

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

Student Collaboration

Collaborative learning gives the responsibility of the learning to the students by using groups and pairs of students to fulfill a task or assignment within the classroom. The Common Core Math Practice Standard 3 calls for students at all grades to listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Within a Collaborative Group:

- Students are invested in their own learning.
- Learners actively participate.
- Teachers become learners at times, and learners sometimes teach.
- Respect is given to every member.
- The project/question should be of interest and challenging to students.
- Diversity is celebrated and all contributions are valued.
- Students learn skills for resolving conflicts when they arise.
- Members draw upon their past experience and knowledge.
- Goals are clearly identified and used as a guide.
- Tools such as manipulatives or calculators are made available.



Check out this great website for generating math word problems!

<http://gregtangmath.com/wordproblems>

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 3rd nine weeks, first graders learn to:

- **Understand the meaning of the equal sign and decide if an equation is true or false.** Students need to realize that an equal sign means that both sides of the equation are balanced such as $4 + 5 = 2 + 7$. An equal sign is not simply the place where an answer goes. When given an equation such as $4 + 1 = 5 + 3$, a student should recognize this equation as false because four plus one equals five and five plus three equals eight. An equation such as $5 = 2 + 3$ is true because both sides equal 5.
- **Add a two-digit number to a one- or two-digit number within 100.** For example, add $22 + 8$ or $33 + 18$.
- **Mentally find 10 more or 10 less than a number, without having to count.** For example, a first grader should be able to add $45 + 30$ and $90 - 40$.
- **Find the missing number in an addition or subtraction equation with three numbers.** A first grader should be able to figure out the missing number in equations like the ones below:

$$\begin{array}{r} ? - 5 = 4 \\ 10 + 4 = ? \end{array}$$

$$\begin{array}{r} 9 - ? = 2 \\ ? + 5 = 12 \end{array}$$
- **Solve addition and subtraction word problems within 20.** First graders should be able to solve different types of addition and subtraction word problems. For example, "Jack has 4 more pencils than Lucy. Lucy has 5 pencils. How many pencils does Jack have?" A subtraction example would be, "Jack has 4 fewer pencils than Cindy. Cindy has 8 pencils. How many pencils does Jack have?"
- **Compare two, two-digit numbers using $<$, $>$, $=$.** A student would recognize that $64 > 34$ or that $43 < 46$.

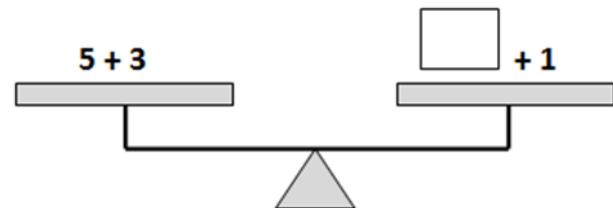
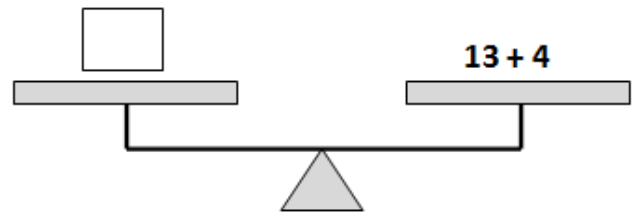
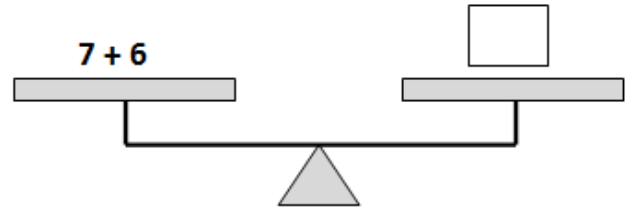
Activities to Try at Home:

- Practice making true equations using a deck of cards (remove the face cards). Have your child flip over one card and then another. Ask your child what they need to do in order to make both sides equal. Look at the cards below.

8 3

- Ask your child, "What can we do to make these numbers equal?" Your child could say, "Add 5 to 3 to make eight," or, "Subtract five from 8 to make three." Record the equations created. A player can score a point for each way he/she thinks of making the numbers equal.
- Children who are fluent in addition and subtraction combinations through 10 are able to quickly and correctly recall the answer to a math fact without having to draw a picture or use objects/fingers to solve. Flashcards can be useful in helping children become fluent. They can be bought inexpensively from stores such as The Dollar Tree or Wal-Mart or can be easily made with index cards.

Balanced Equations



MATH TASK

20 Tickets

From: *Illustrative Mathematics*

Materials needed: 20 counters, pencil, paper

Problem: Beau bought 20 tickets to play games at Family Fun Night at his school. He wants to play each game at least once. He needs to use all of his tickets. How many times might he play each game? Find at least two ways he can do it.



| Game | Number of Tickets Needed |
|----------------|--------------------------|
| Ring Toss | 1 |
| Putt-Putt Golf | 2 |
| Soccer Kick | 3 |
| Moonwalk | 5 |



Example Solution: 1 ring toss, 3 putt-putt golf, 1 soccer kick, 2 moonwalks