Hi Parents,

I am sending home these I can Statements for each unit in Math. They are the outcomes we will be covering. Every now and then you may want to review these with your children. We have completed Unit One and are now working on Unit Two.

# Unit 1: Patterning I Can Statements

I can describe an increasing pattern using a pattern rule

I can describe a pattern rule using a starting point

I can name the pattern of an increasing pattern

I can extend the pattern rule for the next three terms

I can name errors in an increasing pattern.

I can explain errors in an increasing pattern.

I can find increasing patterns in a 100s chart.

I can describe increasing patterns in a 100s chart.

I can compare number patterns when counting by 2s.

I can compare number patterns when counting by 5s.

I can compare number patterns when counting by 10s.

I can compare number patterns when counting by 25s.

I can compare number patterns when counting by 100s.

I can use manipulatives to create an increasing pattern for a pattern rule.

I can draw a picture to create an increasing pattern for a pattern rule.

I can use numbers to create an increasing pattern for a pattern rule.

I can use words to describe an increasing pattern for a pattern rule.

I can solve a problem using increasing patterns.

I can name increasing patterns in my environment.

I can describe increasing patterns in my environment.

I can name the missing elements in a pattern.

I can name the strategy to find missing elements in an increasing pattern.

I can describe a decreasing pattern using a pattern rule.

I can describe a pattern rule using a starting point.

I can name the pattern of a decreasing pattern. I can extend the pattern rule for the next three terms I can name errors in a decreasing pattern.

I can explain errors in a decreasing pattern.

I can find decreasing patterns in a 100s chart.

I can describe decreasing patterns in a 100s chart.

I can compare number patterns when counting back by 2s.

I can compare number patterns when counting back by 5s.

I can compare number patterns when counting back by 10s.

I can compare number patterns when counting back by 25s.

I can compare number patterns when counting back by 100s.

I can use manipulatives to create a decreasing pattern for a pattern rule.

I can draw a picture to create a decreasing pattern for a pattern rule.

I can use numbers to create a decreasing pattern for a pattern rule.

I can use words to describe a decreasing pattern for a pattern rule.

I can solve a problem using increasing patterns.

I can name decreasing patterns in my environment.

I can describe decreasing patterns in my environment.

I can name the missing elements in a pattern.

I can name the strategy to find missing elements in a decreasing pattern

# Unit 2: Numbers to 1000 I Can Statements

I can start at any number and skip count forward by 5.

I can start at any number and skip count backward by 5.

I can start at any number and skip count forward by 10.

I can start at any number and skip count backward by 10.

I can start at any number and skip count forward by 100.

I can start at any number and skip count backward by 100.

I can start at a multiple of 3 and skip count forward by 3.

I can start at a multiple of 3 and skip count backward by 3.

I can start at a multiple of 4 and skip count forward by 4.

I can start at a multiple of 4 and skip count backward by 4.

I can start at a multiple of 25 and skip count forward by 25.

I can start at a multiple of 25 and skip count backward by 25.

I can find and fix mistakes in a skip counting pattern.

I can skip count using nickels.

I can skip count using dimes.

I can skip count using quarters.

I can skip count using loonies.

I can name and explain the skip counting rule for different number patterns.

I can read a 3 digit numeral without the word and.

I can read number words to 1000.

I can show a number as a number sentence.

I can use manipulatives like base 10 blocks to show numbers to 1000.

I can draw a picture to show numbers to 1000.

I can write number words to show skip counting by tens to ninety.

I can write number words to show skip counting by hundreds to nine hundred.

I can place a set of numbers in increasing order and check my answer by using a hundred chart, a number line or by talking about place value.

I can place a set of numbers in decreasing order and check my answer by using a hundred chart, a number line or by talking about place value.

I can make many 3 digit numbers from 3 different digits.

I can place many 3 digit numbers in increasing order.

I can place many 3 digit numbers in decreasing order.

I can name the errors in a number sequence.

I can explain the errors in a number sequence.

I can name the missing number in a hundred sequence.

I can name the errors in a hundreds chart.

I can estimate the number of groups of 10 in any number using 10 as a referent.

I can estimate the number of groups of 100 in any number using 100 as a referent.

I can estimate a quantity using my own referent.

I can estimate a quantity from three possible choices.

I can choose a referent to estimate a quantity.

I can explain my referent choice for a quantity.

I can record the number represented by proportional manipulatives in more than one way.

I can record the number represented by non-proportional manipulatives in more than one way.

I can show a number in many ways using proportional materials.

I can show a number in many ways using non-proportional materials.

I can explain how different representations of numbers are the same.

I can explain and show the meaning of each digit in a 3 digit number with all digits the same using counters.

I can explain the position of 0 in a number using concrete materials.

# Unit 3: Data Analysis I Can Statements

I can record the number of object in a set using tally marks.

I can name the common attributes of line plots.

I can organize a set of data using tally marks.

I can organize a set of data using line plots.

I can organize a set of data using charts.

I can organize a set of data using lists.

I can collect data using tally marks.

I can collect data using line plots.

I can collect data using charts.

I can collect data using lists.

I can answer questions about a line plot.

I can answer questions about a chart.

I can answer questions about a list.

I can name the common attributes of bar graphs.

I can name the titles of given bar graphs.

I can name the axes of given bar graphs.

I can make a bar graph with labelled title and axes.

I can use a bar graph to solve problems.

I can solve problems by making and interpreting a bar graph.

# Unit 4: Addition and Subtraction I Can Statements

I can add two 2 digit numbers using a mental math strategy.

I can explain or illustrate my mental math strategy.

I can explain how to add from left to right.

I can explain how to use friendly numbers of ten along with compensating to add and subtract.

I can explain the “using doubles” strategy.

I can subtract two-digit numbers using a mental math strategy.

I can use addition to help me subtract.

I can use doubles to help me subtract.

I can explain how to use addition to help me subtract.

I can explain how to use doubles to help me subtract.

I can use estimation to help predict sums.

I can use estimation to help predict differences.

I can model the addition of two or more given numbers using manipulatives.

I can model addition of two or more given numbers using pictures.

I can model the addition of two or more given numbers symbolically.

I can model the subtraction of two or more given numbers using manipulatives.

I can model subtraction of two or more given numbers using pictures.

I can model the subtraction of two or more given numbers symbolically.

I can make an addition story problem from a given answer.

I can make a subtraction story problem from a given answer.

I can choose a strategy to find a sum of two given numbers.

I can choose a strategy to find a difference of two given numbers.

I can choose a strategy that works well for me.

I can solve an addition story problem from a given number.

I can solve a subtraction problem from a given number.

I can add using doubles.

I can add using doubles plus one.

I can add by making 10.

I can add by using addition to help me subtract.

I can add using a turnaround.

I can add using the property of zero.

I can recall addition facts to 18.

I can explain the purpose of the symbol in a given addition or subtraction equation with one unknown

I can create an addition or subtraction equation with one unknown to represent a given combining or separating action.

I can provide an alternative symbol for the unknown in a given addition or subtraction equation.

I can solve a given addition or subtraction equation with one unknown that represents combining or separating actions, using manipulatives

I can solve a given addition or subtraction equation with one unknown, using a variety of strategies, including guess and test.

I can solve a given addition or subtraction equation when the unknown is on the left or the right side of the equation.

I can explain why the unknown in a given addition or subtraction equation has only one value.

**Unit 5: Geometry I Can Statements**

I can name the faces, edges and vertices of 3-d objects.

I can name the shape of the faces of a 3-d object.

I can name the number of faces, vertices and edges of a 3d object.

I can make a skeleton of a 3-d object.

I can describe how a skeleton is like a 3d object.

I can sort 3-d objects by the number of faces, edges and vertices.

I can name a given set of regular polygons according to their sides

I can name a given set of irregular polygons according to their sides.

I can identify given regular polygons with different sizes.

I can identify given irregular polygons with different sizes.

I can name regular polygons in different positions.

I can name irregular polygons in different positions.

# Unit 6: Multiplication and Division I Can Statements

I can find real life examples of multiplication.

I can use manipulatives or pictures in a story problem.

I can write a number sentence to match my story problem.

I can change a multiplication sentence into repeated addition.

I can change a repeated addition sentence into multiplication.

I can create a story problem for a number sentence.

I can draw a story problem for a number sentence.

I can use manipulatives to show equal groups for a number sentence.

I can use pictures to show equal groups for a number sentence.

I can use an array to show a multiplication sentence.

I can make an array to show a turn around.

I can use arrays to show multiplication and divisions fact families.

I can write number sentences to show multiplication and divisions fact families.

I can solve multiplication problems.

I can find real life examples of equal sharing.

I can find real life examples of equal groups.

I can solve an equal sharing story problem read aloud using counters.

I can solve an equal sharing story problem read aloud using pictures.

I can make a story problem for a number sentence using counters.

I can change a division sentence into repeated subtraction.

I can change a repeated subtraction sentence into division.

I can use arrays to show multiplication and divisions fact families.

I can write number sentences to show multiplication and divisions fact families.

I can solve a division problem.

**Unit 7: Fractions I Can Statements**

I can compare fractions.

I can find real life examples of fractions.

I can cut or fold a whole fraction into equal parts.

I can draw a whole fraction into equal parts.

I can show that the parts of a fraction are equal.

I can name the parts of a fraction.

I can sort shaded parts of shapes into equal and non- equal groups.

I can show a fraction using manipulatives.

I can show a fraction using pictures.

I can name the fraction using the shaded parts of a whole.

I can name the fraction using the non-shaded parts of a whole.

I can compare fractions with the same denominator.

I can name the numerator and denominator for a fraction.

I can explain the meaning of a numerator and denominator.

**Unit 8: Measurement I Can Statements**

I can choose and use a non-standard unit to measure the passage of time and explain my choice.

I can name activities that can be done in minutes

I can name activities that can be done in hours

I can name activities that can be done in days

I can name activities that can be done in weeks

I can name activities that can be done in months

I can name activities that can be done in years

I can give personal referents for minutes

I can give personal referents for hours.

I can give the number of days in a month

I can give the number of the days using a calendar

I can solve a problem involving the number of seconds in a minute

I can solve a problem involving minutes in an hour

I can solve a problem involving days in a given month

I can make a calendar that includes days of the week, dates and personal events.

I can give a referent for one centimetre and explain my choice.

I can give a referent for one metre and explain my choice.

I can match a standard unit to a referent.

I can show that 100 cm and 1m are equal by using manipulatives.

I can estimate the length of an object by using my own referent.

I can tell the length and width of a 2D shape.

I can record the length and width of a 2D shape.