



Grade 1 Unit 3

Order of Operations and Whole Numbers

Volume 1 Issue 3

References

Math Grade 1 Textbook
Connection:
Ch. 8, lesson 1-9

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

Ask your teacher for the online passcode.

Dear Parents,

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 textbook and online access from their teacher.

Concepts Students will Use and Understand

- Develop an understanding of linear measurement.
- Measure lengths as iterating length units.
- Tell and write time to the hour and half hour.
- Represent and interpret data.

Vocabulary

Length: The distance between two points or objects

Clock: Shows time to the minute

Hour: A period of time lasting 60 minutes

Half-Hour: A period of time lasting 30 minutes

Non-Standard Units of measurement: Any real item that can be used to measure. Examples include paper clips, cookies, pennies or yarn

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

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

Activities At Home:

- Measure the length of various items around the house using different objects (crayons, pennies, etc.)
- Keep track of your child's growth each month by measuring his/her height using standard and non-standard units of measurement.
- Use an analog clock to show the time to the hour and half-hour.
- Show your child the time on an analog clock and have them write what the time would look like on a digital clock.
- Talk with your child about specific times that activities occur- eating breakfast, going to school, dinner time, bed time, etc.
- Talk about graphs in newspapers and magazines.
- Take a family survey and make a graph based on the data.
- Use toothpicks or popsicle sticks to show tally marks

Helpful Links:

<http://www.pbs.org/parents/education/math/games/first-second-grade/time-to-move/>

<http://nces.ed.gov/nceskids/createagraph/>

<http://www.oswego.org/ocsd-web/games/BangOnTime/clockwordres.html>

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/math/weigh/free.htm

http://www.bbc.co.uk/bitesize/ks2/maths/data/interpreting_data/play/

Example 1

Which is longer: the height of the bookshelf or the height of a desk?

Student 1:

I used inch cubes to measure the height of the bookshelf and it was 36 cubes long. I used the same pencil to measure the height of the desk and the desk was 24 inch cubes long. Therefore, the bookshelf is taller than the desk.

Student 2:

I used a 1 foot piece of string to measure the bookshelf and it was 3 strings long. I used the same string to measure the height of the desk and it was 2 strings long. Therefore, the bookshelf is taller than the desk.

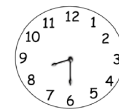
Example 2

How long is the paper in terms of 1 inch paper clips?



Example 3

In the clock below, the time is 8:30. The hour hand is between the 8 and 9, but the hour is 8 since it is not yet on the 9.



Example 4

Which is your favorite flavor of ice cream? Chocolate, vanilla, or strawberry? Students collect their data by using tallies or another way of keeping track. Students organize their data by totaling each category in a chart or table. Picture and bar graphs are introduced in 2nd Grade.

What is your favorite flavor of ice cream?	
Chocolate	12
Vanilla	5
Strawberry	6

Students interpret the data by comparing categories.

Examples of comparisons:

- What does the data tell us? Does it answer our question?
- More people like chocolate than the other two flavors.
- Only 5 people liked vanilla.
- Six people liked Strawberry.
- 7 more people liked Chocolate than Vanilla.
- The number of people that liked Vanilla was 1 less than the number of people who liked Strawberry.
- The number of people who liked either Vanilla or Strawberry was 1 less than the number of people who liked chocolate.