I CAN DO THIS!

First Grade Mathematics **Name**_____

	#	Number Sense	Problems or Examples				
	1.1	I can count, read, and write numbers 0 to 100.	Zero, one, two, three (0, 1, 2, 3…)				
	1.2	I know how to use the symbols +, -, =, <, and >.	Which one is correct? (a) 75 > 76 (b) 48 < 42 (c) 89 > 91 (d) 59 < 67 e) 34 = 33				
	1.3	I can show different ways to make a number.	8 can be 4 + 4, 5 + 3, 6 + 2, or 2+2+2+2, or 10-2.				
	1.4	I know how to count and group objects by tens and ones, like 34 is 3 tens and 4 ones.	There are 5 quarters, 9 dimes, 3 nickels, and 8 pennies. They are supposed to be put in piles of ten (coins). How many such piles can be formed by all these coins, and how many are left over?				
	1.5	I can name pennies, nickels, dimes and quarters.					
	1.5	I can add coins and make piles of ones that are equal, like 2 dimes and a nickel is equal to a quarter.	I have some pennies, nickels, and dimes in my pocket. I reach in and pull out three coins. How much money might I have? List all the possibilities.				
	2.1	I can say all the addition and subtraction facts from 0 to 20.	3+3=6 5+4=9 6+4=10				
	2.2	I know that adding and subtracting are opposites, so I can solve problems.	How much is 15 – 8 = ? by counting up from 8, or counting down from 15.				

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First Grade Mathematics **Name**_____

	#	Number Sense	Problems or Examples				
	2.3	I can tell you one more than or one less than any number. I can also tell you 10 more than or 10 less than any number.	Count by 10's starting with 6 +10=16 16 + 10=__ __ + 10=__				
	2.4	I can count by 2's, 5's and 10's to 100.	Which numbers are missing? 24, 26, 28, 30, __, __, 36, __, 40, 42, 44, __, __, 50 15, 20, 25, 30, __, __, 45, __, 55, 60, __, 70, __, 80				
	2.5	I can show you what it means to add and subtract.	Use blocks to show a subtraction problem.				
	2.6	I can add and subtract numbers with one and two digits.	Figure out how many pages have been read so far this week if I read 16 pages on Monday, 9 pages on Tuesday, none on Wednesday, and 7 pages on Thursday.				
	2.7	I can correctly add three numbers together.	9 + 6 + 4 = ___				

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First Grade Mathematics **Name**_____

	#	Number Sense	Problems or Examples				
	3.1	I can estimate (or guess) close to the right answers when comparing numbers.	Estimate which of these will have the larger sum: 48 18 + 8 or +10				

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First Grade Mathematics **Name**_____

	#	 **Algebra and Functions**	**Problems or Examples** 				
	1.1	I can write number sentences to solve word problems.	Eddie had 14 helium balloons. Some of them floated away. He had 5 left. How many did he lose?				
	1.2	I can understand the meaning of the symbols (+), (-), (=).					
	1.3	I can make up a word problem and write the number sentence that matches.					

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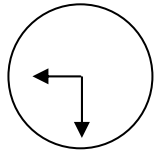
First Grade Mathematics **Name**_____

	#	 **Measurement and Geometry**	**Problems or Examples** 				
	1.1	I can compare the length, weight, and volume of different objects, including using non-standard units.	Measure your desk by using the length of a ballpoint pen. How many ballpoint pens would be roughly equal to the length of your desk? The width of your desk? Which is longer?				
	1.2	I can tell time by the hour and half hour and I know what time different events happen during the day.	What time is this?_____  Is breakfast before or after this time?				
	2.1	I can name, describe, and compare shapes such as triangles, rectangles, squares and circles. I can also tell which shapes match everyday objects, like a clock face is a circle and the cover of a book is a rectangle.	Make a picture of a house by using triangles, squares, and rectangles.				
	2.2	I can sort solid objects and I can explain how I sorted them.					

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	#	 **Measurement and Geometry**	**Problems or Examples** 				
	2.3	I can give (and follow) directions using words like "on top, above, under, next to, left of, in front of, behind."	Here are pictures on a table of a ball, a girl, a horse, and a cat. Arrange them according to these directions: 1. Put the picture of the ball above the picture of the horse. 2. Put the picture of the girl on top of the picture of the horse. 3. Put the picture of the cat under the picture of the horse.				
	2.4	I can arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).					

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	#  **Data Analysis and Patterns of Information**	**Problems or Examples** 				
	1.1	I can sort objects and data and I can describe how I sorted them into categories.				
	1.2	I can use picture graphs, bar graphs, and tally charts to communicate the way I have sorted information (e.g., largest, smallest, most often, least often).				
	2.1	I can make patterns with music, colors, shapes and numbers. I can build onto a pattern someone else has started, and also explain what kind of pattern it is.				

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	#	 **Mathematical Reasoning**	**Problems or Examples** 				
	1.1	I can determine the approach, materials, and strategies to be used to solve a problem.					
	1.2	I can use tools, such as objects or sketches, to model problems.	Prove or disprove a classmate's claim that "29 is more than 41 because 9 is more than 4 or 1".				
	2.1	I can explain to someone else how I solved a math problem.					
	2.2	I can think about my answer and decide if it makes sense.					