

MATH 1ST GRADE SECOND NINE WEEKS



What will my child be learning during the second nine weeks of school?

- Read, write, recognize, and represent numbers 0-120
- Count by twos, fives, and tens to count coins
- Compose and decompose numbers 0-120
- Use comparative language to describe the relationship between numbers 0-120
- Demonstrate & explain thinking by using objects to count and pictorial models
- Solve problems involving addition of numbers 0-120
- Use UPS✓ to solve word problems involving addition & subtraction of numbers 0-120



Academic Vocabulary

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|------------------------------------|-----------------------------------|
| ■ Compose | ■ Sum and Difference |
| ■ Decompose | ■ Open number line |
| ■ Digit | ■ Greatest/Least |
| ■ Place Value (ones/tens/hundreds) | ■ Joining/Separating |
| ■ Expanded Form/Standard Form | ■ Greater Than/Less Than/Equal to |
| ■ More/Less | ■ Fact Family |
| ■ Word Form | ■ Number sentence |



Developing Mathematical Fluency

- Have your child write down everything they know about the number xx?
- Have your child count by 2s, 5s, and 10s until you get to a number up to 120. What other numbers can you count by and still land on that number?
- Ask your child to find a two-digit number containing exactly one 7. What might the number be? Give as many answers as possible.
- Have your child generate a number that is greater than, less than or equal to any given number?
- How can students use a given number sentence to create and solve an addition or subtraction word problem?
- Show your child a collection of coins containing pennies, nickels, and dimes. Have them identify the coins and determine the value of the collection of coins.



Conversation Starters

- What does the equal sign represent ("is the same as")
- What are strategies students can use to add within 20? subtract?
- How can students use a given number sentence to create and solve a word problem involving addition or subtraction?
- Can you generate a number that is greater than, less than or equal to any given number?
- How can students use place value to compare whole numbers using comparative language ("is greater than, "is less than" "is equal to")?
- How can students use place value to compare whole numbers using symbols (<, >, =)?
- Can you use these ____ (snapping cubes/craft sticks) to make sets of 10?
- How can you use your sets of 10 to make 100?
- Can you compose/decompose ____ (number up to 120) using these tools?
- Using pennies, nickels and dimes, ask your child to identify the coin and name its value in cents.
- Using pennies, nickels and dimes, have your child compare the value of the coins using more than and less than.



