First Grade Mathematics Newsletter

Marking Period 3, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Operations and Algebraic Thinking	• use the relationship between addition and subtraction to solve problems. • add and subtract within 20 using a variety of strategies. • write and solve equations with an unknown (missing number) in all positions. • add and subtract within 20 to solve word problems by using objects, drawings, and equations.
Number and Operations in Base Ten	• add a 2-digit number to a 2-digit number ending in 0. Examples include: ☐ = 40 + 15 and 25 + 30 = ☐ • subtract 2-digit numbers ending in 0. Examples include: 70-30 = ☐ and ☐= 40-20 • add a 2-digit number and a 1-digit number. Examples include: ☐= 45 + 2 and 32 + 9 = ☐

Thinking and Academic Success Skills (TASS)		
	It is . . .	In mathematics, students will . . .
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole. 	• solve for a unknown (missing number) by using the relationship between addition and subtraction. • write and solve word problems with unknowns (missing numbers) in all positions. • find possible 2-digit addends that equal a target sum. target sum: 54 possible addends: 10 and 44 (10 + 44 = 54); 30 and 24 (30 + 24 = 54); 40 and 14 (40 + 14 = 54); 50 and 4 (50 + 4 = 54)
Effort/Motivation/ Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures. 	• persevere when solving for the unknown (missing number) in an equation. • describe how a strategy helped to solve a challenging word problem. • willingly accept suggestions from teacher and peers when a strategy is not working.

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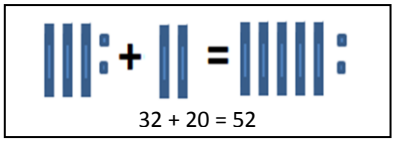
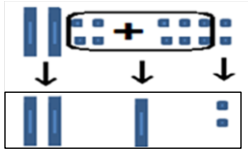
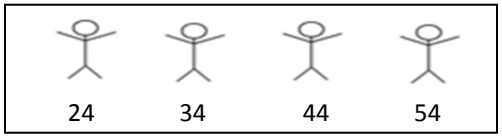
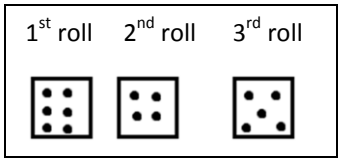
Marking Period 3, Part 2

Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Operations and Algebraic Thinking	• use subtraction to solve an unknown addend problem. For example, when given the problem 4 + □ = 9, students will identify "5" as the unknown number by solving 9 – 4 =□. • solve related addition and subtraction equations within ten. For example, when given 5 = 2 + 3, students will identify "2" as the unknown number in 5 - □ = 3, as these equations are related.	• gather a set of fewer than 10 objects (buttons, coins, stuffed animals) and write an addition equation representing the sum of the objects. For example, if 7 objects were selected, a possible equation is 7 = 5 + 2. Then write a related subtraction equation (7 – 2 = 5). Repeat with various amounts of objects. • use this website to identify related addition and subtraction facts: http://www.ixl.com/math/grade-1/related-addition-facts
Number and Operations in Base Ten	• add any 2-digit number and a 2-digit number ending in 0 (10, 20, 30, etc.) using a place-value manipulative such as base-10 blocks and/or Digi-blocks.  32 + 20 = 52 • subtract 2-digit numbers ending in 0 by playing math games. 50 = 70 – 20 • add a 2-digit number to a 1-digit number using place-value manipulatives. Example 1 (student does not need to compose a ten) 29 = 24 + 5 Example 2 (student needs to compose a ten) 24 + 8 = □ composing a ten  24 + 8 =32	• choose a 2-digit number. Starting with that number, do jumping jacks while adding 10 with each jump.  24 34 44 54 • engage in a math discussion. Roll a number cube three times. Use the first two numbers to build a 2-digit number and use the third number as the addend. Discuss whether or not composing a ten is necessary when solving the problem. For example, if a 4 and a 6 are rolled on the first two rolls, the number 46 can be used. If a 5 is rolled on the third roll, the addition sentence would be □ = 46 + 5. In the equation □ = 46 + 5, a ten needs to be composed because six ones added to five ones equals 11 ones.  1st roll 2nd roll 3rd roll • practice solving 2-digit addition problems using an online resource: http://nlvm.usu.edu/en/nav/frames_asid_154_g_1_t_1.html?from=category_g_1_t_1.html