Grade 1 Parent Newsletter
Theme 3

Dear Parents,

Welcome to Marking Period 3. To begin this third quarter your child will explore geometry concepts. They will focus on defining attributes of shapes, they will explore how to compose new shapes, and they will partition shapes into equal shares. As the marking period continues they will continue to develop strategies to add two two-digit numbers. Students will focus on adding ones with ones and tens with tens through visual models and hands on exploration (see page 2 for examples). Students will also continue to explore the meaning of the equal sign by understanding that it symbolizes "balance".

To end the marking period your child will continue to solve word problems using strategies used throughout the school year. The problems that your child will be solving involve the use of addition and subtraction skills. The focus of these lessons is for students to explain the situation and action in the problem, instead of just "how to find the answer". The use of concrete materials is essential to be successful in problem solving.

Thank you for your support,

Your Child's Grade 1 Teacher

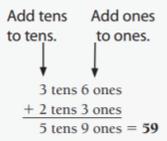### How can you help your child be successful in mathematics?

Children learn math best when they can connect math concepts and procedures to their everyday experience.

Support Fact Fluency

❖ Use a deck of cards to flip over two numbers and find the sum or difference between the numbers.
❖ While driving in the car ask students addition and subtraction problems.
For example:
-focus on **double facts**. 2+2, 3+3, 4+4, and so on.
-focus on **making ten**. Give a digit and have your child find the missing part to get to ten. Say 6, and they say 4.

When a math moment presents itself, make the most of it!

Strategies to support at home

Strategy	Purpose	What does this look like?
Identifying a shape based on attributes.	Presenting shapes to students in a variety of ways allows them to define the shape by the attribute instead of how they "typically" see it.	These are all hexagons because they all have 6 sides.
Show students partitioning circles, squares and rectangles in a variety of ways.	Students incorrectly think halves and fourths must look exactly the same (same size and shape; congruent) and may not understand that equal shares can be different shapes. **Question:** Can a rectangle be partitioned into fourths by decomposing the shape on the diagonal? The answer is YES! Read why HERE	These are fourths.
Add two-digit numbers by breaking apart or decomposing.	It is NOT a grade level expectation to teach students standard algorithm with addition. It is important for children to see the importance of place value when finding sums. Children will break apart each number and add the place values together. This will provide a strong foundation for learning other two-digit addition strategies. (see next page for specific strategies for finding sums using place value)	Add tens to tens. Add ones to ones. 3 tens 6 ones + 2 tens 3 ones 5 tens 9 ones = **59** Find 36 + 23.

Strategies to Support Student Learning

Learning to name and describe shapes based on their sides and corners will help your child recognize and classify both familiar and __unfamiliar shapes__ in school and in real life.

Triangles have 3 sides and 3 corners or vertices

Side

Vertex or corner

Rectangles have 4 sides and 4 square corners or vertices

← square corner or vertex

Squares have 4 equal sides and 4 square corners. or vertices

Hexagons have 6 sides and 6 corners. or vertices

Rhombuses have 4 equal sides and 4 vertices or corners

Composing shapes will help your child understand patterns and practice identifying shapes. It will also help prepare students to learn about equal parts and fractions.

Three Ways to Make a Hexagon

2 trapezoids   3 rhombuses   6 triangles

The trapezoids below are also made by putting together other shapes.

Two Ways to Make a Trapezoid

1 rhombus and 1 triangle   3 triangles

Divide circles, squares, and rectangles into halves and fourths. This is their introduction to fractions which they will learn in Grade 3.

whole   halves   fourths
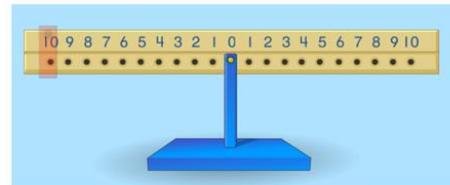
half of the whole

fourth of the whole

2 equal parts   4 equal parts

Sometimes you can show equal parts in more than one way.

You can also show unequal parts. This square shows unequal parts.

Adding with 100 with regrouping focusing on PLACE VALUE understanding. Add tens with tens and ones with ones.

$27 + 8$
$20 + 15 = 35$

$27 + 8$ ⑤ ③
$27 + ③ = 30$
$30 + ⑤ = 35$

$27 + 18$
$20 + 10 = 30$
$7 + 8 = 15$
$30 + 15 = 45$

Meaning of the equal sign

Explore with the number balance (Interactive click here)

$15 = 8 + 7$ $6 - 1 = 3 + 2$ $5 + 2 = 2 + 5$

Making Equal Groups Activity

Materials: 20 small objects (such as buttons, paper clips, or pasta shapes), paper, pencil

Keep 10 small objects and give 10 to your child. You and your child will work together to make groups that have the same totals and write number sentences about your groups.

Example:

- Place 2 buttons in one group and 5 buttons in another group. Write 2 + 5 on a sheet of paper.

- Ask your child to use his or her buttons to show the same amount with two different groups. He or she could place 4 buttons in one group and 3 buttons in another group.

- Your child should complete the number sentence you started by writing an equal sign and the number of objects in his or her groups: 2 + 5 = 4 + 3.

- To check that the number sentence is true, count to see if you both are showing the same total number of objects.

$$2 + 5 = 4 + 3$$
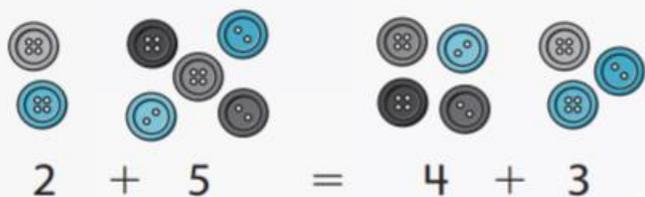
Repeat the activity several times using different totals and different numbers in the groups.

Breaking Shapes Into Equal Parts Activity

Materials: paper, pencil, scissors, and crayons or markers

Tell your child that you are going to pretend to divide food shapes into equal parts to share.

- Trace two copies of the circle and square below. Cut out each shape.

- Have your child color each shape to look like a food item. For example, a circle can be colored to look like a pizza or pancake. A square can be colored to look like a sandwich or cracker.

- Ask your child to fold one of the circles to make two equal parts so that each person sharing the "food" gets the same amount. Watch to see that your child folds the circle in half, and provide assistance as needed. Have your child trace the fold line with a crayon or marker. Ask what the equal parts are called (halves). Repeat with one of the squares.

- Then ask your child to fold the remaining circle to make four equal parts so that four people can share. Your child should fold the circle in half, and then in half again. Ask what the equal parts are called (fourths). Repeat with the remaining square.