



First Grade News

Mrs. Brisentine, Mrs. Dunham and Mrs. O' Neal
April 2018

Reading Skill Focus

Cause & Effect

When one event causes another to happen. The **cause** is WHY it happens, the **effect** is WHAT



This month we are working on cause and effect. Students will be identifying the cause (the reason for something happening.) and the effect (what happened). Cause + effect explains why something happens.

Current PYP Unit

Unit: How We Organize Ourselves

Central Idea: Community needs are met through goods and services.

Question to ask your child: How do I choose between what I need and want? How are our needs and wants met? How do we get our goods and services? How are goods produced?

Upcoming Events

April 11th, 12th, 17th -

Two hour early dismissals

April 20th - Report Cards go home.

Math Standards and Strategies

- ❖ **Two-Dimensional Shapes**-define shapes using attributes, like number of sides or vertices (corners). It is important to show shapes in a variety of ways and positions. Below are all examples of hexagons because they all have 6 sides and 6 vertices.

Add within 100 using place value understanding.

Adding Ones

$$56 + 3 = 59$$

$$67 = 62 + 5$$

Adding Tens/Ones

$$56 + 12 = 68$$

$$67 = 32 + 35$$

Regrouping

When you add 26 + 8, why do the tens change?

Balance Equations: looking at the equal sign as "the same as"

$$4 + 9 = 10 + 3$$

$$4 + 9 = 7 + 1 + \underline{\quad}$$

True or False?
 $8 + 4 = 9 + 4$

Length - order objects by length using number of units. Using a ruler is not a Grade 1 expectation, however, looking at a number line and counting the number of units is a skill students are exposed to.



Measurement - exploring the concept of area in hands-on experiences within the Advance Learning Program - M2
Problem Solving - Unknown in all positions using adding and subtraction. Avoid using key words and use a variety of strategies.

HOME SUPPORT

Add within 100: roll four dice, make a four two-digit number and find the sum

Missing Numbers: Math Games

For any questions or additional information, please contact your child's teacher.

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Grade 1 Parent Newsletter

Theme 3

Dear Parents,

To begin Theme 3, students will continue exploring and understanding the meaning of place value. The use of concrete materials and pictorial models is fundamental to developing conceptual understanding. Students will be explaining their reasoning and listening to the thinking of others to build a firm understanding of place value in order to compare the value of numbers. When comparing numbers, students will be developing an understanding of how to compare two two-digit numbers using their understanding of place value. They will also be subtracting multiples of ten from multiples of ten, using their understanding of place value.

As Theme 3 continues, students will partition circles and rectangles into halves and fourths, which will lead to understanding how to tell time to the hour and half hour (on an analog and digital clock). It is very important for students to understand how the minute hand moves half way around the clock to show that it is half past the hour.

In Theme 3, students begin the Mentoring Young Mathematicians (M2) Unit of exploring shapes and their attributes. M2 is a program that is designed using research-based practices in mathematics, early childhood, and gifted education. During these lessons students will be involved in rich mathematical discourse about shapes, hands-on-inquiry to distinguish between defining attributes and non-defining attributes of plane and two-dimensional shapes, and will be asked to explore rich problem-situations based upon their understanding of shapes and geometry terms.

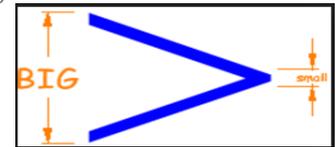
Thank you for your support,

Mrs. Dunham, Mrs. O'Neal,
and Mrs. Brisentine

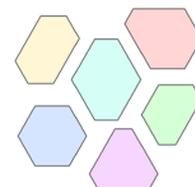
How can you help your child be successful in mathematics?

Children learn math best when they can connect math concepts and procedures to their everyday experience.

- ❖ **Place Value:** Students recognize a two-digit number but do not understand that the position of the digits determines its value. For example, 45 isn't made up with a 4 and a 5, but rather 4 tens and 5 ones. Use this place value vocabulary when working with your child.
- ❖ **Comparing:** It is important for students to use the symbols $>$ and $<$ with their real meaning rather than using aids such as; alligator mouths, Pac-Man, or "eating the bigger number". Have students discuss which number has a greater value and why before using the symbols.



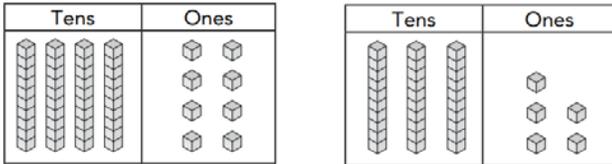
- ❖ **Partitioning** circles and rectangles into halves and fourths is often difficult for students. Providing ample practice and a variety of visual models will allow students to see that halves and fourths can be represented in a variety of ways.
- ❖ **Telling time** is the first exposure to students, therefore providing students with clocks to manipulate and place the hands of the clock to show times to the hour and half hour is essential. They can relate their understanding of "one half" from partitioning to finding half hours on the clock. Provide numerous times in the day for your child to read the time on a clock.
- ❖ **Two-Dimensional Shapes**-define shapes using attributes, like number of sides or vertices (corners). It is important to show shapes in a variety of ways and positions. Below are all examples of hexagons because they all have 6 sides and 6 vertices.





Strategies to Support Student Learning

Compare using Place Value understanding



Compare using the symbol

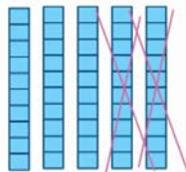
$$18 < 27$$

$$27 > 18$$

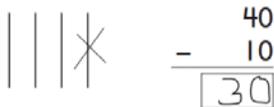
Subtracting using place value blocks.

Subtracting with Base Ten Blocks

$$50 - 20 = \underline{\quad}$$



There are 40 buttons in a case. 10 buttons are used. How many buttons are still in the case? Make a drawing that matches the model. Fill in the number sentence and solve the problem.



Subtracting with Known Facts

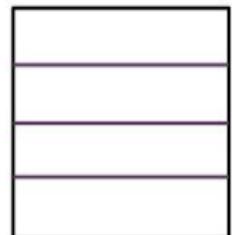
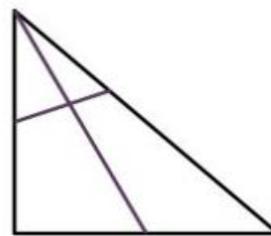
$$50 - 20 = \underline{30}$$

Use $5 - 2 = 3$

$5 \text{ tens} - 2 \text{ tens} = 3 \text{ tens}$

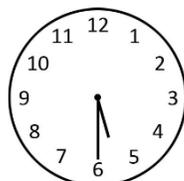
$$50 - 20 = 30$$

Providing examples and non examples of equal shares



Reading hands on a clock

Hour and half hours





Games to play at home



Material: Deck of cards and a coin

Place Value War:

- ❖ 1. Place the deck of cards in the middle. Each player selects two cards and makes the greatest two digit number possible. The person with the greatest number wins the round and collects the cards.

Multiple of ten addition (take out all face cards)

1. Flip over two cards and create a two digit number.
2. Flip over one more "ten" card. This digit represents the number of tens you will add to the two digit number you created.

Another idea: 10 more/10 less. Flip a coin. If the coin lands on heads find 10 more, if it lands on tails find 10 less.

Comparison:

- ❖ 1. Decide what game will be played (greater or less than). Split the deck of cards in half. Players flip over two cards and placing the first card in the tens place and the second card in the ones place. Compare the numbers and depending on the game the person with the least or greatest two digit number wins.

Home Connection

Website Recommendations:

Comparing: <https://www.sheppardsoftware.com/mathgames/menus/comparingnumbers.htm>

Equal Parts: <https://www.ixl.com/math/grade-1/equal-parts>

Time: <http://www.teacherled.com/resources/clockspin/clockspinload.html>