

## Habits Checklist

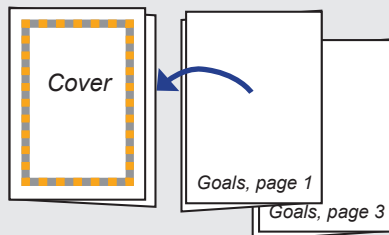
I am a star because...

- 1. I keep trying.
- 2. I use math symbols.
- 3. I explain my work.
- 4. I can use models.
- 5. I can use math tools.
- 6. I make my work neat and complete.
- 7. I can break problems into parts.
- 8. I try shortcuts.



### Making a Leaflet

Fold all three sheets in half as shown. Put goal pages 1-4 within cover sheet and staple along left edge.

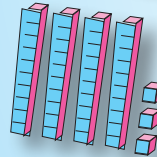
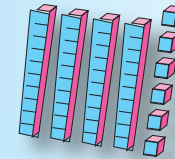


Name \_\_\_\_\_

COMMON CORE STATE STANDARDS

## Grade 1 Math

# "I Can" Goals Checklist

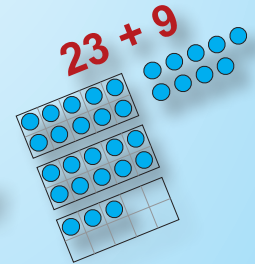


$$30 + 10$$

$$23 + 9$$



"half past  
one"



Courtesy of K-8 Math Sense for 2018-2019

Name \_\_\_\_\_

Class \_\_\_\_\_ Date \_\_\_\_\_



For each goal that has been mastered, mark the box and write the date.



**OPERATIONS AND ALGEBRAIC THINKING**

**1 Represent and solve problems involving addition and subtraction.**

- 1. I can add and subtract within 20 to solve word problems about combining or separating.  \_\_\_\_\_
- 2. I can add and subtract within 20 to solve word problems about comparing.  \_\_\_\_\_
- 3. I can use objects or drawings to represent word problems.  \_\_\_\_\_
- 4. I can use equations to represent word problems.  \_\_\_\_\_
- 5. I can add three numbers with sums to 20 to solve word problems.  \_\_\_\_\_

**2 Understand and apply properties of operations and the relationship between addition and subtraction.**

- 1. I can apply the commutative property for addition.  \_\_\_\_\_
- 2. I can apply the associative property when adding three numbers.  \_\_\_\_\_
- 3. I can relate subtraction to finding a missing addend.  \_\_\_\_\_

**3 Add and subtract within 20.**

- 1. I can relate counting on or back to adding or subtracting 1 or 2.  \_\_\_\_\_
- 2. I can relate counting on or back to adding or subtracting 3.  \_\_\_\_\_
- 3. I can add fluently within 10.  \_\_\_\_\_
- 4. I can subtract fluently within 10.  \_\_\_\_\_
- 5. I can find sums greater than 10 by decomposing to make 10.  \_\_\_\_\_

Name \_\_\_\_\_

- 6. I can subtract from numbers greater than 10 by decomposing to make 10.  \_\_\_\_\_
- 7. I can subtract by recalling addition facts.  \_\_\_\_\_
- 8. I can add within 20 (using various strategies).  \_\_\_\_\_
- 9. I can subtract within 20 (using various strategies).  \_\_\_\_\_

**4 Work with addition and subtraction equations.**

- 1. I can determine if equations involving addition and/or subtraction are true or false.  \_\_\_\_\_
- 2. I can find a missing number in an addition equation.  \_\_\_\_\_
- 3. I can find a missing number in a subtraction equation.  \_\_\_\_\_



**NUMBER AND OPERATIONS IN BASE TEN**

**1 Extend the counting sequence.**

- 1. I can count to 120, starting at any number less than 120.  \_\_\_\_\_
- 2. I can read and write numbers to 120.  \_\_\_\_\_
- 3. I can represent a number of objects to 120 with a written numeral.  \_\_\_\_\_

**2 Understand place value.**

- 1. I can understand that the two digits of a two-digit number represent amounts of tens and ones.  \_\_\_\_\_
- 2. I can understand how to represent numbers from 11 to 19 as a 10 and ones.  \_\_\_\_\_
- 3. I can understand that 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to tens with no ones.  \_\_\_\_\_
- 4. I can compare numbers to 20 using the symbols  $>$ ,  $=$ , and  $<$ .  \_\_\_\_\_
- 5. I can compare two 2-digit numbers using the symbols  $>$ ,  $=$ , and  $<$ .  \_\_\_\_\_

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

1. I can add within 100 using models or drawings.  \_\_\_\_\_
2. I can add a two-digit number and a one-digit number.  \_\_\_\_\_
3. I can add a two-digit number and a multiple of 10.  \_\_\_\_\_
4. I can add two two-digit numbers, with or without composing a ten.  \_\_\_\_\_
5. I can mentally find 10 more or 10 less than any two-digit number.  \_\_\_\_\_
6. I can subtract with multiples of 10 using models or drawings.  \_\_\_\_\_
7. I can subtract with multiples of 10 using place value.  \_\_\_\_\_
8. I can subtract with multiples of 10 by relating to addition.  \_\_\_\_\_

**GEOMETRY****1** Reason with shapes and their attributes.

1. I can sort shapes by a defining attribute such as the number of sides.  \_\_\_\_\_
2. I can draw shapes with a given defining attribute.  \_\_\_\_\_
3. I can combine two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape.  \_\_\_\_\_
4. I can combine three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape.  \_\_\_\_\_

5. I can partition circles and rectangles into two and four equal shares.  \_\_\_\_\_
6. I can describe shares of wholes using the words halves, fourths, and quarters.  \_\_\_\_\_

**MEASUREMENT AND DATA****1** Measure lengths indirectly and by iterating length units.

1. I can order three objects by length.  \_\_\_\_\_
2. I can compare the lengths of two objects indirectly by using a third object.  \_\_\_\_\_
3. I can repeat a short object end-to-end to measure a longer object.  \_\_\_\_\_
4. When measuring, I know that there cannot be gaps or overlaps.  \_\_\_\_\_

**2** Tell and write time.

1. I can tell and write time in hours using analog clocks.  \_\_\_\_\_
2. I can tell and write time in half-hours using analog clocks.  \_\_\_\_\_
3. I can tell and write time in hours and half-hours using digital clocks.  \_\_\_\_\_

**3** Represent and interpret data.

1. I can organize and represent data with up to three categories.  \_\_\_\_\_
2. I can interpret data with up to three categories.  \_\_\_\_\_