Base Ten	
Extend the counting sequence.	
<p>1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>I can count to 120 starting from any number less than 120. I can read and write numbers up to 120. I can count objects up to 120 and write the number to match.</p>
Understand place value.	
<p>1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>I can tell how many ones and tens are in a number. I can identify a “bundle” as a “one ten” or ten ones.</p>
<p>1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>I can compare two two-digit numbers using $<$ (less than), $=$ (equal to), and $>$ (greater than) by the amounts of tens and ones in each number.</p>

Use place value understanding and properties of operations to add and subtract.

1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

I can add a two-digit number and a one digit number within 100.
I can add a two-digit number and a multiple of 10 (any number ending in 0) within 100.
I can show addition using manipulatives or drawings.
I can show how to add two two-digit numbers by adding the ones with the ones and then the tens with the tens.
I can add the numbers in the ones column in any order.
I can add the numbers in the tens column in any order.
I can use and explain addition and subtraction strategies to solve a math problem.
I can show you when I need to make a 10's bundle if needed in an addition problem.

1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

I can tell you 10 more and 10 less than any given number without counting up or down.

1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

I can add or subtract multiples of ten up to ninety.
I can show addition using manipulatives or drawings.
I can use and explain addition and subtraction strategies to solve a math problem.
I can add the numbers in the ones column in any order.
I can add the numbers in the tens column in any order.

Measurement & Data

Measure lengths indirectly and by iterating length units.

1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

I can compare and put three objects in order from shortest to longest or longest to shortest.
I can compare the lengths of two objects indirectly by using a third object.

1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

I can measure an object using connected unifix cubes or comparable non-standard units.
I can count and identify the number of non-standard units needed to match the length of an object and know that the object is that many units long.

Tell and write time.

1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.

I can tell and write the time to the hour using analog and digital clocks.
I can tell and write the time to the half-hour using analog and digital clocks.

Represent and interpret data.

1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

I can organize information using up to three categories.
I can show data using up to three categories.
I can tell what data means using up to three categories.
I can ask and answer questions about the comparison of the information.
I can tell how many more or less one category has than another.
I can tell how many are in each category.

Geometry

Reason with shapes and their attributes.

1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

I can build or draw shapes that have defining attributes (closed or open, four sides, three sides, etc.)
I can tell the difference between shapes by defining attributes (three sided, four sided, closed, open) and by non-defining attributes (color, size).

1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.¹

I can make a two dimensional shape (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles).
I can make a three-dimensional shape (cubes, right rectangular prisms, right circular cones, and right circular cylinders).
I can combine two shapes to make a different shape (composite shape).
I can divide a composite shape into new shapes.

1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

I can divide a circle into two equal parts and describe it using the words half (halves) and half of.
I can divide a square into two equal parts and describe it using the words half (halves) and half of.
I can divide a circle into four equal parts and describe it using the words fourth (fourths), fourth of, quarter, and quarter of.
I can divide a square into four equal parts and describe it using the words fourth (fourths), fourth of, quarter, and quarter of.
I can tell you that two halves make a whole.
I can tell you that four quarters make a whole.
I can understand show how 2 halves can become 4 quarters.