

I CAN....

PS-Represent and interpret data

- a. Create a line plot to represent a set of numeric data given a horizontal scale marked in whole numbers
- b. Generate measurement data to the nearest whole unit, and display the data in a line plot.
- c. Draw a picture graph or bar graph to represent a data set with up to four categories
- d. Solve problems using information presented in line plots, picture graphs and bar graphs.
- e. Draw conclusions from line plots, picture graphs and bar graphs.

I CAN....

PS-Work with time and money

- a. Tell and write time from analog and digital clocks to the nearest five minutes, using am and pm
- b. Describe a time shown on a digital clock as representing hours and minutes, and relate a time show on a digital clock to the same tie on an analog clock.
- c. Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and c appropriately
- d. Find combination of coins that equal a given amount

I CAN....

PS-Measure and estimate lengths in standard units

- a. Measure the length of an object by selecting and using appropriate tools
- b. Analyze the results of measuring the same object with different units
- c. Estimate lengths using inches, feet, yards, centimeters and meters
- d. Measure to determine how much longer one object is than another
- e. Relate addition and subtraction to length to solve problems involving lengths that are given in the same units within 100
- f. Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.

I CAN....

PS-Develop foundations for multiplication and division

- a. Determine if a set of objects has an odd or even number of members
- b. Count by 2's to 100 starting with any number.
- c. Express even numbers as pairings/groups of 2 and write an expression as repeated addition.
- d. Show even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends
- e. Find the total number objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends

I CAN....

PS-Reason with shapes and their attributes

- a. Recognize and draw shapes having specified attributes, such as a given number of angles or sides.
- b. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes.
- c. Identify the faces of three-dimensional objects.
- d. Partition a rectangle into rows and columns of same size squares and count to find the total number of squares
- e. Partition circles and rectangles into two, three, or four equal shares and describe the shares and whole. Demonstrate that equal shares of identical wholes need not have the same shape.

I CAN....

PS-Understand place value of three digit numbers

- a. Understand three-digit numbers are composed of hundreds, tens, and ones
- b. Understand that 100 can be thought of as 10 tens-called a “hundred”
- c. Count within 1000 by 1s, 10s and 100s starting with any number
- d. Read and write numbers to 1000 using number names, base-ten numerals and expanded form.
- e. Compare two three-digit numbers using the symbols $<$, $>$, or $=$

I CAN....

PS-Use place value understanding and properties of operations to add and subtract

- a. Demonstrate fluency with addition and subtraction within 20
- b. Demonstrate fluency with addition and subtraction within 100
- c. Mentally add or subtract 10 or 100 to or from a given number within 100
- d. Add or subtract within 1000 and justify the solution
- e. Write and solve problems involving addition or subtraction within 100
- f. Use and illustrate the relationship between addition and subtraction to solve problems
- g. Add up to four two-digit numbers