

Numbers and Place Value

Catholic Identity Standards (Ways to Grow)		Notes	Check Up		
Living our Faith	☐ I can connect what I learn to my faith.*				
	☐ I can apply what I learn in my daily life.*				

Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 1.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 1.2B				
	☐ I like when I can solve difficult problems.* 1.2C				

Content		Notes	Check Up		
Numbers	☐ I can represent the value of whole numbers. 1.3A				
	☐ I can quickly look at a set of objects and know how many there are in the set. 1.3A.1				
Place Value	☐ I can compare numbers up to 120 using the words more than, less than, or equal to. 1.3B				
	☐ I can tell how many hundreds, tens, or ones are in a group of objects. 1.3B.1				
Comparing Whole Numbers	☐ I can compare numbers up to 100 using $<$, $>$, or $=$. 1.3C				
	☐ I can make a number that is greater than or less than another number. 1.3C.1				
	☐ I can order numbers from least to greatest or greatest to least. 1.3C.2				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 1.2D				
Analyzing Information	☐ I can describe and connect math ideas. 1.2E				
	☐ I can ask questions to figure out if something is true or false.* 1.2F				

Addition and Subtraction of Whole Numbers

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Living our Faith	☐ I can connect what I learn to my faith.*				
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Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 1.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 1.2B				
	☐ I like when I can solve difficult problems.* 1.2C				

Content		Notes	Check Up		
Adding Whole Numbers	☐ I can make a word problem for a given number sentence. 1.4A				
	☐ I understand how to add. 1.4A.1				
	☐ I can use pictures and objects to add numbers up to 99. 1.4A.2				
	☐ I can make the sum of ten in different ways. 1.4A.3				
	☐ I can use strategies to add numbers up to 20. 1.4A.4				
	☐ I can skip count by twos, fives, and tens to count a set of objects. 1.4A.5				
Subtracting Whole Numbers	☐ I can make a word problem for a given number sentence. 1.4B				
	☐ I understand how to subtract. 1.4B.1				
	☐ I can use strategies to subtract numbers up to 20. 1.4B.2				
Adding and Subtracting Whole Numbers	☐ I can determine the missing value from an addition or subtraction word problem. 1.4C				
	☐ I can determine the missing value from an addition or subtraction number sentence. 1.4C.1				

Learning Process Standards (Ways to Show)		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 1.2D				
Analyzing Information	☐ I can describe and connect math ideas. 1.2E				
	☐ I can ask questions to figure out if something is true or false.* 1.2F				

Fractions

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Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 1.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 1.2B				
	☐ I like when I can solve difficult problems.* 1.2C				

Content		Notes	Check Up		
Fractions	☐ I can divide a shape into two and four equal parts and describe the parts. 1.4D				
	☐ I can pick out an example of a half or a fourth and also explain when it is not an example of a half or a fourth. 1.4D.1				

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Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 1.2D				
Analyzing Information	☐ I can describe and connect math ideas. 1.2E				
	☐ I can ask questions to figure out if something is true or false.* 1.2F				

Geometry

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Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 1.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 1.2B				
	☐ I like when I can solve difficult problems.* 1.2C				

Content		Notes	Check Up		
Two-Dimensional Shapes	☐ I can sort and name shapes based on the number of sides and vertices. 1.6A				
	☐ I can pick out shapes like circles, triangles, rectangles, squares, rhombuses, and hexagons. 1.6A.1				
	☐ I can explain how the color, size, or direction of a shape does not help in sorting or naming the shape. 1.6A.2				
	☐ I can make a triangle, rectangle, circle, square, rhombus, and hexagon using objects like clay, straws, string, or toothpicks. 1.6A.3				
	☐ I can put shapes together to make a new shape. 1.6A.4				
Three-Dimensional Solids	☐ I can pick out solids like spheres, cones, cylinders, and prisms. 1.6B				
	☐ I can explain how the color, size, or direction of a solid does not help in sorting or naming the solid. 1.6B.1				

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Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 1.2D				
Analyzing Information	☐ I can describe and connect math ideas. 1.2E				
	☐ I can ask questions to figure out if something is true or false.* 1.2F				

Measurement

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Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 1.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 1.2B				
	☐ I like when I can solve difficult problems.* 1.2C				

Content		Notes	Check Up		
Length	☐ I can measure length using objects as a measurement tool. 1.6C				
	☐ I can use objects like paper clips or unit cubes to measure the length of an object. 1.6C.1, 1.6C.3				
	☐ I can explain that the shorter the measurement unit is, the more I will use to measure; the longer the measurement unit is, the fewer I will use to measure. 1.6C.2				
Time	☐ I can tell time on a clock. 1.6D				
Money	☐ I can count by twos, fives, and tens to determine the value of a group of pennies, nickels, and dimes. 1.6E				
	☐ I can pick out a penny, nickel, dime, and quarter and tell you how much the coin is worth. 1.6E.1				
	☐ I can explain how many pennies are in a nickel, dime, and quarter and how many nickels are in a dime and a quarter. 1.6E.1				
	☐ I can use ¢ to represent the value of a coin. 1.6E.2				

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Analyzing Information	☐ I can describe and connect math ideas. 1.2E				
	☐ I can ask questions to figure out if something is true or false.* 1.2F				

Data Analysis

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Learning Process Standards (Tools to Know)		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 1.2A				
Using Problem-Solving Models	☐ I can use a problem-solving model to solve a problem. 1.2B				
	☐ I like when I can solve difficult problems.* 1.2C				

Content		Notes	Check Up		
Using Data to Solve Problems	☐ I can ask and answer questions about data represented in a picture or bar-type graph. 1.7A				
	☐ I can represent data in a picture graph or bar-type graph. 1.7A.1				
	☐ I can ask the students in my class a question and record their answers using tally marks or a T-chart. 1.7A.2				

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Analyzing Information	☐ I can describe and connect math ideas. 1.2E				
	☐ I can ask questions to figure out if something is true or false.* 1.2F				