First Grade Math Standards and Learning Targets (I Can Statements)

Operations and Algebraic Thinking

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.OA.1 I can use models to explain addition. I can draw pictures to show addition. I can write number sentences to show addition. I can explain that adding two numbers makes a larger number. I can use models to explain subtraction. I can draw pictures to show subtraction. I can write number sentences to show subtraction. I can explain that subtracting two numbers makes a smaller number. I can solve addition problems to 20. I can solve subtraction problems to 20.
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.	1.OA.2 I can solve word problems using 3 whole numbers with a sum equal or less than 20. I can use models and explain addition of 3 numbers to 20. I can draw pictures to show addition of 3 numbers to 20. I can write number sentences with 3 numbers to 20. I can solve word problems using 3 whole numbers to 20.
1.OA.3 Apply properties of operations as strategies to add and subtract. *Examples: If 8+3=11is known, then 3+8=11 (Commutative property of addition) To add 2+6+4the second two numbers can be added to make a ten so 2+6+4=2+10=12(Associative property of addition)*	1.OA.3 I can add and subtract. I can use + to add. I can use – to subtract.
1.OA.4 Understand subtraction as an unknown-addend problem. *For example subtract 10-8 by finding the number that makes 10 when added to 8.*	1.OA.4 I can solve a problem with a missing addend. I can use subtraction to find a missing addend.

1.OA.5 Relate counting to addition and subtraction.	1.OA.5 I can count on from a number to add. I can count on from a number to subtract. I can use models to explain addition. I can draw pictures to show addition. I can write number sentences to show addition. I can explain that adding two numbers makes a larger number. I can use models to explain subtraction. I can draw pictures to show subtraction. I can write number sentences to show subtraction. I can explain that subtracting two numbers makes a smaller number.
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).	1.OA.6 I can add by counting all. I can add by counting on. I can add one more, two more. I can add with doubles. I can add with doubles plus one, two. I can add by making ten. I can add using ten frames. I can add by using zero. I can subtract by counting up. I can subtract by one less, two less. I can subtract all but one (using doubles). I can subtract using ten frames. I can subtract using missing addends.
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, whichof the following equations are true and which are false? 6 = 6, 7 = 8 – 1,5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	1.OA.7 I can use the equal sign and determine if number sentences are true or false. I can use + signs to show addition. I can use – signs to show subtraction. I can use the equal sign. I can tell if an addition sentence is true or false. I can tell if a subtraction sentence is true or false.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 ? = 11, 5 = □ − 3, 6 + 6 = □.*	1.OA.8 I can solve a number sentence with 3 whole numbers. I can solve an addition sentence with an unknown number. I can solve a subtraction sentence with an unknown number.

Number and Operations in Base 10

1.NBT.1 Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.	1.NBT.1 I can count, read and write to 120. I can count to 120. I can read numbers to 120. I can write numbers to 120. I can show quantity with numerals.

1.NBT.2 Understand that the 2 digits of a 2-digit number represent amounts of tens and ones. Understand the following as special cases:
a. 10 can be thought of as a bundle of ten ones—called a "ten."
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. 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).
	1.NBT.2
	I can identify tens and ones in a 2-digit number.
	    I can identify a bundle of ten ones as a "ten."
	    I can model a number from 11-19 as a ten and ones.
	    I can model numbers 10-90 as tens.

1.NBT.3 Compare two 2-digit numbers based on meaning of the tens and ones digits, recording the reaults using the following symbols <,> and =.	1.NBT.3 3. I can compare 2-digit numbers using >. I can compare 2-digit numbers using <. I can compare 2-digit numbers using =.

	I can compare 2-digit numbers using the symbols <,>, and =.
1NBT.4 Add within 100, including adding a 2-digit number and a 1-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 2-digit numbers, one adds ten and tens, ones and ones, and sometimes it is necessary to compose a ten.	1.NBT.4 I can add within 100 using 1 and 2-digit numbers using models. I can add within 100 by: • counting all. • Counting on • One more, two more • Doubles • Doubles plus or minus one • Make ten • Using tens frames • Adding zero
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.	1.NBT.5 I can find 10 more or 10 less of a given number. • I can practice finding 10 more or 10 less of a number with a number chart.
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.	1.NBT.6 I can subtract 10-90 using models. I can use base ten blocks to subtract 10-90. I can use models to explain subtraction. I can draw pictures to show subtraction. I can write number sentences to show subtraction. I can explain that subtracting numbers makes a smaller number. I can use strategies for subtracting such as: • Counting up • One less, two less • All but one • Using tens frames • Missing addends

Measurement and Data

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1.MD.1 I can order objects by length. I can order objects by shortest to longest. I can order objects by longest to shortest. I can compare lengths of objects
1.MD.2 Express the length of an object as a whole number of object as a whole number of object as a whole number of 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*	1.MD.2. I can measure end-to-end using non-standard units. I can estimate and measure length using everyday objects and a ruler.
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	1.MD.3 I can tell time to the hour on an analog clock. I can tell time to the hour on a digital clock. I can write the time for the hour on an analog clock. I can write the time for the hour on a digital clock. I can tell time to the half-hour on an analog clock. I can tell time to the half-hour on a digital clock. I can write the time to the half-hour on an analog clock. I can write the time to the half-hour on a digital clock.
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.	1.MD.4 I can represent and interpret data on a graph. I can sort data in many ways. I can collect and group data into charts using tally marks. I can show data using pictures graphs and bar graphs. I can read charts, picture graphs, and bar graphs. I can identify main ideas, make conclusions and predictions on the data. I can make up a question that can be answered by using information from a graph.

	I can answer questions about the number of objects on a graph (picture, bar or table)telling the most, least, altogether or many more.
1.MD.5 Identify coins (penny, nickel, dime, and quarter); know the value of the coins and how to count the value of a number of coins of the same denomination.	I can identify the name of the following coins: • Penny • Nickel • Dime • Quarter I know the value of: • Penny • Nickel • Dime • Quarter I can count the value of a given number of: • Pennies • Nickels • Dimes • Quarters I can count a combination of: • Pennies and nickels • Pennies and dimes • Pennies and quarters

Geometry

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.	1.G.1 I can recognize and classify shapes according to their attributes. I can identify shapes. I can compare shapes. I can sort shapes. • E.g. Name and show triangles of different shapes, sizes or positions. • E.g. Describe a shape using the no. of sides and corners I can copy and draw shapes from memory. I can create shapes with certain attributes.

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.G.2 I can compose a 2-D or 3-D shape to form a new shape. I can create new shapes by combining already made shapes. I can create new shapes by cutting apart already made 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.	1.G.3 I can identify and model ½ and ¼ of circles and rectangles. I can use manipulatives to show ½ of a circle or rectangle. I can use manipulatives to show ¼ of a circle or rectangle. I can explain that equal parts (2 of, or 4 of) make a whole.