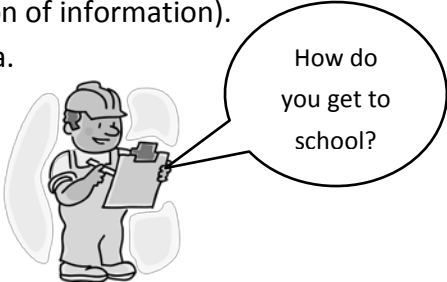

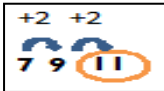



First Grade Mathematics Newsletter

Marking Period 1, Part 2



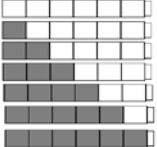

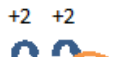
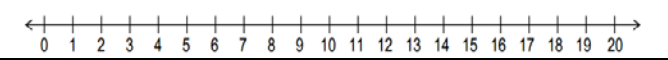
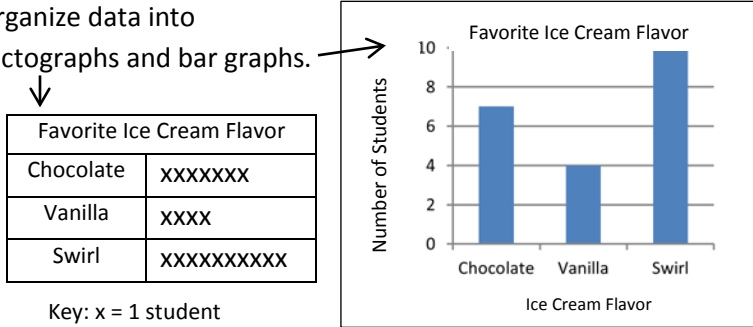
| MT | Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u> | |
|--|--|--|
| Operations and Algebraic Thinking | <ul style="list-style-type: none"> decompose (take apart) 1-digit numbers to represent all possible combinations of that number. use counting strategies to solve addition and subtraction equations. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">addition equation</p> <p style="text-align: center;">addends</p> <p style="text-align: center;"> \swarrow \searrow $8 + 2 = \textcircled{10}$ ← sum </p> </div> | <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">subtraction equation</p> <p style="text-align: center;"> difference → $\textcircled{8} = 10 - 2$ </p> </div> |
| Measurement and Data | <ul style="list-style-type: none"> gather, organize, and represent data (a collection of information). interpret (ask and answer questions about) data. <div style="text-align: right; margin-top: 20px;">  </div> | |

| Thinking and Academic Success Skills (TASS) | | |
|--|---|--|
| | <u>It is . . .</u> | <u>In mathematics, students will . . .</u> |
| Analysis | <p>breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.</p>  | <ul style="list-style-type: none"> identify the relationship between parts of a whole. For example, 2 and 4 are parts of 6. identify and describe patterns when solving equations. If given the equation $7+4=\square$, a student may say, "I know that 4 is made up of two sets of 2, so I can count by 2's to find the sum." sort and classify data into categories. compare data displayed on graphs.  |
| Collaboration | <p>working effectively and respectfully to reach a group goal.</p>  | <ul style="list-style-type: none"> actively listen to classmates share different strategies for solving equations. demonstrate appropriate behavior by sharing ideas, asking questions, and respecting the ideas of others while collecting, organizing, and interpreting data. |

First Grade Mathematics Newsletter

Marking Period 1, Part 2

Learning Experiences by Measurement Topic (MT)

| MT |  <u>In school, your child will . . .</u> |  <u>At home, your child can . . .</u> | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---------------------------|--|--|--------|-------------|--------|-----------|------|---|---------|------|---|-------|---|----|------------------|------------------|--|----------------------------|--|-------------|
| Operations and Algebraic Thinking | <ul style="list-style-type: none"> decompose (take apart) a 1-digit number to represent all possible combinations of that number by using connecting cubes. The example below shows all of the possible combinations of 6. <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> $0 + 6 = 6$ $1 + 5 = 6$ $2 + 4 = 6$ $3 + 3 = 6$ $4 + 2 = 6$ $5 + 1 = 6$ $6 + 0 = 6$ </div> </div> solve addition and subtraction equations using counting strategies such as counting on/back and skip counting. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">counting on/back</p> <p>Example: $8 + 3 = \square$</p> <p>Say 8.</p> <p>Then say the next 3 numbers.</p>  </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">skip counting</p> <p>Example: $6 + 4 = \square$</p> <p>Say 6.</p> <p>Then count on by 2's.</p>  </div> </div> | <ul style="list-style-type: none"> play a collaborative number game! Split a set of objects into two groups. Put the piles back together and split the pile again in a different way. Repeat until all possible combinations are found. Draw a number line and count on and back from a given number. <div style="margin-top: 10px;"> <p>Number Line</p>  </div> count by 2's, 5's, and 10's to 120. Consider using objects such as beans, pennies, etc. to support counting. use an online resource to support counting: http://www.oswego.org/ocsd-web/games/dogbone/gamebone.html compose and decompose numbers on an online weighted scale: http://nrich.maths.org/content/id/4725/balancer.swf | | | | | | | | | | | | | | | | | | | | | |
| Measurement and Data | <ul style="list-style-type: none"> collect data in a tally chart to answer survey questions. organize data into pictographs and bar graphs. <div style="margin-top: 10px;">  </div> ask and answer questions about data displayed in charts and graphs. Possible questions include: Which category had the most/least votes?; Did any categories receive an equal amount of votes?; How many more _____ than _____? | <ul style="list-style-type: none"> create a survey question and collect data from friends and family in a tally chart. Examples of survey questions include: <ul style="list-style-type: none"> ○ What is your favorite _____? ○ How do you get home from school? <div style="margin-top: 10px;"> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Favorite Ice Cream Flavor</th> </tr> <tr> <th>Flavor</th> <th>Tally Marks</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Chocolate</td> <td> - II</td> <td>7</td> </tr> <tr> <td>Vanilla</td> <td>IIII</td> <td>4</td> </tr> <tr> <td>Swirl</td> <td> - </td> <td>10</td> </tr> </tbody> </table> </div> collect data by sorting objects around the house by category (cereal, toys, clothes, etc.) <div style="margin-top: 10px;"> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td style="border: none;">Example: clothes</td> <td style="border: none;">T-shirts: 5</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">Long-sleeved shirts: III 3</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">Coats: II 2</td> </tr> </tbody> </table> </div> interpret (ask and answer questions about) the data. | Favorite Ice Cream Flavor | | | Flavor | Tally Marks | Number | Chocolate | - II | 7 | Vanilla | IIII | 4 | Swirl | - | 10 | Example: clothes | T-shirts: 5 | | Long-sleeved shirts: III 3 | | Coats: II 2 |
| Favorite Ice Cream Flavor | | | | | | | | | | | | | | | | | | | | | | | |
| Flavor | Tally Marks | Number | | | | | | | | | | | | | | | | | | | | | |
| Chocolate | - II | 7 | | | | | | | | | | | | | | | | | | | | | |
| Vanilla | IIII | 4 | | | | | | | | | | | | | | | | | | | | | |
| Swirl | - | 10 | | | | | | | | | | | | | | | | | | | | | |
| Example: clothes | T-shirts: 5 | | | | | | | | | | | | | | | | | | | | | | |
| | Long-sleeved shirts: III 3 | | | | | | | | | | | | | | | | | | | | | | |
| | Coats: II 2 | | | | | | | | | | | | | | | | | | | | | | |