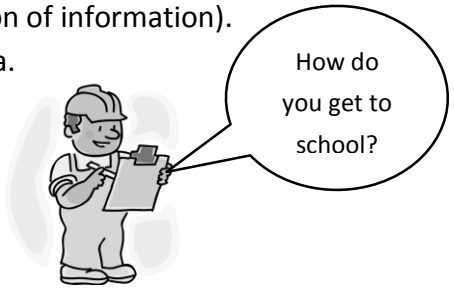
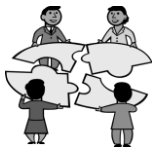
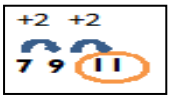
First Grade Mathematics Newsletter

Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
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 = 10 ← sum subtraction equation difference → 8 = 10 - 2
Measurement and Data	• gather, organize, and represent data (a collection of information). • interpret (ask and answer questions about) data. 

Thinking and Academic Success Skills (TASS)

	It is . . .	In mathematics, students will . . .
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=□, 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.

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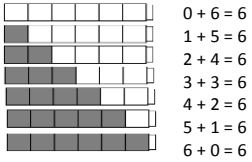
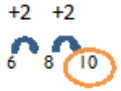
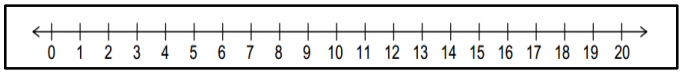
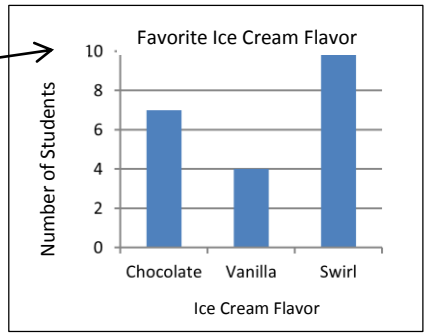
Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
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 = □ Say 8. Then say the next 3 numbers.  8 9 10 11 skip counting Example: 6 + 4 = □ Say 6. Then count on by 2's.  +2 +2 6 8 10	• 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  0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 • 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 Number of Students 10 8 6 4 2 0 Chocolate Vanilla Swirl Ice Cream Flavor Favorite Ice Cream Flavor Chocolate xxxxxxx Vanilla xxxx Swirl xxxxxxxxxx Key: x = 1 student • 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 _____?	• 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 Flavor / Tally Marks / Number Chocolate ~~IIII~~ II 7 Vanilla IIII 4 Swirl ~~IIII~~ ~~IIII~~ 10 • collect data by sorting objects around the house by category (cereal, toys, clothes, etc.) Example: clothes T-shirts-: ~~IIII~~ 5 Long-sleeved shirts: III 3 Coats: II 2 • interpret (ask and answer questions about) the data.