

## Representation and Comparison of Whole Numbers

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 1.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 1.1(B)				

Content		Notes	Check Up		
Representation of Whole Numbers	<input type="checkbox"/> I can represent the value of whole numbers. 1.2(B), 1.2(C)				
	<input type="checkbox"/> I can quickly look at a set of objects and know how many there are in the set. 1.2(A)				
	<input type="checkbox"/> I can count forward and backward from any number. 1.5(A)				
Comparison of Whole Numbers	<input type="checkbox"/> I can compare numbers up to 100 using $<$ , $>$ , or $=$ . 1.2(G)				
	<input type="checkbox"/> I can make a number that is greater than or less than another number. 1.2(D)				
	<input type="checkbox"/> I can compare numbers up to 120 using the words more than, less than, or equal to. 1.2(E)				
	<input type="checkbox"/> I can order numbers from least to greatest or greatest to least. 1.2(F)				
	<input type="checkbox"/> I can make a number that is 10 or 100 more than or less than a given number. 1.5(C)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 1.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 1.1(F)				

## Addition and Subtraction of Whole Numbers

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 1.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 1.1(B)				

Content		Notes	Check Up		
Strategies for Addition/ Subtraction of Whole Numbers	<input type="checkbox"/> I can use strategies to help me add and subtract. 1.5(G)				
	<input type="checkbox"/> I can use pictures and objects to add numbers up to 99. 1.3(A)				
	<input type="checkbox"/> I can make the sum of ten in different ways. 1.3(C)				
	<input type="checkbox"/> I can use strategies to add and subtract numbers up to 20. 1.3(D)				
	<input type="checkbox"/> I can explain strategies I used to add and subtract numbers up to 20. 1.3(E)				
	<input type="checkbox"/> I can skip count by twos, fives, and tens to count a set of objects. 1.5(B)				
Application for Addition/ Subtraction of Whole Numbers	<input type="checkbox"/> I can make a word problem for a given number sentence. 1.3(F)				
	<input type="checkbox"/> I can represent addition and subtraction word problems with pictures and number sentences. 1.5(D)				
	<input type="checkbox"/> I can determine the missing value from an addition or subtraction word problem. 1.3(B)				
	<input type="checkbox"/> I can explain what the equal sign means in a number sentence. 1.5(E)				
	<input type="checkbox"/> I can determine the missing value from an addition or subtraction number sentence. 1.5(F)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 1.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 1.1(F)				

## Fractions

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 1.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 1.1(B)				

Content		Notes	Check Up		
Fractions	<input type="checkbox"/> I can divide a shape into two and four equal parts and describe the parts. 1.6(G)				
	<input type="checkbox"/> 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. 1.6(H)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 1.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 1.1(F)				

## Geometry

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 1.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 1.1(B)				

Content		Notes	Check Up		
Two-Dimensional	<input type="checkbox"/> I can sort and name shapes based on the number of sides and vertices. 1.6(A), 1.6(D)				
	<input type="checkbox"/> I can explain how the color, size, or direction of a shape does not help in sorting or naming the shape. 1.6(B)				
	<input type="checkbox"/> I can make a triangle, rectangle, circle, square, rhombus, and hexagon using objects like clay, straws, string, or toothpicks. 1.6(C)				
	<input type="checkbox"/> I can put shapes together to make a new shape. 1.6(F)				
Three-Dimensional	<input type="checkbox"/> I can pick out solids like spheres, cones, cylinders, and prisms. 1.6(E)				
	<input type="checkbox"/> I can explain how the color, size, or direction of a shape does not help in sorting or naming the shape. 1.6(B)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 1.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 1.1(F)				

## Measurement

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 1.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 1.1(B)				

Content		Notes	Check Up		
Length	<input type="checkbox"/> I can measure length using objects as a measurement tool. 1.7(D)				
	<input type="checkbox"/> I can use string or ribbon to measure the length of an object. 1.7(A)				
	<input type="checkbox"/> I can use objects like paper clips or unit cubes to measure the length of an object. 1.7(B)				
	<input type="checkbox"/> 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. 1.7(C)				
Time	<input type="checkbox"/> I can tell time on a clock. 1.7(E)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 1.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 1.1(F)				

## Data Analysis

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 1.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 1.1(B)				

Content		Notes	Check Up		
Representation of Data	<input type="checkbox"/> I can ask the students in my class a question and record their answers using tally marks or a T-chart. 1.8(A)				
	<input type="checkbox"/> I can represent data in a picture graph or bar-type graph. 1.8(B)				
Interpretation of Data	<input type="checkbox"/> I can ask and answer questions about data represented in a picture or bar-type graph. 1.8(C)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 1.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 1.1(F)				

## Personal Financial Literacy

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	<input type="checkbox"/> I can determine what math I need to use to solve a problem. 1.1(A)				
Using Problem Solving Models	<input type="checkbox"/> I can use a problem-solving model to solve a problem. 1.1(B)				

Content		Notes	Check Up		
Money	<input type="checkbox"/> I can count by twos, fives, and tens to determine the value of a group of pennies, nickels, and dimes. 1.4(C)				
	<input type="checkbox"/> I can pick out a penny, nickel, dime, and quarter and tell you how much the coin is worth. 1.4(A)				
	<input type="checkbox"/> I can explain how many pennies are in a nickel, dime, and quarter and how many nickels are in a dime and a quarter. 1.4(A)				
	<input type="checkbox"/> I can use ¢ to represent the value of a coin. 1.4(B)				
Earning, Spending, and Saving	<input type="checkbox"/> I can define income. 1.9(A)				
	<input type="checkbox"/> I can explain the difference between wants and needs. 1.9(B)				
	<input type="checkbox"/> I can explain the difference between spending and saving money. 1.9(C)				
	<input type="checkbox"/> I can explain different ways to give to charities. 1.9(D)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	<input type="checkbox"/> I can create a representation of my math solution and explain it to another person. 1.1(E)				
Analyzing Information	<input type="checkbox"/> I can describe and connect math ideas. 1.1(F)				