



Grade 1 Unit 1

Creating Routines Using Data

Volume 1 Issue 1

References

Helpful Links:

<http://www.oswego.org/ocsd-web/games/DogBone/gamebone.html>

<http://www.oswego.org/ocsd-web/games/Estimate/estimate.html>

<http://www.amblesideprimary.com/ambleweb/mentalmaths/countersquare.html>

<http://www.learningbox.com/Base10/BaseTen.html>

Math Grade 1 Textbook Connection:
Ch. 5, lesson 13 – 14
Ch. 7 lesson 2

Textbook Online:

<http://connected.mcgraw-hill.com/connected/login.do>

Ask your teacher for the online passcode.

Dear Parents,

Welcome to the new school year! We are eager to work with you and your students as we learn new mathematical concepts. Your student's math class is calling for students to be actively engaged in doing math in order to learn math. In the classroom, students will frequently work on tasks and activities to discover and apply mathematical thinking. Students will be expected to explain or justify their answers and to write clearly and properly. Your students will receive a consumable My Math textbook and online access from their teacher.

Concepts Students will Use and Understand

- Establish daily math routines to be carried out throughout the year, such as lunch count, daily questions, calendar activities, working with a 0-99 chart, etc.
- Rote count forward to 120 by Counting On from any number less than 120.
- Represent the number of a quantity using numerals.
- Locate 0-120 on a number line.
- Use the strategies of counting on and counting back to understand number relationships.
- Explore with the 99 chart to see patterns between numbers, such as all of the numbers in a column on the hundreds chart have the same digit in the ones place, and all of the numbers in a row have the same digit in the tens place.
- Read, write and represent a number of objects with a written numeral (number form or standard form).
- Build an understanding of how the numbers in the counting sequence are related—each number is one more or one less than the number before or after.
- Work with categorical data by organizing, representing and interpreting data using charts and tables.
- Pose questions with 3 possible responses and work with the data that they collect.

Vocabulary

Place Value: The value of the place of the digit in a number

Compose: To create a number using tens and ones

<http://intermath.coe.uga.edu/dictionary/homepg.asp> or

<http://www.amathsdictionaryforkids.com/> for further examples.

Symbols

||| tally

↔ number line

Example 1

Give students a blank hundreds chart and have them fill the chart starting at 25 and ending at 98.

Example 2

Draw a number line with endpoints of 0 and 120. Place a dot on the number line. What number on the number line does the dot represent?

Example 3

Ask students to start counting at a given number such as 15 and count to 43. Ask students to count back from a given number to 0.

Example 4

Ask students to represent 82 using tens and ones.

Example 5

Ask students do 4 tens and 8 ones have the same value as 3 tens and 18 ones? Explain your thinking

Activities At Home:

- Count objects such as jellybeans in a bowl, pennies in a jar, cheerios in a baggie, etc.
- Find numbers in newspapers, magazines, or on items around the house.
- Practice counting with your student while doing various activities-driving in the car, jumping rope, waiting in line at a store, etc.