



# First Grade Mathematics Newsletter

Marking Period 1, Part 1



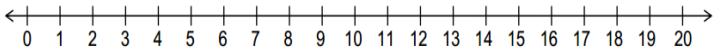
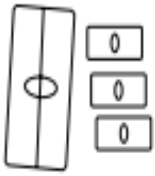
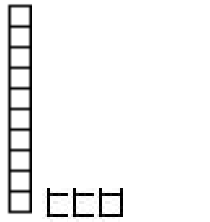
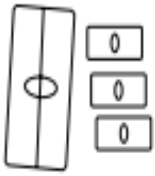
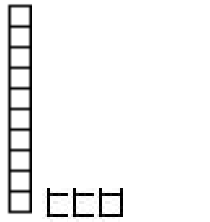



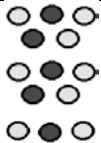



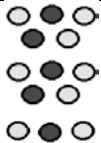
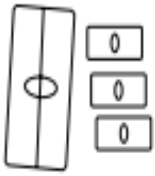
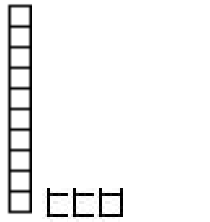



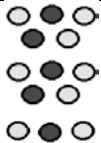
MT	Learning Goals by Measurement Topic (MT) <i>Students will be able to . . .</i>																																																																																																																									
Number and Operations in Base Ten	<ul style="list-style-type: none"> <li>count to 120 starting from any number.</li> <li>represent any number 1-120 using words, numerals, pictures, objects.</li> <li>compose (put together) and decompose (take apart) a number into different groupings of tens and ones.</li> <li>compare 2-digit numbers using words (greater than, less than, equal to) and symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>).</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> <math>&gt;</math>      <math>&lt;</math>      <math>=</math>                      greater than    less than    equal to                 </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">1-120 Chart</div> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> <tr><td>101</td><td>102</td><td>103</td><td>104</td><td>105</td><td>106</td><td>107</td><td>108</td><td>109</td><td>110</td></tr> <tr><td>111</td><td>112</td><td>113</td><td>114</td><td>115</td><td>116</td><td>117</td><td>118</td><td>119</td><td>120</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
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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"> <li>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.</li> <li>compare 2-digit numbers by identifying similarities and differences using words (greater than, less than, equal to) and symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>).</li> <li>demonstrate understanding of the value of a 2-digit number by composing (putting together) and decomposing (taking apart) groups of tens and ones.</li> </ul>
Collaboration	working effectively and respectfully to reach a group goal.  	<ul style="list-style-type: none"> <li>actively listen to and share different strategies for representing and comparing numbers.</li> <li>demonstrate appropriate behavior during group work by sharing strategies, asking questions, and respecting the ideas of others.</li> </ul>

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## Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																																																															
<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>count forward and backward using tools such as a 1-120 chart and a number line.                     <div data-bbox="302 423 1068 496" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  </div> </li> <li>identify missing numbers on a 1-120 chart.</li> <li>identify numbers that are one more/one less and ten more/ten less than a given number verbally, in writing, and in pictures.</li> <li>compare numbers based on tens and ones by playing math games. <u>Example:</u> 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.</li> <li>model numbers using Digi-blocks and base-10 blocks.                     <div data-bbox="424 841 917 1114" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Digi-blocks</td> <td style="width: 50%;">Base-10 blocks</td> </tr> <tr> <td></td> <td></td> </tr> </table> </div> </li> <li>represent a 2-digit number in different groupings and explain groupings used. <u>Example:</u> 12                     <div data-bbox="247 1192 1089 1417" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">T</td> <td style="border: 1px solid black; padding: 2px;">O</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"> </td> <td style="border: 1px solid black; padding: 2px;">■ ■</td> </tr> </table> </td> <td style="padding: 0 10px;">AND</td> <td style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">T</td> <td style="border: 1px solid black; padding: 2px;">O</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"></td> <td style="border: 1px solid black; padding: 2px;">■ ■ ■ ■ ■ ■ ■ ■</td> </tr> </table> </td> </tr> </table> <p>The number 12 can be represented as 1 ten and 2 ones. The value of the 1 in 12 is 10. The value of the 2 in 12 is 2.</p> </div> </li> </ul>	Digi-blocks	Base-10 blocks			<table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">T</td> <td style="border: 1px solid black; padding: 2px;">O</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"> </td> <td style="border: 1px solid black; padding: 2px;">■ ■</td> </tr> </table>	T	O		■ ■	AND	<table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">T</td> <td style="border: 1px solid black; padding: 2px;">O</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"></td> <td style="border: 1px solid black; padding: 2px;">■ ■ ■ ■ ■ ■ ■ ■</td> </tr> </table>	T	O		■ ■ ■ ■ ■ ■ ■ ■	<ul style="list-style-type: none"> <li>count collections of objects (pennies, snacks, street signs, etc.).</li> <li>represent numbers 1-120 using words, numerals, pictures, and objects. Two examples are shown below.                     <table border="1" data-bbox="1163 483 1917 854" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Word</th> <th style="padding: 5px;">Numeral</th> <th style="padding: 5px;">Picture</th> <th style="padding: 5px;">Objects (counters)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">five</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">thirteen</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table> </li> <li>organize a collection of up to 120 objects into groups of ten and skip count by ten.                     <div data-bbox="1121 971 1961 1049" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; text-align: center;"> <tr> <td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td><td>110</td><td>120</td> </tr> <tr> <td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td> </tr> <tr> <td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td><td>●●●●</td> </tr> </table> </div> </li> <li>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.</li> <li>count by tens up to a given multiple of 10 (30, 40, 50, etc.) while doing jumping jacks, skipping, clapping, singing, etc.</li> <li>use this website to practice working with numbers: <a href="http://nlvm.usu.edu/en/nav/frames_asid_152_g_1_t_1.html?from=category_g_1_t_1.html">http://nlvm.usu.edu/en/nav/frames_asid_152_g_1_t_1.html?from=category_g_1_t_1.html</a></li> </ul>	Word	Numeral	Picture	Objects (counters)	five	5			thirteen	13			10	20	30	40	50	60	70	80	90	100	110	120	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●	●●●●
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