1st Grade Math Parent Guide

	1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period
Units/TEKS **Process Standards 1.1ABCDEFG through every unit** **TEKS**	**Unit 1: Counting, Comparing, and Addition** 1.2ACEFG, 1.3BCDE, 1.4AB, 1.5ADEFG, 1.8A **Unit 3: Addition and Subtraction in Word Problems** 1.2ACD, 1.3BCDEF, 1.5ADEFG	**Continue Unit 3:** 1.2ACD, 1.3BCDEF, 1.5ADEFG, 1.8ABC **Unit 2: 2D Shapes** 1.6ABCDF **Unit 4: Data** 1.4AB, 1.5A, 1.6A, 1.8ABC	**Unit 5: Measurement** 1.5A, 1.7ABCDE **TEKS Book: Fractions** 1.6CGH, 1.7E **Unit 6: Counting, Addition, Subtraction to 20** 1.2ABC, 1.3BCDE, 1.5ADEFG, 1.7E, 1.8A **Unit 7: Patterns** 1.3B, 1.5BC **Unit 8: Counting by 1's and groups, Addition Combinations to 10** 1.2AD, 1.3DE, 1.5AF	**Continue Unit 8:** 1.2ABCDEFG, 1.3ABCDEF, 1.4C, 1.5ABCDEF **Unit 9: 2D and 3D Shapes** 1.6ABCDE **Personal Financial Literacy:** 1.9ABCD
Topic Focus	**Unit 1:** The mathematical focus of this unit is on building number sense through counting and comparing quantities, and through composing and decomposing numbers. Students will also work with the operation of addition, developing strategies for combining quantities. **Unit 3:** This unit continues to focus on counting and comparing larger quantities and on composing and decomposing numbers into several parts. There is also the added challenge of finding all the 2-addend combinations of a number. They will make sense of and develop strategies to solve addition and subtraction problems with small numbers.	**Unit 3: (continued)** **Unit 2:** This unit develops ideas about 2D and 3D shapes-their characteristics and attributes, how to compose and decompose them in different ways, and ways to sort, categorize, and name them. **Unit 4:** This unit develops ideas about collecting, representing, describing, and interpreting data.	**Unit 5:** The activities in this unit help students develop an understanding of what length is, a sense of linear measurement, and a foundation of skills for accurate linear measurement using nonstandard and standard units. **TEKS book:** The activities in this unit will help students develop an understanding of fractions, halves, and fourths. **Unit 6:** This unit continues to build on the previous units and develops ideas about counting and quantity, the composition of numbers up to 20, and the operations of addition and subtraction. **Unit 7:** This unit develops ideas about patterns, sequences, and functions, and is part of the early algebra foundation integrated into the curriculum. **Unit 8:** In this unit, students revisit the number sequence, counting to 100 and beyond, and will encounter situations that provide concrete models for counting by numbers other than 1. They will also begin to make sense of counting by groups and achieving fluency with 2-addend combinations of 10.	**Unit 8: (continued)** **Unit 9:** The mathematical focus of this unit is on: observing, describing, comparing, and building 3D shapes, developing vocabulary for naming and describing 2D and 3D shapes, and exploring the relationships between 2D and 3D shapes. **Personal Financial Literacy:** Lessons focus on vocabulary and financial literacy concepts.

Suggestions for Parental Involvement /Support	**Counting Activities:** Your child can count collections of objects. Many first graders can count quantities of about 20 to 30 accurately. With your help, your child can count even higher. Together, count sets of objects around the house such as silverware, pennies, or collections of cars or animals. You can also look in books, magazines, and newspapers for pictures that your child can count. **Calendar:** At school, we use a calendar as a tool for keeping track of time and dates. To help your child become more familiar with a calendar, hang one at home at your child's eye level, and let him or her mark the important dates in your family's life. If space allows, he or she can write or draw one thing to remember about each day. **How Many Am I Hiding?** Put 5–12 small objects in your hand. Give your child a chance to determine how many you have. Then hide some in your other hand and show your child what is left. Now ask, "How Many Am I Hiding?" Encourage your child to explain his or her thinking. After playing a few rounds with the same number, you can change the total number and start again.	**Geometry:** In first grade, students are expected to learn and use formal geometric language. While some of the vocabulary may seem difficult, students rapidly pick up formal geometric terminology when it is used in context and not in isolation. **Vocabulary:** Circle, Triangle –examples of all types of triangles, Rectangle, Square –this is also a rectangle, but with equal length sides, Rhombus, Hexagon, Vertex, Side **Describing/Drawing Shapes**: Making shapes is a great way to learn about them. Describing shapes using formal geometric vocabulary in combination makes this a very powerful tool. Ask your student, "What shape has 3 vertices and 3 straight sides? Can you draw that shape?" **Addition/Subtraction**: Students in first grade should continue to have lots of opportunities to use objects to compose different ways to make 10. Students are expected to apply basic fact strategies to add and subtract within 20 by the end of the year. This should not be a flash card activity.	**Shorter Than My Arm:** Have your child estimate which objects around the house are shorter than your child's arm. Then have your child measure them to make sure. As an extension, choose a different body part or compare two lengths. For example, can you find something that is shorter than your leg but longer than your arm? **Tens Go Fish**: Using an ordinary set of cards with all face cards removed, you can play this game. Deal out 5 cards to each player. Leave the rest in a pile. If you can make 10 with 2 of the cards in your hand, put those cards aside and draw 2 more. Then take turns asking each other for a card. We will also be playing this game in school so your child may be able to teach you! **Addition Facts and Strategies:** In first grade, students are expected to develop efficient computation strategies for addition combinations from 1 + 1 to 10 + 10. Fluency means that combinations are quickly accessible mentally, either because they are immediately known or because the calculation that is used is so effortless as to be essentially automatic. For example, thinking 8 + 9 = 8 + 10 –1. The addition problems from 1 + 1 to 10 + 10 are traditionally referred to as "addition facts". In addition, the word fact implies that something cannot be learned through reasoning. However, the sum of 7 + 8 can be determined in many ways. For example, if we know that 7 + 7 = 14, then we can add 1 more to get 15. If we know that 8 + 8 = 16, we can take away 1 and get 15. In other words, listen to your student's thinking about the numbers and number combinations. If they know an efficient strategy to learn their "facts", they will be successful.	**Build It in Parts**: Provide your child with one type of material such as toothpicks, pennies, paper clips, etc. Ask him/her to show how many ways they could arrange the objects to show a particular number. Each different combination can be displayed on a small sheet of paper. Encourage your student to "read" a number sentence to go with each design. 3 plus 3 equals 6 or 2 plus 2 plus 2 equals 6. **3-D Shape Hunt:** Shapes are everywhere. Talk with your child about the shapes you see every day. Together, you can look at everything from the shapes of buildings in your neighborhood to the shapes of boxes and cans in the supermarket. For example, "Look at that part of the building that is shaped like a trapezoid." At other times, you can ask your child to look for specific shapes: "See how many cylinders you can find while we're at the grocery store." **Say the Ten Fact**: Hold up a ten-frame card and have your child say the "ten fact". For a card with 7 dos, the response is "seven and three is ten". Later, with a blank ten-frame drawn on paper, say a number less than 10. Children start with that number and complete the "ten facts". If you say, "four", they say, "four plus six is ten".
General Resources	**Math 4 Texas:** https://www.math4texas.org/ **Graham Fletcher Progression Videos:** https://gfletchy.com/progression-videos/ **Interactive Math Glossary:** https://www.texasgateway.org/resource/interactive-math-glossary **ST Math:** sso.ems-isd.net **Khan Academy**: https://www.khanacademy.org/math			