

Math  
K-5 View of I Can Statements

Kindergarten	First Grade	Second Grade
<b>Number and Operation</b>		
1. count 20 objects.	1a. count to 100 by 1's, 2's, 5's, and 10's.	1. compare numbers using the symbols $>$ , $<$ , and $=$ .
2. read numbers to 50.	1b. count to 40 by 2's.	2. find equivalent names for numbers (ex: $238 = 200 + 30 + 8$ ).
3. write my numbers from 0 to 20.	1c. count 100 objects.	3. understand an addition or subtraction number story and write a number sentence with the appropriate unit to solve the story.
4. count to 100.	1d. read and write numbers to 100.	4a. use my addition strategies to solve number facts to 18.
5. put numbers in order up to 20.	2. figure out one more and one less than a number.	4b. use my subtraction strategies to solve number facts to 18.
6. use +, -, and = signs.	3a. use +, -, and = in number sentences.	5a. read numbers to 1000.
7. use objects to answer number stories.	3b. solve number stories.	5b. write numbers to 1000.
8. estimate the number of items in a group.	4. estimate groups of objects.	5c. count numbers to 1000 by 1's, 2's, 5's, 10's, and 100's.
	5. describe a two-digit number using ones and tens.	
	6. use my addition strategies to solve number facts to 10.	

<b>Algebra</b>		
1. continue a pattern and tell if it is AB or ABC.	1. create a pattern, name a pattern, and add more to a pattern.	1. describe, make up, and extend patterns using numbers to 1000.
2. sort things by size, shape, and color.	2a. identify a pattern on a hundreds chart.	2a. use my fact families to add and subtract numbers.
	2b. use a pattern on a hundreds chart to add and subtract.	2b. add three numbers in any order and still get the same answer.
		3. use the = symbol and know it means both sides are the same.

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<b>Data</b>		
1a. put information on a class graph.	1. sort objects by attributes.	1a. collect information in a tally chart or frequency table.
1b. answer questions about a graph.	2. make and explain charts and graphs.	1b. put collected data into a bar graph.
		1c. compare the information on a bar graph.
		1d. answer questions about the information on a bar graph.
		2. compare the same information when it is on different graphs.

<b>Geometry</b>		
1. see these shapes and say their names: circle, square, triangle, and rectangle.	1. identify a hexagon, rhombus, and trapezoid.	1a. name a sphere.
2. follow directions to put an object above, over, under, between, in, out, below, next to, behind, and in front of something.	2. build a square, rectangle, triangle, hexagon, rhombus, or trapezoid using smaller shapes.	1b. name a pyramid.
		1c. name a cylinder.
		1d. name a cone.
		1e. name a rectangular prism.

<b>Measurement</b>		
1a. measure things with tools (ex. measure with objects, measure with my foot).	1. estimate and measure the lengths of objects using a ruler or other manipulatives.	1. tell time on an analog clock to the nearest five minutes.
1b. put things in order by size.	2. tell time to the hour, half hour, and quarter hour.	2a. count a combination of pennies, nickels, dimes, quarters, and dollar bills.
1c. put things in order from lightest to heaviest.	3a. identify the names of each coin and how much it is worth.	2b. show money amounts more than one way.
2. tell time to the hour.	3b. count a group of mixed coins.	3a. measure to the nearest inch and nearest centimeter.
3. identify a penny, nickel, dime, and quarter.	3c. trade a group of coins for a coin of the same value.	3b. use a ruler and tape measure correctly.

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Problem Solving		
1a. solve problems in math.	1a. solve problems in math.	1a. solve problems in math.
1b. stick with a problem until I have a solution.	1b. stick with a problem until I have a solution.	1b. stick with a problem until I have a solution.
2a. tell how I solve a problem.	2a. tell how I solve a problem.	2a. tell how I solve a problem.
2b. check to see if my work makes sense.	2b. check to see if my work makes sense.	2b. check to see if my work makes sense.

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Third Grade	Fourth Grade	Fifth Grade
<b>Number and Operation</b>		
1. solve number stories using equal groups or sharing.	1. write the multiplication and division fact families for a set of numbers (i.e. 6, 7, 42 $6 \times 7 = 42$ $7 \times 6 = 42$ $42 / 7 = 6$ $42 / 6 = 7$ ).	1a. add and subtract fractions and decimals.
2. use different strategies to solve basic multiplication and division problems.	2. model one method to solve multiplication problems (ie. partial products, lattice, standard/traditional).	1b. add and subtract decimals
3. read and write numbers to the 10,000 place value.	3. use multiplication and division facts fluently and accurately to solve problems.	2a. multiply 2 and 3-digit numbers by a 1 or 2-digit number.
4a. figure out the best method for solving a story problem.	4. model equivalent forms of common fractions (ex. $1/10$ , $1/4$ , $1/2$ ).	2b. divide a 2 or 3-digit number by a 1 or 2-digit number.
4b. solve a number story using addition or subtraction.	5a. model and explain how to change hundredths to fractions and decimals.	3. explain the value of a digit in the thousandths place.
5a. solve an addition problem where I need to regroup.	5b. use a calculator to rename any fraction as a decimal.	4. order fractions and decimals by comparing and finding equivalent fractions and decimals.
5b. solve a subtraction problem where I need to trade or borrow.	6. accurately add and subtract numbers using dollars and cents notation.	5. convert among fractions, decimals, and percents.
6a. draw, shade and label a part of a whole to show a fraction.		
6b. write a fraction that names a part of a set.		

<b>Algebra</b>		
1. use patterns to solve problems that show change.	1a. list the multiples of a number.	1. replace a letter with a number to solve a number sentence.
	1b. model a geometric pattern and extend it.	2. write a number sentence explaining what rule is being used (ei: In/Out Box).
	2. name a rule that makes a pattern.	

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<b>Data</b>		
1. make a tally chart.	1a. collect and organize data.	1a. make a line plot from a set of numbers.
2a. make a bar graph.	1b. draw and label a bar graph showing data from a chart.	1b. analyze a line plot.
2b. use data from frequency tables and bar graphs to solve a problem.	2. identify the minimum and maximum numbers of a bar graph, tally chart, or a set of numbers.	2. interpret a data set by finding its median, mode, and range.

<b>Geometry</b>		
1a. build and identify 2 and 3 dimensional shapes.	1. model and identify shapes with lines of symmetry.	1. create and/or identify 3 types of angles – acute, obtuse, and right.
1b. identify properties (edges, faces, and vertices) of 3D shapes	2. show and describe translations of shapes (slides).	2. measure angles within 2° above/below "accurate" measure.
2a. identify shapes that are symmetric.	3. show and describe rotations of shapes (turns).	3a. use two numbers (a coordinate pair) to plot a point on a coordinate graph's first quadrant.
2b. draw a line of symmetry.	4. use a transparent mirror to draw the reflection (flip) of a figure.	3b. write a coordinate pair from a point on a graph's first quadrant.

<b>Measurement</b>		
1. measure and calculate the perimeter of a shape.	1a. use a standard ruler/tape measure to draw/measure objects to the nearest 1/4 inch.	1. measure an object to the nearest 1/8 of an inch using a ruler.
2. measure a line to the nearest ½ inch.	1b. use a metric ruler/meter tape to draw/measure objects to the nearest 0.5 cm.	2. find the area of rectangles, parallelograms, and triangles.
3. tell time to the nearest minute.	2a. use square units to show the area of a shape.	
	2b. use cubes to show the volume of a 3-dimensional figure.	

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<b>Problem Solving</b>		
1a. use what I know about math to make sense of and solve a variety of problem	1. a. use what I know about math to make sense of and solve a variety of problems.	1a. use what I know about math to make sense of and solve a variety of problem
2b. stick with a problem until I have a solution.	b. stick with a problem until I have a solution.	1b. stick with a problem until I have a solution.
2a. explain how I solved a problem verbally and in writing.	2. a. explain how I solved a problem verbally and in writing.	2a. explain how I solved a problem verbally and in writing.
2b. check to see if my work is reasonable and complete.	b. check to see if my work is reasonable and complete.	2b. check to see if my work is reasonable and complete.