MATH MATTERS

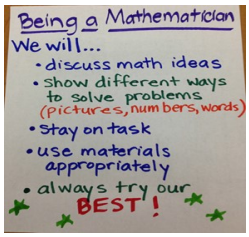
Resources and Ideas for Families

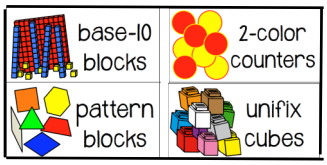
WELCOME!

This newsletter is sent home to families every nine weeks. It provides information on what your child is learning in math, activities you can do at home to reinforce the content, and suggestions for books and resources you can use to help your child learn math.

BUILDING A MATHEMATICAL COMMUNITY

During the first nine weeks of school your child will work on building a mathematical community in their classroom. Students will explore how to be a mathematician.

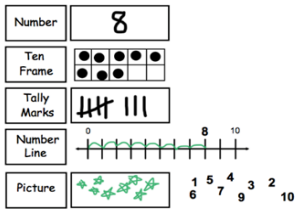




During math class students will use a variety of hands-on materials such as: base-ten blocks, pattern blocks, dice, counters, etc.

Just like at home with their toys, your child will be expected to treat materials with respect and return them to their proper place.

Students will learn different ways to represent math ideas. While completing homework, encourage your child to represent their thinking in different ways.



While building a math community, your child's class will establish norms for math discussions. Some examples include: speaking respectfully to their teachers and peers, taking turns while speaking, using an inside voice, eyes on the speaker, and giving others time to think.

Encourage your child to explain their thinking about math games, homework, or math connections they find at home.

MATH IS FUN!

Check out the MATH IS FUN website which contains resources to help children learn math. Here you will find "How to Videos", Online Games, Vocabulary, and APPs related to the content your child is learning.

www.jcpsmath.weebly.com

During the 1st nine weeks, first graders learn to:

- **Start with any number and count to 99.** It is important that students are able to start with a number besides 1 and count to 99. For example, start at 65 and count to 99.
- **Read and write numbers up to 99.**
- **I can count on to add.** First graders are learning to use **counting on** as a strategy for addition. If solving 8 + 6, use the **counting on** strategy. For example: (1) Start with 8. (2) Then count on 6 numbers: 9, 10, 11, 12, 13, 14
- **I can count back to subtract.** First graders are learning to use **counting back** to solve subtraction problems. If solving 14 – 5, start with the first number and count back to the answer. For example: (1) Start with 14. (2) Then count back 5 numbers: 13, 12, 11, 10, 9. One mistake children make when using this strategy is to include the number they are subtracting from when counting back causing their answer to be off by one. Sometimes telling the child to put the first number in her head and then count back can help.
- **Identify numbers from 11 to 19 as being made up of one ten and some ones.** For example, 14 is made of one ten and four ones.
- **Add and subtract within 20 using my strategies.** By the end of first grade, children are expected to be fluent in addition and subtraction combinations through 10.
- **Solve addition and subtraction word problems within 20.** First graders solve different types of addition and subtraction word problems. For example, "Emily had 13 candy canes and Mary had 4 candy canes. How many candy canes do they have together?" A subtraction example would be, "Emily had 20 candy canes. If she gave 13 to her friends, how many does she have left?"
- **Tell and write time to the nearest hour and half-hour using digital and analog clocks.**

Resources and Ideas for Families

Activities to try at home:

- At school, many children use objects to help solve math problems. At home, children can use pieces of cereal, crackers, pennies, buttons, crayons, etc. to help them solve problems.
- Provide opportunities for your child to practice telling time with an analog clock. An analog clock has the hour and minute hands. By the end of first grade, students are expected to be able to tell time to the hour and half -hour.
- Provide your child with a group of objects of up to 30 to practice counting. After counting, have your child write the number down.
- Provide your child with a small group of objects (5 to 12), and have your child count the objects. Then put a few objects (1 to 4) in your hand. See if your child can figure out how many you took away.
- Practice counting to 99 by having your child start at a number other than 1. For example, start counting at 13 and stop at 99.
- Have your child practice writing numbers up to 30. Using markers, special pens, colored pencils, and colored paper can help motivate a child to practice.
- Practice grouping ones into tens. Have your child put pennies into stacks of 10 and then count by 10's. For example, a student should be able to take 30 pennies, place them into 3 stacks of 10, and then count "10, 20, 30."

Check out these books:

Check out these books which connect to math content students are learning this nine weeks.

- ***Let's Count to 100*** by Masayuki Sebe
- ***100 Ways to Celebrate 100 Days*** by Bruce Goldstone
- ***Adding Arctic Animals*** by David Bauer
- ***Animals on Board*** by Stuart J. Murphy
- ***100 Days of Cool*** by Stuart J. Murphy
- ***Monster Musical Chairs*** by Stuart J. Murphy
- ***Telling Time*** by Jules Older
- ***The Clock Struck One*** by Trudy Harris
- ***Length*** by Henry Pluckrose
- ***What's New at the Zoo?*** by Suzanne Slade

MATH TASK

AT THE PARK

1. There were 7 children at the park. Then 4 more showed up. How many children were at the park all together?
2. There were 7 children at the park. Some more showed up. Then there were 11 children in all. How many more children came?
3. There were some children at the park. Four more children showed up. Then there were 11 children at the park. How many children were at the park to start with?

Answer:
1. 11 children 2. 4 children 3. 7 children

From: *Illustrative Mathematics*