



First Grade Mathematics Newsletter

Marking Period 1, Part 1

MT	Learning Goals by Measurement Topic (MT)																																																																																																																																	
	Students will be able to . . .																																																																																																																																	
Number and Operations in Base Ten	<ul style="list-style-type: none">count to 120 starting from any number.represent any number 1-120 using words, numerals, pictures, objects.compose (put together) and decompose (take apart) a number into different groupings of tens and ones.compare 2-digit numbers using words (greater than, less than, equal to) and symbols (>, <, =).																																																																																																																																	
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Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Analysis	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. 	<ul style="list-style-type: none"> describe various patterns on a 120 chart. For example, the tens place increases by 1 and the ones place stays the same when reading down a column. compare 2-digit numbers by identifying similarities and differences using words (greater than, less than, equal to) and symbols ($>$, $<$, $=$). demonstrate understanding of the value of a 2-digit number by composing (putting together) and decomposing (taking apart) groups of tens and ones.
Collaboration	working effectively and respectfully to reach a group goal. 	<ul style="list-style-type: none"> actively listen to and share different strategies for representing and comparing numbers. demonstrate appropriate behavior during group work by sharing strategies, asking questions, and respecting the ideas of others.

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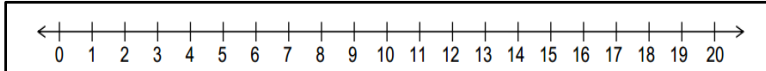
Learning Experiences by Measurement Topic (MT)

MT

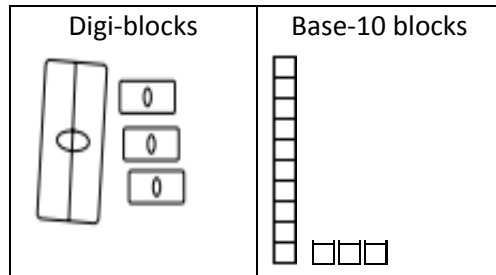


In school, your child will . . .

- count forward and backward using tools such as a 1-120 chart and a number line.



- identify missing numbers on a 1-120 chart.
- identify numbers that are one more/one less and ten more/ten less than a given number verbally, in writing, and in pictures.
- compare numbers based on tens and ones by playing math games.
Example: The number 54 is greater than the number 45 because it has 5 tens in the tens place and 5 tens is greater than the 4 tens in 45.
- model numbers using Digi-blocks and base-10 blocks.



- represent a 2-digit number in different groupings and explain groupings used. Example: 12



The number 12 can be represented as 1 ten and 2 ones or 12 ones.
The value of the 1 in 12 is 10. The value of the 2 in 12 is 2.

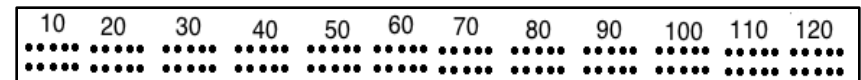


At home, your child can . . .

- count collections of objects (pennies, snacks, street signs, etc.).
- represent numbers 1-120 using words, numerals, pictures, and objects. Two examples are shown below.

Word	Numeral	Picture	Objects (counters)
five	5		
thirteen	13		

- organize a collection of up to 120 objects into groups of ten and skip count by ten.



- play a collaborative number game! Identify a number that is one more/one less and ten more/ten less than a number given by a family member or friend.
- count by tens up to a given multiple of 10 (30, 40, 50, etc.) while doing jumping jacks, skipping, clapping, singing, etc.
- use this website to practice working with numbers:
http://nlvm.usu.edu/en/nav/frames_asid_152_g_1_t_1.html?from=category_g_1_t_1.html