

Adding and Subtracting Goals - I

Counting:

-I can count forward and backward by 1s to 30

-I can count forward and backward by 1s to 100

-I can count forward by 2s to 30

-I can count forward by 5s to 100

-I can count forward and backward by 10s to 100

Things you need to know:

-I can subitize to 10 (recognize amounts to 10)

-I can count on using manipulatives (8+3 is 8 then 9, 10, 11)

-I can make equal groups to count sets

-I can represent numbers to 30 (using manipulatives, pictures and symbols)

Strategies to solve hard questions:

-I can compare and order sets to solve problems to 20

-I can estimate numbers to 20

-I can identify any number to 20 that is 1 or 2 more(+) and 1 or 2 less(-)

-I can make fact families with answers to 20 verbally, using manipulatives and drawing pictures. (4+6=10 and 6+4=10 and 10-6=4 and 10-4=6)

Mental Math Strategies:

- Count on ($5+3$ is 5 then 6, 7, 8)
- Count back ($5-3$ is 5 then 4, 3, 2)
- Use 1 more (+) or less (-) to 100
- Make 10 with any number (compatible pairs)
- Start from a known double ($4+5$ is the same as $4+4$ and 1 more)
- Using addition to subtract to 18 ($7+8=15$ so $15-8=7$)

Pattern Goals - I

-I can understand repeating patterns by:

- describing a pattern
- reproducing a pattern
- extending a pattern
- creating a pattern
- translating (from diagrams to sounds)

(using manipulatives, diagrams, sounds and actions)

-I can describe equality and inequality as a balance and imbalance to 20 using: the equal symbol

- manipulatives
- pictures

Adding and Subtracting Goals - II

Counting:

- I can count forward and backward by 1s to 100 from any starting point
- I can count forward and backward by 2s to 100 from any starting point
- I can count forward and backward by 5s to 100 from any starting point
- I can count forward and backward by 10s to 100 from any starting point
- I can count forward by 10s to 100 starting on a number between 0-9
- I can count forward by 2s to 100 starting from 1

Things you need to know:

- I can explain if a number is even or odd to 100
- I can describe where a number is on a number line
- I can represent numbers to 100 (verbally, using manipulatives, pictures and symbols)
- I can order numbers to 100
- I can add(+) or subtract(-) zero from any number and explain

Strategies to solve hard problems:

- I can estimate numbers to 100
- I can show place value for numbers to 100 (pictures and manipulatives)
- I can make fact families with answers to 100 using: Example: (50+30=80 and 30+50=80 and 80-50=30 and 80-30=50)
 - manipulatives
 - in my head
 - verbally

Mental Math Strategies:

- Use 1 more (+) or less (-) to 100
- Make 10 (compatible pairs)
- Make 20 (compatible pairs)
- Building on known doubles ($9+12$ is the same as $9+9$ and 3 more)
- Doubles plus(+) or subtract(-) 1 ($4+5$ is the same as $4+4$ and 1 more)
- Doubles plus(+) or subtract(-) 2 ($5+7$ is the same as $5+5$ and 2 more)
- Using addition to subtract ($7+8=15$ so $15-8=7$)
- I can add and subtract zero from any number

Pattern Goals - II

- I can predict an element in a repeating pattern

-I can understand increasing patterns by:

-describing a pattern

-reproducing a pattern

-extending a pattern

-creating a pattern

(using manipulatives, diagrams, sounds and actions)

-I can describe equality and inequality as a balance and imbalance to 100 using: the equal symbol

-manipulatives

-pictures

-I can record equalities and inequalities using the equal and not-equal symbol

III-Adding and Subtracting Goals

Counting:

-I can count forward and backward from 1000 by:

-5s

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-10s

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-25s

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-I can count to 100 by:

-3s

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-4s

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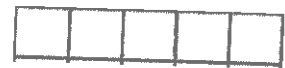
Things you need to know:

-I can show and describe numbers to 1000 with:

-pictures, manipulatives and symbols



-I can show and explain place value for numbers to 1000



-I can order numbers to 1000



-I can estimate numbers under 1000



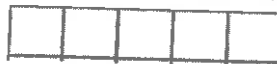
Multiplication:

-I can multiply to 5x5 by:

-using equal groups



-problem solving



-using manipulatives



-drawing pictures



-relating to repeated addition



Division:

-I can divide related to multiplication facts up to 5x5 by:

-using equal groups



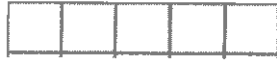
-problem solving



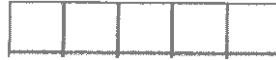
-using manipulatives



-drawing pictures



-relating to repeated subtraction



Fractions:

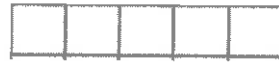
-I can understand fractions by:

-explaining (a fraction is a portion of a whole divided into equal parts)

-describe times when we can use fractions



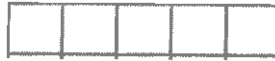
-comparing fractions of the same whole



Strategies to solve hard problems:

-I can add(+) 2-digit numerals by:

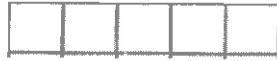
-adding from left to right



-rounding to the nearest ten and compensating

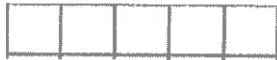


-using doubles



-I can subtract(-) 2-digit numerals by:

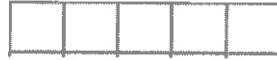
-thinking of addition



-rounding to the nearest ten

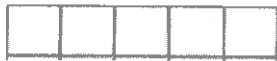


-using doubles



-I can add and subtract numbers with answers under 1000:

-with manipulatives



-without manipulatives



-within problem solving



Mental Math Strategies:

-I can use mental math to solve problems to 18 (9+9)



-Skip counting for multiplication (5x5 is 5, 10, 15, 20, 25)



-Building on known double (23+27 is 23+23 and 4 more)

