1st Grade Math Parent Letter 4th Nine Weeks

In an effort to keep parents and guardians informed of the expectations and content being covered in math class this year, this informational handout will be provided for each nine weeks. Its intent is to assist in guiding you in ways to support your child in deepening their mathematical understanding.

Each nine weeks we will spend time reviewing material taught in prior grades as it relates to the standards being taught in first grade. Our goal is to keep a balance of skill-based learning along with enhancing our student's ability to problem solve and think conceptually.

Scan the QR code to check out teaching strategies for this unit.

Review Material from Prior Grades
1) I can count to 100 by ones and tens. (K.CC.1) 2) I can count from a given number up to 100. (K.CC.2) 3) I can write numbers 0-20 and represent a number of objects with a written numeral 0-20. (K.CC.3) 4) I can count and work with numbers 0-20. (K.CC.4) 5) I can work with numbers 0-20 in a line, array, and circle. I can count 10 objects in a scattered configuration. (K.CC.5) 6) I can represent and solve addition and subtraction problems to 20. (K.OA.1-2) 7) I can decompose numbers less than or equal to 10 in more than one-way. (K.OA.3) 8) I can, for any number 1-9, find the number that makes 10 when added to a given number. (K.OA.4) 9) I can fluently add and subtract within 5. (K.OA.5)
New Material for 1st Grade
1) I can count, read, write numerals, and represent a number of objects to 120. (1.NBT.1) 2) I can add within 100. I can use models, drawings, and strategies based on place value to add a two-digit number to a two-digit number. (1.NBT.4) 3) I can subtract multiples of ten from decades and explain my reasoning. (1.NBT.6) 4) I can represent and solve addition and subtraction word problems to 20 with the unknown in all the positions by using objects, drawings, and equations. (1.OA.1) 5) I can solve word problems with addition of 3 whole numbers whose sum is less than or equal to 20. (1.OA.2) 6) I can apply the properties of operations to add and subtract. (1.OA.3) 7) I can demonstrate fluency with addition and subtraction of 0 through 10, and use a strategy to add and subtract within 20. (1.OA.6)

*Please note the list above highlights the main skills to be assessed. Teachers may include additional content to meet the needs of their students.

New Material for 1st Grade, Continued
8) I can determine the unknown number in an addition or subtraction equation relating three whole numbers within 20. (1.OA.8)
9) I can collect, organize, analyze, and interpret data into different representations with up to three categories. (1.MD.4)
10) I can identify the values of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). I can use appropriate notation (e.g., 69¢). Find equivalent values of all U.S. coins (e.g., a nickel is equivalent to 5 pennies). (1.MD.5)
11) I can partition circles and rectangles into two and four equal shares. (1.G.3)
End of Nine Week Expectations
1) Students will be assessed using various formative assessments including but not limited to: observations, checklists, interviews, journals, independent practice, and exit tickets.

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Examples of Math Standards

1.NBT.1

Students can count to find the total number up to 120.
Count the number of stars. Write the number and number word to represent number of stars.

* *
* *
* *
* *
* *

Number: 100
Number Word: One hundred

1.NBT.4

Students can add a two-digit number to a two-digit number by decomposing both addends into tens and ones. Then add by using place value.

25 + 42
(20 + 5) + (40 + 2)
20 + 40 = 60
5 + 2 = 7
60 + 7 = 67

1.NBT.6

Students can mentally subtract multiples of 10 from any decade number and explain their reasoning.

60 - 10 = 50

I know that one less than six is five, so one ten less than six tens is five tens, which is fifty.

1.OA.1

Students can solve addition and subtraction word problems within 20.

Lucy saw 9 birds on Monday and 7 birds on Tuesday. How many birds did Lucy see in all?

9 + 7 = ? Lucy saw **16** birds.

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Examples of Math Standards

1.OA.2

Students can solve a word problem by adding three addends whose sum is less than or equal to 20.

Ryder saw 9 dogs, 6 cat and 4 squirrels at the park today. How many animals did Ryder see at the park today?

9 + 6 + 4
10 + 9
= 19

Ryder saw **19** animals in the park today.

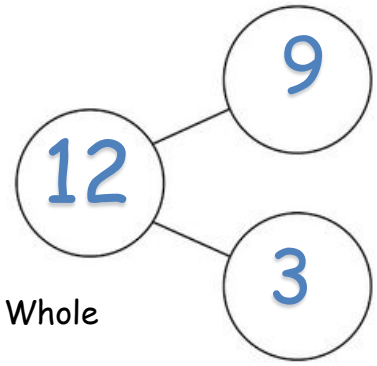
1.OA.3

Students can use the addition properties to solve problems more efficiently.

Commutative Property: Changing the order of the addends does not change the sum. 16 + 3 = 3 + 16	Associative Property: 4 + (5 + 5) is the same as (4 + 5) + 5 4 + 10 = 9 + 5 14 = 14
Identity Property: Adding zero to any number does not change the number. 18 + 0 = 18	

1.OA.6

Students can fluently add and subtract within 10 and can use a strategy to add and subtract within 20.



Practice adding and subtracting:

8 + 8 =
13 – 2 =
18 – 5 =
11 + 3 =

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Examples of Math Standards

1.OA.8

Students can relate three whole numbers in an addition and subtraction equation within 20.

How are the numbers 4, 6, and 10 related?

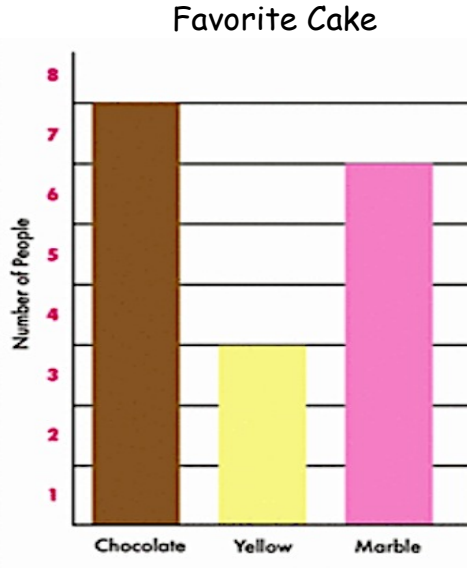
4 + 6 = 10 6 + 4 = 10

10 – 4 = 6 10 – 6 = 4

1.MD.4

Students can collect, organize, analyze, and interpret data into different representations with up to three categories.

1) Which cake flavor was picked the most? Chocolate cake
2) Which cake flavor was picked the least? Yellow cake
3) How many people voted in this survey? 16 people
4) How many fewer people picked yellow cake than marble cake? 3 people



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Examples of Math Standards

1.MD.5

Students know the U.S. coins and their value and use appropriate notation. Students can find equivalent values of all U.S. coins (e.g., a nickel is equivalent to 5 pennies).

A **penny** equals 1¢ or $.01.

A **nickel** equals 5¢ or $.05.

A **dime** equals 10¢ or $.10.

A **quarter** equals 25¢ or $.25.

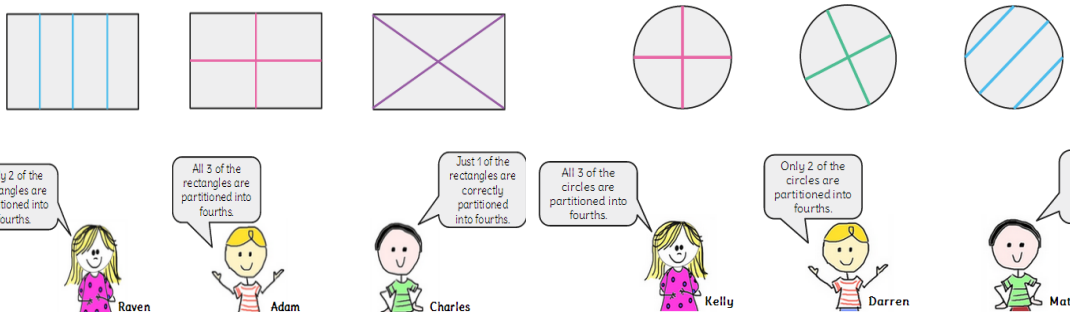
Equivalent Values

1 nickel = 5 pennies
1 dime = 10 pennies
1 dime = 2 nickels
1 quarter = 5 nickels
1 quarter = 25 pennies

1.G.3

Students can partition circles and rectangles into two and four equal shares.

These students are working together to figure out if their rectangles and circles are partitioned into fourths correctly.



Which students are correct?

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