SPRINGS PUBLIC SCHOOLS TN EMPOWER ACADEMY

First Grade ICANs

Student's Name: _____

Math

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
1.OA.A.1 I CAN add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.				
1.OA.A.2 I CAN add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.				
1.OA.B.3 I CAN apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)				
1.OA.B.4 I CAN understand the relationship between addition and subtraction by representing subtraction as an unknown-addend problem. For example, to solve 10 – 8 = ___, a student can use 8 + ___ = 10.				
1.OA.C.5 I CAN add and subtract within 20 using strategies such as counting on, counting back, making 10, related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9 or adding 6 + 7 by creating the known equivalent 6 + 4 + 3 = 10 + 3 = 13).				
1.OA.C.6 I CAN use mental strategies flexibly & efficiently to develop fluency in addition and subtraction within 20. By the end of grade 1, know all sums and differences up to 10.				
1.OA.D.7 I CAN understand the meaning of the equal sign (e.g., 6 = 6; 5 + 2 = 4 + 3; 7 = 8 - 1). Determine if equations involving addition and subtraction are true or false.				
1.OA.D.8 I CAN determine the unknown whole number in an addition or subtraction equation with sums/differences within 20, with the unknown in any position (e.g., 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?).				
Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4
1.NBT.A.1 I CAN count to 120, by ones, twos, and fives starting at any multiple of that number. Count backward from 20. Read and write numbers to 120 and represent a quantity of objects with a written number.				
1.NBT.A.2 I CAN recognize, describe, extend, and create patterns when counting by ones, twos, fives, and tens and use those patterns to predict the next number in the counting sequence up to 120 through counting or building with concrete materials. Ex: 1,3,5…2,4,6…5,10,15				
1.NBT.B.3 I CAN know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones)				
1.NBT.B.4 I CAN compare two two-digit numbers based on the meanings of the digits in each place and use the symbols >, =, and < to show the relationship.				

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Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4
1.NBT.C.5 I CAN add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.				
1.NBT.C.6 I CAN mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.				
1.NBT.C.7 I CAN subtract multiples of 10 from any number in the range10-99 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.				
Measurement and Data	Q1	Q2	Q3	Q4
1.MD.A.1 I CAN order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan				
1.MD.A.2 I CAN measure the length of an object using non-standard units paper clips, cubes, etc..)and express this length as a whole number of units.				
1.MD.B.3 I CAN recognize a clock as a measuring tool. Tell and write time in hours and half-hours using analog and digital clocks.				
1.MD.B.4 I CAN count the value of a set of like coins less than one dollar using the ¢ symbol only.				
1.MD.C.5 I CAN organize, represent, and interpret data with up to three categories using pictographs, bar graphs, and tally charts. Ask and answer questions about the total number of datapoints, how many in each category, and how many more or less are in one category than in another.				
Geometry	Q1	Q2	Q3	Q4
1.G.A.1 I CAN distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.				
1.G.A.2 I CAN create a composite figure and use the composite figure to make new figures by using two-dimensional shapes (rectangles, squares, hexagons, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional solids (cubes, spheres, rectangular prisms, cones, and cylinders).				
1.G.A.3 I CAN partition circles and rectangles into two and 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, or four of, the shares. Understand for these examples that partitioning into more equal shares creates smaller shares.				