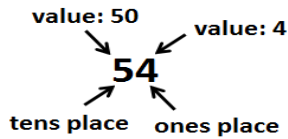


First Grade Mathematics Newsletter

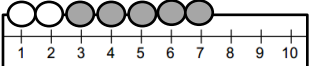
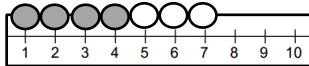
Marking Period 2, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>	
Number and Operations in Base Ten	- describe a 2-digit number as representing the amount of tens and ones. - compose (put together) and decompose (take apart) a 2-digit number into different groupings of tens and ones.	
Operations and Algebraic Thinking	- explain the meaning of the equal sign (=). - use counting strategies to add and subtract. - add and subtract within 20 using multiple strategies. - add and subtract within 20 to solve word problems by using objects, drawings, and equations. The equal sign means that the quantity on the left is the same as the quantity on the right. <i>Understanding the meaning of the equal sign serves as a foundation for early algebraic thinking.</i> The unknown (missing number) in the problem below is 6. The number 6 makes the value on both sides of the equal sign the same. $\begin{array}{c} 8 + 3 = 5 + \square \\ \vee \qquad \vee \\ 11 \qquad 11 \end{array}$	

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Fluency	generating multiple responses to a problem or an idea. 	- use multiple strategies when solving addition and subtraction word problems and equations. - actively participate in math discussions by asking questions about the strategies used by both the teacher and peers.
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal. 	- volunteer an answer even if there is a possibility of being incorrect. - willingly attempt new strategies and share thinking when solving word problems with an unknown (missing number) in any position. - ask for help and make changes in thinking when a strategy or problem is confusing.

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Marking Period 2, Part 1

Learning Experiences by Measurement Topic (MT)									
MT	 In school, your child will . . .	 At home, your child can . . .							
Number and Operations in Base Ten	- describe the value of a 2-digit number verbally, in writing, and in pictures. In 32, the value of the 3 is 30. The value of the 2 is two. - compose (put together) and decompose (take apart) a 2-digit number into different groupings of tens and ones. Example: 32 	- go on a number search for 2-digit numbers (ages of family members, street signs, mail, recipes, newspapers, television channels, etc.) and describe the value of the digits. - play a game! Think of a mystery 2-digit number. Have your child ask yes/no questions about the mystery number such as, “Is it greater/less than ___?” and “Is the digit in the tens place greater than the digit in the ones place?” - play an online game practice place value: http://www.bbc.co.uk/schools/starship/maths/placethepenguin.shtml							
	- discuss and explore the meaning of the equal sign (=). For example, if a student is asked to find the unknown (missing number) in $4 + 3 = 2 + \square$, the number “5” is identified as the number needed to make both sides of the equation the same.  - represent word problems with equations and solve them using a variety of problem-solving strategies. Sample Word Problems: - Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? Equation: $\square = 2 + 3$ - Five apples were on the table. I ate two apples. How many apples are on the table now? Equation: $5 - 2 = \square$	- play a game! Put the numbers 1-9 in a bag. Have your child choose two numbers from the bag to create and solve equations with unknowns in all positions. If 5 and 8 are chosen, the following equations could be written and solved: <table><tbody><tr><td>$\square = 5 + 8$</td><td>$8 - 5 = \square$</td></tr><tr><td>$5 + 8 = \square$</td><td>$\square = 8 - 5$</td></tr><tr><td>$\square + 5 = 8$</td><td>$\square - 5 = 8$</td></tr><tr><td>$5 + \square = 8$</td><td>$8 - \square = 5$</td></tr></tbody></table> - create a song, rap, or poem using the doubles facts ($0 + 0 = 0, 1 + 1 = 2, 2 + 2 = 4, 3 + 3 = 6$, etc.). - take an intellectual risk by creating and solving original word problems. - use a online resources to practice solving addition (website 1) and subtraction (website 2) word problems: http://www.ixl.com/math/grade-1/addition-word-problems-sums-to-18 http://www.ixl.com/math/grade-1/subtraction-word-problems-one-digit-numbers	$\square = 5 + 8$	$8 - 5 = \square$	$5 + 8 = \square$	$\square = 8 - 5$	$\square + 5 = 8$	$\square - 5 = 8$	$5 + \square = 8$
$\square = 5 + 8$	$8 - 5 = \square$								
$5 + 8 = \square$	$\square = 8 - 5$								
$\square + 5 = 8$	$\square - 5 = 8$								
$5 + \square = 8$	$8 - \square = 5$								
Operations and Algebraic Thinking									