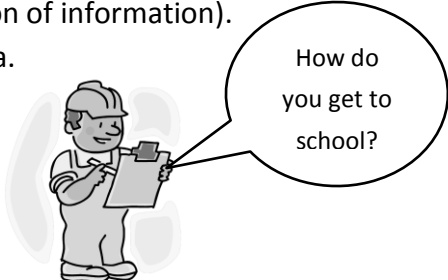
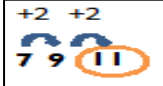


First Grade Mathematics Newsletter

Marking Period 1, Part 2

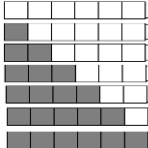
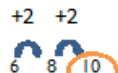
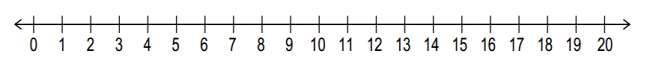
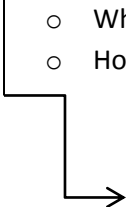
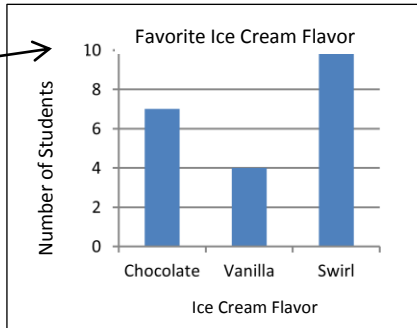
MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Operations and Algebraic Thinking	- decompose (take apart) 1-digit numbers to represent all possible combinations of that number. - use counting strategies to solve addition and subtraction equations. addition equation addends ↓ ↓ $8 + 2 = \textcircled{10}$ ← sum subtraction equation difference → $\textcircled{8} = 10 - 2$
Measurement and Data	- gather, organize, and represent data (a collection of information). - interpret (ask and answer questions about) data.  How do you get to school?

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. 	- 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	working effectively and respectfully to reach a group goal. 	- 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	- 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.  $0 + 6 = 6$ $1 + 5 = 6$ $2 + 4 = 6$ $3 + 3 = 6$ $4 + 2 = 6$ $5 + 1 = 6$ $6 + 0 = 6$ - solve addition and subtraction equations using counting strategies such as counting on/back and skip counting. counting on/back Example: $8 + 3 = \square$ Say 8. Then say the next 3 numbers.  skip counting Example: $6 + 4 = \square$ Say 6. Then count on by 2's. 	- 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. Number Line  - 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	- collect data in a tally chart to answer survey questions. - organize data into pictographs and bar graphs.  Favorite Ice Cream Flavor <table><tr><td>Chocolate</td><td>xxxxxxx</td></tr><tr><td>Vanilla</td><td>xxxx</td></tr><tr><td>Swirl</td><td>xxxxxxxxxx</td></tr></table> Key: x = 1 student Favorite Ice Cream Flavor  - 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 _____?	Chocolate	xxxxxxx	Vanilla	xxxx	Swirl	xxxxxxxxxx	- create a survey question and collect data from friends and family in a tally chart. Examples of survey questions include: - What is your favorite _____? - How do you get home from school? Favorite Ice Cream Flavor <table><tr><th>Flavor</th><th>Tally Marks</th><th>Number</th></tr><tr><td>Chocolate</td><td> II</td><td>7</td></tr><tr><td>Vanilla</td><td> </td><td>4</td></tr><tr><td>Swirl</td><td> - </td><td>10</td></tr></table> - collect data by sorting objects around the house by category (cereal, toys, clothes, etc.) Example: clothes T-shirts: 5 Long-sleeved shirts: 3 Coats: 2 - interpret (ask and answer questions about) the data.	Flavor	Tally Marks	Number	Chocolate	II	7	Vanilla		4	Swirl	-
Chocolate		xxxxxxx																		
Vanilla	xxxx																			
Swirl	xxxxxxxxxx																			
Flavor	Tally Marks	Number																		
Chocolate	II	7																		
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Swirl	-	10																		