

Math

Kindergarten Essential Standards & I Can Statements

Counting and Cardinality

Know Number Names and the Count Sequence

K.CC.A.1--Count to 100 by ones and by tens.

I can count to 100 by ones and by tens.

K.CC.A.2--Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

I can count starting at any number.

K.CC.A.3--Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

I can write numbers from 0-20 and match numbers to the amount of things I count.

Count to Tell the Number of Objects

K.CC.B.4--Understand the relationship between numbers and quantities; connect counting to cardinality.

I know the last number I say is how many objects there are.

K.CC.B.5--Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

I can count 20 things.

Compare Numbers

Semester 1

KCC.C.6--Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

I can tell you if a group has greater than, less than or equal to another group.

Semester 2

K.CC.C.7--Compare two numbers between 1 and 10 presented as written numerals.

I can compare two written numbers.

Operations and Algebraic Thinking

Understand Addition as Putting Together and Adding To, and Understand Subtraction as Taking Apart and Taking From

K.OA.A.1--Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

I can add and subtract in one or more ways.

K.OA.A.3--Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

I can break apart numbers.

K.OA.A.5--Fluently add and subtract within 5.

I can fluently add and subtract within 5.

Number and Operations in Base Ten

Work with Numbers 11-19 to gain Foundations for Place Value

K.NBT.A.1--Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

I can show you how many tens and how many ones a number has.

First Grade Essential Standards & I Can Statements

1.OA.A.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 position, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

I can use addition and subtraction within 20 to solve word problems.

1.OA.A.B.3 – Apply properties of operations as strategies to add and subtract. (Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

I can use fact families to add and subtract fact families.

1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).

I can add and subtract within 20.

1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

I can count and write to 120.

1.MD.A.2 – Express the length of an object as a whole number of length units, by laying 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.
I can measure and record the lengths of objects.

Second Grade Essential Standards & I Can Statements

2.OA.A.1-Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all position, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

I can add and subtract numbers within 100.

I can use those numbers to solve one and two-step word problems.

2.NBT.2.A.1-Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

Understand the following special cases.

2. NBT.A.1.A-100 can be thought of as a bundle of ten tens—called a “hundred.

2. NBT.A.1.B-The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900, refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

I can show that the three digits of a three-digit number represent hundreds, tens and ones.

2. NBT.A.3-Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

I can identify, read, and write numbers within 1,000 using base ten numerals.

2. NBT.B.5-Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

I can fluently add and subtract within 100.

2.NBT.B.7-Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

I can add and subtract numbers within 1,000.

2. MD.A.1-Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

I can measure the length of an object by selecting and using appropriate tools.