

Kid-Friendly Math Standards

M1 Numbers and Operations		
1.M.1a	I can count and group things into ones and tens up to 100.	count and group objects into ones and tens up to 100; Example: Separate a group of 27 blocks into two groups of ten blocks and 7 single blocks.
1.M.1b	I can put things in order and tell their position up to 10.	position and identify the order of objects using ordinal numbers up to 10; Example: Line up 6 children. Identify the ordinal position of each child.
1.M.1c	I can find tens and ones in numbers up to 100.	identify the number of tens and ones in numbers less than 100; Example: How many tens and how many ones are in 58? Describe how you know.
1.M.1d	I can show numbers in different ways.	identify and generate equivalent forms of the same number using concrete objects and number statements; Example: Fill in the blank: _____ tens and 5 ones = 155.
1.M.1e	I can draw, write, solve and explain addition and subtraction.	express the concepts of one-digit whole number addition and subtraction using objects, drawings, number sentences, and verbal explanations; Example: Draw a picture that represents the following story: I had 8 pennies but lost 3 of them.
1.M.1f	I can use fact families to check my addition and subtraction.	explain and use the inverse relationship between addition and subtraction to solve problems and check solutions; Example: How can you determine how many pennies you started with if you lost 3 and now have 5?
1.M.1g	I can use and explain math strategies to solve problems in and outside of school.	select, explain, and use addition and subtraction strategies to solve real-world problems; Example: Jill posted 6 of her pictures on the refrigerator. If she posts 3 more, how many pictures will there be on the refrigerator?
1.M.1h	I can predict how many objects are in a group and check my answer.	describe using their own words an estimate of the number of objects in groups up to 100 and verify the results; Example: I can hold 6 teddy bear counters in my hand. How many will fit in the jar?
1.M.1i	I can recognize and explain fractions.	recognize wholes and parts of wholes, i.e., $\frac{1}{2}$, $\frac{1}{3}$, and, $\frac{1}{4}$. Example: Draw a rectangle and separate it into 4 equal parts and shade $\frac{1}{4}$.

M2 Algebra

1.M.2a	I can sort objects and tell how they are grouped.	sort, classify, and order objects by two or more attributes and explain how objects were sorted; Example: Sort a box of pencils into two groups and explain your groupings.
1.M.2b	I can make and continue a pattern.	identify, describe, extend, and create repeating patterns and number sequences; Example: A number pattern begins with 1, 3, 5. Tell what the next number will be and explain how you decided on that number.
1.M.2c	I can do turn-around math facts.	solve open sentences using the commutative property of addition; Example: Fill in the blank: $5 + \underline{\quad} = 3 + 5$.
1.M.2d	I can write math equations with correct symbols.	write equations using mathematical symbols; Example: Joe bounces the ball 7 times and stops. He bounces it 3 more times. Write a number sentence that will show how many times Joe bounced the ball.
1.M.2e	I can draw, write, solve and explain addition and subtraction with things.	model and describe problem situations using representations, such as words, objects, number phrases, or sentences; Example: Three geese land in a pond. Four more geese join them. Five geese fly away. Use your counters to show how many geese are left in the pond.
1.M.2f	I can show equal groups.	model equivalency between sets using concrete materials; Example: Using your connecting cubes show that 15 single cubes is the same as 10 connected cubes and 5 single cubes.

M3 Geometry

1.M.3a	I can identify shapes and find them.	identify triangles, rectangles, squares, and circles as the faces of three-dimensional objects; Example: Look at a collection of solid objects and find the triangles.
1.M.3b	I can make new shapes from other shapes.	create new shapes by combining, cutting, or taking apart existing shapes; Example: Use tangram pieces to construct triangles.
1.M.3c	I can give and follow directions to get somewhere.	give and follow directions to find a place or object; Example: Show someone how to get to the school cafeteria by making a map or diagram.
1.M.3d	I can tell if two shapes are the same or different.	identify and determine whether two-dimensional shapes are congruent, i.e., same shape and size; or similar, i.e., same shape and proportional size; Example: Use pattern blocks to make a design. Using different pattern blocks, make a congruent shape.
1.M.3e	I can find and explain symmetry.	identify symmetry in objects and figures; Example: Find examples of symmetry in the classroom.
1.M.3f	I can find shapes everywhere.	identify geometric shapes and structures in the environment; Example: Find as many rectangles as you can on the playground.

M4 Measurement

1.M.4a	I can use things to measure.	identify common instruments used for measurement, i.e., rulers, scales, measuring cups; Example: Which is the best tool for measuring the length of your desk? Why do you think so?
1.M.4b	I can use measuring tools to measure and compare things.	measure and differentiate objects using both comparative terms and standard units of measure, e.g., inches, centimeters; Example: Compare two pieces of string, and determine which is shorter. Use a ruler to measure the length of each. Does the measure match your findings? Explain why.
1.M.4c	I can predict and measure using lots of units.	estimate and measure a variety of attributes of objects using standard and nonstandard units; Example: Estimate and measure attributes of a textbook, e.g., length, width, height, weight.
1.M.4d	I can say the days of the week, the months of the year and the seasons.	identify repeating patterns of time, e.g., days of the week, months of the year; Example: Describe how the seasons represent a repeating pattern.
1.M.4e	I can tell time.	tell time to the hour and half hour using digital and analog timepieces; Example: If the minute hand is on the 6 and the hour hand is on the 9 what time is it?
1.M.4f	I can put events in order.	order a sequence of events that occur over time; Example: Order the days of the week. List season-specific events that occur throughout the year.
1.M.4g	I can predict how long it takes to do something.	make estimates about the passage of time in events, e.g., tasks being completed, living things growing, etc. Example: How long does it take to eat lunch?

M5 Data Analysis and Probability

1.M.5a	I can gather data about myself and others.	use interviews and observations to gather data about themselves and their surroundings; Example: Collect data on how many people are in their families.
1.M.5b	I can collect, organize and talk about data using pictures and graphs.	collect, organize, represent, and interpret data using concrete objects, pictures, tallies, and graphs; Example: Collect data on how many people are in their families. Make a class graph, and compare and contrast findings.
1.M.5c	I can see the differences and likenesses of information.	compare and contrast similar data sets; Example: Compare family graph findings with similar data from other classes.
1.M.5d	I can ask questions and make predictions by using a graph or table.	construct questions and make predictions that can be answered by using information from a graph or table. Example: Students ask questions and make predictions based on data from family graphs.

Kid-Friendly Science Standards

1Sa Scientific Inquiry - The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.		
1Sa.1	I can put things in order and in groups by traits.	Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
1Sa.2	I can use science tools to gather information safely.	Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
1Sa.3	I can do science experiments when given directions.	Carry out simple scientific investigations when given clear directions.
1Sa.4	I can do science experiments safely.	Use appropriate safety procedures when conducting investigations.

1Sb Plants - The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)		
1Sb.1	I can explain the needs of plants.	Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.
1Sb.2	I can explain and label the parts of a plant.	Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).
1Sb.3	I can group plants by traits.	Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts and what particular kinds of physical traits they have).
1Sb.4	I can explain the life cycle of a plant.	Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).
1Sb.5	I can explain how plants can live in different places.	Explain how distinct environments throughout the world support the life of different types of plants.
1Sb.6	I can explain how parts of plants help plants live.	Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

1Sc Sun and Moon - The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)		
1Sc.1	I can explain the difference between a day and night sky.	Compare the features of the day and night sky.
1Sc.2	I can tell that the sun gives the earth light and heat.	Recall that the Sun is a source of heat and light for Earth.
1Sc.3	I can tell that the sun and moon appear to rise and set.	Recognize that the Sun and the Moon appear to rise and set.
1Sc.4	I can show how the moon changes.	Illustrate changes in the Moon's appearance (including patterns over time).

1Sd Earth Materials - The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)		
1Sd.1	I can tell what items make the earth.	Recognize the composition of Earth (including rocks, sand, soil, and water).
1Sd.2	I can sort rocks and sand.	Classify rocks and sand by their physical appearance.
1Sd.3	I can sort and compare soil samples.	Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants).
1Sd.4	I can describe water in different forms.	Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).
1Sd.5	I can make pictures of water using drawings, maps or models.	Illustrate the locations of water on Earth by using drawings, maps, or models.
1Sd.6	I can tell what things from the earth are used to build something and grow plants.	Exemplify Earth materials that are used for building structures or for growing plants.

1Se Exploring Motion - The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)

1Se.1	I can sort things by traits.	Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float in water).
1Se.2	I can compare different items by how they are made.	Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made.
1Se.3	I can tell how sound is made.	Illustrate the fact that sound is produced by vibrating objects.
1Se.4	I can tell how objects move in different directions and speeds.	Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular)