Grade 1 Common Core Mathematics

Student "I CAN" Statements

CRITICAL AREA OF FOCUS #1

Develop understanding of addition, subtraction, and strategies for addition and subtraction within 20

I CAN…

- represent and solve problems involving addition and subtraction within the first 20 counting numbers
- solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations
- use a symbol to represent the unknown number in a problem
- use properties of operations as strategies to add and subtract.(8 + 3 = 3 + 8) (6 + (3 + 4) = 6 + (4 + 3) and 6 + (4 + 3) = (6 + 4) + 3.
- explain how a subtraction problem can also be an addition problem with an unknown addend. (also checking subtraction with addition)
- add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making a ten; decomposing numbers leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9);
- use the relationship between addition and subtraction to create equivalent but easier or known sums and differences
- use my understanding of equals ("is the same as") to determine if equation sentences involving addition and subtraction are true or false.
- determine the unknown whole number in an addition or subtraction equation that relates three whole numbers. (e.g. *8 + ? = 17*)
- use place value understanding and properties of operations to add and subtract within 100,
- mentally find 10 more or 10 less than a two-digit number using ten's place strategies.
- mentally subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 using ten's place strategies (positive or zero differences),
- use concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction to solve number problems within 100.
- relate strategies for solving number problems to a written method that explains the reasoning I used

CRITICAL AREA OF FOCUS #2

Develop understanding of whole number relationships and place value, including grouping in tens and ones

I CAN…

- count to 120 starting from anywhere within the range of 1-120.
- read and write numerals and represent a number of objects with a written numeral using any number less than 120.
- explain how the digits of a two-digit number represent bundles of tens and ones.
- explain that the numbers 10, 20, 30, etc., are bundles of tens with zero bundles of ones.
- compare any two 2-digit numbers based on meanings of the tens and ones digits
- record the results of 2-digit number comparisons with the symbols >, =, and <.

Created for Greater Cleveland Council of Teachers of Mathematics
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Adapted from 2010 Common Core State Standards for Mathematics

CRITICAL AREA OF FOCUS #3

Develop understanding of linear measurement and measure lengths by iterating length units

I CAN…

- order three objects by length or compare the lengths of two objects indirectly by comparing to a third object.
- express the length of an object as a whole number of length units, by laying multiple copies of a length unit end to end.
- tell time and write time in hours and half-hours using analog and digital clocks.
- ***organize, represent***, and interpret data in up to three categories; ask and answer questions about the total number of data points, how many points are in a category, and how many more (or fewer) points are in one category than in another.

CRITICAL AREA OF FOCUS #4

Reason about attributes of shapes, and compose and decompose geometric shapes using other shapes

I CAN…

- Identify defining attributes (e.g., triangles are closed and three-sided) and build and draw shapes that possess defining attributes.
- tell the difference between defining attributes and nondefining attributes (e.g., color, orientation, overall size) of shapes.
- compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)
- compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders)
- create a composite shape, and compose new shapes from the composite shape.
- partition squares, other rectangles and circles into two or 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 the half-shares, or four of the quarter-shares.
- show that decomposing a figure into more equal shares creates smaller shares.
  (half, quarter, eighth, sixteenth; shares become smaller; more are needed to compose the whole.)

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