

Habits Checklist

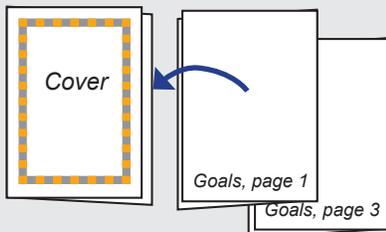
I am a star because...

- 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.



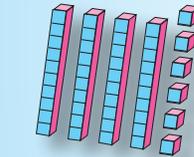
Grade 1 Math "I Can" Goals Leaflet (Published 08/08/2014 & Updated 07/14/2022)
Copyright © K8 Math Sense, 549 Acorn Drive, Oakwood, Ohio 45419. Written and illustrated by Angie Seltzer. Teachers and schools have permission to distribute to teachers, parents, students, and staff for noncommercial use. Highlighted cluster statements and Standards for Mathematical Practice © 2010 by National Governors Association Center for Best Practices and Council of Chief State School Officers. All Rights Reserved. Find related resources and links at www.k8mathsense.com.

Name _____

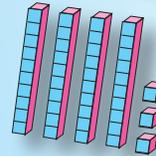
COMMON CORE STATE STANDARDS

Grade 1 Math

"I Can" Goals Checklist

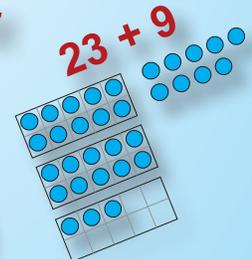


$$30 + 10$$



"half past one"

$$23 + 9$$



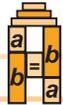
Courtesy of K8 Math Sense for 2022-2023

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. _____