



**Bluebonnet
Learning**
K-5 Math
EDITION 1

ENGLISH

Grade 1

Course Guide

TEACHER EDITION

Course Guide

K–5 Math Grade 1

Acknowledgment

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice

These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.



Table of Contents

GRADE 1 COURSE GUIDE

Introduction.....	2
Profile of a Grade 1 Math Learner.....	2
Collaboratively Troubleshooting Student Misconceptions.....	3
Assessment Reflection Tool.....	5
Progression of Mathematical Concepts.....	11
Sequence of Grade 1 Modules Aligned with the TEKS.....	12
Grade 1 Year-at-a-Glance.....	14
Grade 1 Scope and Sequence.....	15
Grade 1 Standards by Lesson.....	21
Grade 1 Development of Fluency.....	25
Manipulatives and Supplies Lists.....	32
Tips for Families.....	35
Bibliography.....	72



Introduction

Welcome to the Grade 1 Course Guide. This guide is designed to give Grade 1 teachers specific knowledge about the structure of the instructional materials to help them effectively transition into the program. Included in this guide is information about standards, assessment tools, the focus of each module, and ways for families to support students at home. This guide also provides background on the developmental advances that affect how students learn in Grade 1 and practical strategies for troubleshooting misconceptions collaboratively with students.

Profile of a Grade 1 Math Learner

Kindergarten and Grade 1 cover an exciting period of child development. Students' individual math abilities are rapidly changing, growing, and connecting in ways that can have a powerful influence on their learning of mathematics. To be successful with the instructional materials, students' motor, reading, one-to-one correspondence, communication, self-regulation, and peer interaction skills need to be coordinated.

It is possible that students may misunderstand or solve problems incorrectly because one or more of the requisite skills are still developing. For example, students with developing motor skills may need support manipulating tiles during activities designed to teach arrays. Their emerging reasoning and estimation skills can make it challenging for them to make bigger numbers from smaller numbers, and vice versa. Students in Kindergarten and 1 are also developing their ability to read. This can sometimes make interacting with numbers in word problems or stories more challenging for students. Due to the developing skills needed for self-regulation, students at these grade levels may find it hard to solve multi-step problems or to take turns listening and speaking with peers and teachers. Teachers help these students develop foundational skills, such as number sense, arithmetic, and problem-setting. These skills prepare students for more complex and representational math introduced later in the instructional materials. Thus, it is important for teachers to analyze students' problem-solving strategies to accurately gauge students' understanding and to use this information to tailor instruction appropriately.

The modules in the *Bluebonnet Learning K–5 Math* instructional materials are intentionally designed to effectively help teachers in Kindergarten and Grade 1 analyze students' thinking. The *Bluebonnet Learning K–5 Math* instructional materials activities support students' developmental needs by identifying potential student misconceptions and providing guidance to address these misconceptions. This ensures that students can move away from an algorithmic, rule-based version of math—which can often lead them astray as the concepts become more complex—toward a more holistic competence with mathematical reasoning.

For students to benefit from the *Bluebonnet Learning K–5 Math* instructional materials approach, they need to be provided with opportunities to engage in productive struggle. This means that students boldly and confidently learn to confront mistakes, reframe them into learning opportunities, and then move forward, deepening their mathematical reasoning throughout the year. One of the best ways to encourage students to embrace productive struggle is to promote a classroom culture of learning. A culture of learning is one in which students embrace the process of productive struggle. It is also a culture free from the common idea that “fast at math = good at math.” By creating a culture of learning and encouraging students to view challenges as an expected and even desirable part of the learning process, teachers can help students avoid a fear of math that could undermine the mathematical future of many students. Instead, students can start enjoying and feeling confident in math even if their answers do not always come quickly.



Collaboratively Troubleshooting Student Misconceptions

It is common for students to make mistakes as they build their understanding of new or difficult concepts. From a student perspective, mistakes can logically occur whenever students try to apply previous learning to new problems that require a different approach. To help students correct their thinking and develop a better understanding, teachers can identify the knowledge that students are building on when they make a mistake.

The *Bluebonnet Learning K–5 Math* instructional materials list common student mistakes for each module. Teachers can use this information to troubleshoot mistakes collaboratively with students.

As noted in the Program and Implementation Guide, *collaborative troubleshooting* is a routine to help teachers address students' misconceptions. The three steps to collaborative troubleshooting are

- (1) surface student thinking;
- (2) validate what the student did right; and
- (3) bridge to a better understanding.

In Step 1, it's helpful to ask questions to better understand what the student was thinking when they made a decision. For example, the teacher can ask, "Can you tell me more about your thinking on this problem?" or "I noticed you wrote _____. What were some of your reasons for doing that?"

In Step 2, it's helpful to point out the parts of the problem that the student understood or did correctly. That way, the student maintains their successful thinking as they retry a problem. For example, teachers can say, "I noticed you did _____ and wrote _____, and that's great because that means you understood _____."

Last, in Step 3, the teacher can build on the student's assets and bridge to a better understanding. It can help to ask guided questions that invite the student to build a stronger understanding. For example, the teacher can ask the following questions:

- "If you keep _____ [correct thinking] and changed _____ [misconception] to _____ [alternative], then what do you think might happen?"
- "What would happen if you did _____ instead of _____?"
- "If _____ [correct thinking] is true, then how does that thinking affect _____ [misconception]?"

In practice, this routine may look and sound like the following teacher–student dialogue, which is based on a misconception for Grade 1 Module 1 Topic D that is listed in the Module Overview.

Note: Teachers can adapt this sample dialogue to other misconceptions listed in the Module Overview.



Scenario: A student relies on counting all to find the total. The student believes they must count each object shown or start the count from 1 instead of counting on from recognizable parts. The teacher has a one-on-one discussion with the student.

Step 1: Surface student thinking.

T: How do you know that 6 plus 3 equals 9?

S: I count both parts: 1, 2, 3, 4, 5, 6, (pause), 7, 8, 9.

Step 2: Validate what the student did right.

T: You are right. 6 plus 3 equals 9. What number sentence can we use to represent this work?

S: $6 + 3 = 9$.

T: (Write the number sentence.)

Step 3: Bridge to a better understanding.

T: What parts did you join together?

S: 6 and 3.

T: Which part is greater?

S: 6.

T: Let's use a number card to help us know what number to start with.
(Show the numeral card.)

T: How many more do we need to count on?

S: 3.

T: (Place the dot card next to the numeral card). Use the cards to count on.
Touch and count, starting from 6.

S: Siiiix (touch 6), 7, 8, 9. (Touch each dot as it is counted).

T: What do you notice about the cards?

S: I see 6 and 3 more dots. It matches the number sentence.

T: Yes! We started with 6 and counted on 3 more. The cards represent $6 + 3$.

T: How is counting on more efficient than starting at 1?

S: Counting on is faster. When we count on, we don't have to say all the numbers.



Assessment Reflection Tool

An assessment reflection can be powerful in helping to surface student thinking and in helping students to monitor and track their own growth. It can also help students anticipate and process any thoughts they may have about completing an assessment.

The Assessment Reflection Tool can help teachers guide discussions both prior to and after an assessment. These discussions help the teacher promote a culture of productive struggle as students go into testing. These discussions also support students' needs after testing and give students the opportunity to reflect on their progress and learn from their mistakes after an assessment.

Grades K–1				
		Teacher Says or Does	Students Say or Do	Teacher Says or Does
Pre-assessment	Opening Discussion	Hand out the Pre-assessment Reflection.	Students discuss their choices with a partner or in their groups to help them be comfortable sharing out whole group.	Collect the Pre-assessment Reflection.
		Collect pages from the Student Edition that align to the assessment tasks. Display these pages to guide students through each of the topics. (See the Pre-assessment Projection example.) (Point to the Pre-assessment Reflection.) Say, “Think about the math assessment we are taking tomorrow. Using the pictures on your paper, circle the one that represents your learning on each topic.”		Say, “I have heard a lot of your responses. I am excited to see everything you have learned and what we need to work on next. Remember, this assessment is just to see where you are, so that I can help you learn.”

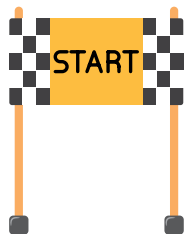


Grades K–1			
Teacher Says or Does		Students Say or Do	Teacher Says or Does
Post-assessment Reflection	Upon completion of the assessment, complete the Post-assessment Reflection for each student. Fill in the “Student Step” column of the handout for each topic. (See the Post-assessment Reflection Example.) In this column, include the student’s Progression Toward Proficiency score for each topic on their assessment. Also include a checkmark if the student shows proficiency or a note if the student needs practice.	Students circle the appropriate drawing to indicate their reflections on each of the topics.	Walk around and monitor student responses. Take the opportunity to have one-on-one conversations with any students who need support.
			Say, “I can see you marked thumbs down for this topic. Why?”
			Listen to and acknowledge student responses.
			Say, “We are going to work together to help you understand where the mistakes came from. Mistakes are important because they help us grow.”

Grades K–1		
	Teacher Says or Does	Students Say or Do
Honoring Mistakes	Say, “I’d like to call out some good things I saw. I saw all the work and the thinking that you put into this assessment. Remember, it is also okay for you to be confused or unsure about some things on the assessment. We will work together to help you keep learning.” Ask, “What is something you did really well, or that you’re really proud of on this assessment?” Refer to the Collaboratively Troubleshooting Student Misconceptions to help guide students through their assessments and clear up misconceptions.	



Post-Assessment Projection Example



I did not know where to start.



The pictures were confusing to me.



I did not understand the question.



I did not know certain words.



I understood all parts of this topic.

Pre-assessment and Post-assessment Reflection Tools

Pre-assessment Reflection			
Topics	How do you feel about what you have learned about this topic?		
			
			
			
			

Post-assessment Reflection		
Topics	Student Step (filled in by teacher)	Planning for the Future
		    
		    
		    
		    



Progression of Mathematical Concepts

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	1st QUARTER	2nd QUARTER	3rd QUARTER	4th QUARTER
1st TRIMESTER	M1: Numbers to 10 (41 days)	M1: Sums and Differences to 10 (43 days)	M1: Sums and Differences to 100 (9 days) M2: Addition and Subtraction of Length Units (11 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 (22 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (23 days)	M1: Place Value and Decimals (19 days)		M2: Multi-Digit Whole Number and Decimal Operations (37 days)	M4: Multiplication and Division of Fractions (30 days)	M6: Problem Solving with the Coordinate Plane and Data (38 days)
2nd TRIMESTER	M2: Two-Dimensional and Three-Dimensional Shapes (10 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (33 days)	M3: Place Value, Counting, and Comparison of Numbers to 1,200 (22 days)	M2: Place Value and Problem Solving with Units of Measure (31 days)	M2: Unit Conversions and Problem Solving with Metric Measurement (10 days)			M3: Multi-Digit Multiplication and Division (38 days)	M5: Fraction Equivalence, Ordering, and Operations (35 days)	
3rd TRIMESTER	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (33 days)	M3: Ordering and Comparing Length Measurements as Numbers (13 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (30 days)	M3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 (26 days)	M4: Angle Measure and Plane Figures (20 days)	M3: Addition and Subtraction of Fractions (18 days)				
	M4: Number Pairs, Addition and Subtraction to 10 (44 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (23 days)	M5: Addition and Subtraction Within 1,000 with Word Problems Within 1,000 (23 days)	M4: Multiplication and Area (10 days)	M5: Fraction Equivalence, Ordering, and Operations (35 days)	M4: Multiplication and Division of Fractions (30 days)				
	M5: Numbers 10–20, Counting to 100, and Understanding Work (31 days)	M5: Identifying, Composing, and Partitioning Shapes (18 days)	M6: Foundations of Multiplication, Division, and Area (22 days)	M5: Fractions as Numbers on the Number Line (36 days)	M6: Introduction to Decimals and Financial Literacy (22 days)	M5: Addition and Multiplication with Volume and Area (23 days)				
	M6: Analyzing, Comparing, and Composing Shapes (6 days)	M6: Place Value, Comparison, Understanding Income with Addition and Subtraction to 100 (35 days)	M7: Problem Solving with Length, Money, and Data (29 days)	M6: Financial Literacy and Data (17 days)	M7: Exploring Measurement with Multiplication and Data (17 days)					
			M8: Time, Shapes, and Fractions as Equal Parts of Shapes (19 days)	M7: Geometry and Measurement Word Problems (23 days)						

Key:

Number	Geometry	Number and Geometry, Measurement	Fractions
--------	----------	----------------------------------	-----------

Sequence of Grade 1 Modules Aligned with the TEKS

Module 1: Sums and Differences to 10

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20

Module 3: Ordering and Comparing Length Measurements as Numbers

Module 4: Place Value, Comparison, Addition and Subtraction to 40

Module 5: Identifying, Composing, and Partitioning Shapes

Module 6: Place Value, Comparison, Understanding Income with Addition and Subtraction to 100

Summary of Year

Grade 1 mathematics is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in a hundred, tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) composing, decomposing, and reasoning about attributes of geometric shapes.

Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction, largely within the context of Grade 1 word problem types. Students intentionally and energetically begin building fluency with addition and subtraction facts—a major gateway to later grades.

In Module 2, students add and subtract within 20. Work begins by modeling adding and subtracting across ten in word problems and with equations. Solutions involving decomposition and composition, like the example for $8 + 5$ to the right shows, reinforce the need to make 10. In Module 1, students grouped 10 objects, saw numbers 0 to 9 in relationship to ten, added to make ten, and subtracted from ten. They now transition to conceptualizing ten as a single unit (e.g., by using 10 linking cubes joined together). This transition is the next major stepping stone in understanding place value—learning to group 10 ones as a single unit, 1 ten. Learning to complete a unit empowers students in later grades to understand renaming in the addition algorithm, to mentally add numbers like 298 and 35 (i.e., $298 + 2 + 33$), and to add measurements like 4 m, 80 cm, and 50 cm (i.e., $4 \text{ m} + 80 \text{ cm} + 20 \text{ cm} + 30 \text{ cm} = 4 \text{ m} + 1 \text{ m} + 30 \text{ cm} = 5 \text{ m } 30 \text{ cm}$).

Module 3, which focuses on measuring to compare lengths by iterating both standard and non-standard length units, gives students a few weeks to practice and internalize making a 10 during daily fluency activities. Students will first measure with standard units, such as centimeter cubes, before measuring with non-standard units, such as paper clips. Emphasizing non-standard units too early may defeat the purpose it is intended to achieve by interfering with students' development of basic measurement concepts (such as no gaps, no overlaps), which are required to understand the need for standard units. The final topic of this

Tom only has 8 goldfish and 5 angelfish. How many fish does Tom have in all?

Goldfish Angelfish

$8 + 5 = 13$

2 3

10 fish + 3 fish = 13 fish



module provides students the opportunity to apply their addition and subtraction strategies as they represent and interpret data sets.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a ten as a unit that can be counted, which is first introduced at the end of Module 2. Students begin to see a problem like $23 + 6$ as an opportunity to separate the 2 tens in 23 and concentrate on the familiar addition problem $3 + 6$. So, students further recognize that adding numbers like 28 and 5 is related to adding 8 and 5; 5 is first decomposed into 3 and 2, 2 completes a unit of ten, and then 3 more is added to find the total of 33.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice working with addition and subtraction during daily fluency activities. This module is strategically placed between two intense number-based modules to provide students with time to internalize learning. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Module 6 builds on the place value understanding from previous modules. Students extend their understanding of tens and ones to mentally find 10 more and 10 less, compare numbers to 100, and count and write numbers to 120. They name a hundred as a new place value unit and compose and decompose numbers within 120 by using both concrete and pictorial representations. Students identify coins and their values, apply their understanding of tens and ones to explore decomposition of coins, and add a mixed set of coins. They also explore income and gifts, spending and saving, needs and wants, and charitable giving. Students will continue their work of adding and subtracting within 20 in the context of financial literacy. At the end of this module, students work with varied problem types. These include the challenging *compare with bigger or smaller unknown* problems, in which the words *more* and *less* suggest the incorrect operation.



Grade 1 Year-at-a-Glance

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Sums and Differences to 10	Introduction to Place Value Through Addition and Subtraction Within 20	Ordering and Comparing Length Measurements as Numbers	Place Value, Comparison, Addition and Subtraction to 40	Identifying, Composing, and Partitioning Shapes	Place Value, Comparison, Understanding Income with Addition and Subtraction to 100
43 days	33 days	13 days	23 days	18 days	35 days
1.2A	1.2A	1.3B	1.2A	1.6A	1.2B
1.3B	1.2B	1.5D	1.2B	1.6B	1.2C
1.3C	1.2C	1.7A	1.2C	1.6C	1.2D
1.3D	1.2D	1.7B	1.2D	1.6D	1.2E
1.3E	1.3B	1.7C	1.2E	1.6E	1.2F
1.3F	1.3C	1.7D	1.2F	1.6F	1.2G
1.5D	1.3D	1.8A	1.2G	1.6G	1.3A
1.5E	1.3E	1.8B	1.3A	1.6H	1.3B
1.5F	1.3F	1.8C	1.3B	1.7E	1.3D
1.5G	1.5C		1.3D		1.4A
	1.5D		1.3E		1.4B
	1.5E		1.3F		1.4C
	1.5F		1.4A		1.5A
	1.5G		1.5A		1.5B
			1.5B		1.5C
			1.5C		1.5D
			1.5D		1.9A
					1.9B
					1.9C
					1.9D

Boldface = Focus Standard



Grade 1 Scope and Sequence

Bluebonnet Learning K–5 Math Instructional Materials: Grade 1 Scope and Sequence			
Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 1: Sums and Differences to 10	A: Embedded Numbers And Decompositions B: Counting On from Embedded Numbers C: Addition Word Problems D: Strategies for Counting On E: The Commutative Property of Addition and the Equal Sign F: Development of Addition Fluency Within 10	Students add and subtract numbers to 10. In this module, the emphasis is on progressing toward fluency with addition and subtraction. Students will: - Learn how to break apart a total into two parts, or addends, and begin to understand that a number can be broken apart in multiple ways. - Use number bonds and addition expressions to model how two parts make a total. - Connect mathematics to real-world situations by making sense of problems, and by choosing and applying tools and strategies to solve problems when one addend is unknown. - Use 5-group cards to track the count as they count on from one addend to the total. - Focus on the equal sign and the position of addends in an equation to count on from the larger number. - Recognize doubles and doubles plus 1 as they analyze an addition chart to find patterns and structures (such as 5-groups, plus ones, doubles, sums equal to 10, etc.). - Relate addition to subtraction with the use of missing addends.	TEKS MPS 1.1E 1.1F TEKS 1.2A 1.3B 1.3C 1.3D 1.3E 1.3F 1.5D 1.5E 1.5F 1.5G
	Mid-Module Assessment Task		
	G: Subtraction as an Unknown Addend Problem H: Subtraction Word Problems I: Decomposition Strategies for Subtraction J: Development of Subtraction Fluency Within 10		ELPS 1.A 1.D 1.E 1.F 2.C 2.E 2.I 3.B 3.C 3.D 3.E 3.F 3.G 3.H 4.C 4.D 4.F 4.G 5.B 5.F
	End-of-Module Assessment Task		
	Assessments: 2 Lessons days: 39 Assessment days: 4 Total instructional days: 43		

Grade 1 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20	A: Counting On or Making Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problems Mid-Module Assessment Task B: Counting On or Taking from Ten to Solve <i>Result Unknown</i> and <i>Total Unknown</i> Problems C: Strategies for Solving <i>Change</i> or <i>Addend Unknown</i> Problems D: Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones	Students learn about addition and subtraction up to 20. They use strategies such as <i>count on</i> , <i>make ten</i> , and <i>take from ten</i> to solve addition and subtraction problems with teen numbers. Students will: - Solve addition problems with addends of 7, 8, and 9 using the <i>make ten</i> strategy, which involves breaking apart the smaller number before adding to make a unit of ten. For example, $9 + 4$ can be thought of as $9 + 1 + 3$ and, finally, $10 + 3$. - Determine whether it is more efficient to use counting on or the <i>make ten</i> strategy to solve an addition problem. - Solve word problems involving three addends (numbers). - Change the order of addends in an addition problem to make ten (for example, $1 + 5 + 9 = 9 + 1 + 5 = 10 + 5 = 15$). - Subtract 7, 8, and 9 from teen numbers using the <i>take from ten</i> strategy, which involves breaking apart the larger number before subtracting from a unit of ten. For example, $16 - 9$ can be thought of as $6 + 10 - 9$, and, finally, $6 + 1$. - Solve word problems involving subtraction of 9 from 10 ones to make a simpler problem. - Use 5-group formations (rows) and number bonds to model subtracting 7, 8, and 9 from teen numbers. - Solve a variety of word problems using addition and subtraction strategies. - Work to understand the equal sign and solve equivalent expressions to make true number sentences. - Learn about a unit made from 10 ones and name it a ten. - Understand that teen numbers are made of a ten and some ones (e.g., 11 is 1 ten and 1 one; 12 is 1 ten and 2 ones) and apply this new knowledge when solving addition and subtraction problems.	TEKS MPS 1.1D 1.1F TEKS 1.2A 1.2B 1.3B 1.3C 1.3D 1.3E 1.3F 1.5D 1.5E 1.5F 1.5G 1.2C 1.2D 1.5C ELPS 1.A 2.C 2.E 2.I 3.D 3.E 3.H 4.C 4.G 5.B
	End-of-Module Assessment Task Assessments: 2 Lessons days: 29 Assessment days: 4 Total instructional days: 33		



Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 3: Ordering and Comparing Length Measurements as Numbers	A: Standard Length Units B: Non-Standard and Standard Length Units C: Data interpretation End-of-Module Assessment Task Assessments: 1 Lessons days: 11 Assessment days: 2 Total instructional days: 13	Students are introduced to the idea of measuring with a length unit, gaining a new level of precision with the concepts of <i>longer than</i> and <i>shorter than</i>. They measure the length of objects using standard length units, such as centimeter cubes, and nonstandard length units, such as paper clips. To close out the module, students engage in an exploration of data collections and interpretation. Students will: - Place centimeter cubes end to end along the length of an object with no gaps or overlaps, learning that the total number of cubes represents the length of that object in centimeters. - Compare lengths by using statements such as, “The pencil measures 10 centimeters. The crayon measures 6 centimeters. So, the pencil is longer than the crayon.” - Order objects from shortest to longest before and after measuring them. - Understand the usefulness and importance of using same-sized length units when measuring. - Measure objects using nonstandard units (e.g., paper clips and toothpicks) and answer questions such as, “If Bailey uses paper clips and Maya uses toothpicks and they both measure the same items in our classroom, will they be able to compare their measurements?” - Solve word problems related to length. - Learn how to collect data, organize the data in graphs and tables, and interpret the data. - Use tally marks as an efficient counting strategy. - Ask and answer questions about data presented in graphs and tables. - Solve word problems about sets of data.	TEKS MPS 1.1E 1.1F 1.1G TEKS 1.3B 1.5D 1.7A 1.7B 1.7C 1.7D 1.8A 1.8B 1.8C ELPS 1.A 2.C 2.E 2.F 2.I 3.E 3.F 3.G 3.H 4.F 4.G 5.B



Grade 1 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 4: Place Value, Comparison, Addition and Subtraction to 40	A: Tens and Ones B: Comparison of Pairs of Two-Digit Numbers Mid-Module Assessment Task C: Addition of Tens or Ones to a Two-Digit Number D: Varied Problem Types Within 20	Students focus on the role of place value when adding and subtracting numbers to 40. Students will: - Explore numbers comprised of multiple tens and ones (e.g., 27, 33, 37) using linking cubes, fingers, dimes and pennies, and the place value chart. - Identify 1 more, 1 less, 10 more, and 10 less than a two-digit number as they learn to add or subtract like units. - Use comparison symbols greater than ($>$), less than ($<$), and equal to ($=$) to compare quantities. - Compare numbers from left to right (from the tens place to the ones place) and order numbers using an open number line. - Learn about adding and subtracting tens using concrete models, quick tens, and number bonds as methods for representing their thinking. - Add one-digit and two-digit numbers by using familiar strategies, such as the <i>count on</i> strategy and the <i>make ten</i> strategy. - Begin labeling drawings with numerals and using strip diagrams to model word problems with an unknown total or part.	TEKS MPS 1.1C 1.1E 1.1G TEKS 1.2B 1.2C 1.2D 1.2E 1.2F 1.2G 1.3A 1.3B 1.3D 1.3E 1.3F 1.5A 1.5B 1.5C 1.5D 1.2A 1.4A
	End-of-Module Assessment Task Assessments: 2 Lessons days: 19 Assessment days: 4 Total instructional days: 23		ELPS 1.B 1.E 1.F 2.C 2.E 2.I 3.D 3.E 3.F 3.H 4.C 4.F 4.G 5.B 5.G



Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 5: Identifying, Composing, and Partitioning Shapes	A: Attributes of Shapes B: Part–Whole Relationships Within Composite Shapes C: Halves and Quarters of Rectangles and Circles D: Application of Halves to Tell Time End-of-Module Assessment Task Assessments: 1 Lessons days: 16 Assessment days: 2 Total instructional days: 18	Students explore two- and three-dimensional geometric shapes, identifying their attributes as they describe, sort, and classify shapes. They explore how smaller shapes can be combined to create new, larger shapes. Students also discover how shapes can be partitioned, or divided, into equal parts such as halves, fourths, or quarters. Students come to understand that the more equal parts they use to make a whole, the smaller the parts become. They connect their understanding of halves to telling time to the hour and to the half hour. Students will: - Reason about differences between examples and non-examples of various shapes to clarify each shape’s defining attributes. - Find and name two- and three-dimensional shapes based on defining attributes. - Create composite shapes from two- and three-dimensional shapes and name the smaller shapes that form the larger whole. - Identify parts of composite shapes as equal or unequal, and name two equal parts of a whole as halves and four equal parts of a whole as quarters, or fourths. - Make a paper clock by partitioning a circle and using their understanding of halves to tell time to the hour and to the half hour. - Tell time on both analog and digital clocks.	TEKS MPS 1.1A 1.1B 1.1E TEKS 1.6A 1.6B 1.6C 1.6D 1.6E 1.6F 1.6G 1.6H 1.7E ELPS 1.E 1.F 2.C 2.D 2.E 2.I 3.D 3.E 3.G 3.J 4.F 4.G 5.B 5.G



Grade 1 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 6: Place Value, Comparison, Understanding Income with Addition and Subtraction to 100	A: Comparison Word Problems B: Numbers to 120 Mid-Module Assessment Task C: Coins and Their Values D: Income and Responsible Spending E: Varied Problem Types Within 20 End-of-Module Assessment Task F: Culminating Experiences Assessments: 2 Lessons days: 31 Assessment days: 4 Total instructional days: 35	Students combine their learning from Module 1 through Module 5 to learn the most challenging Grade 1 standards and celebrate their progress. They extend their understanding of comparative word problems and numbers to 120 as well as their tens and ones skills. Students use their knowledge of tens and ones to explore the values of coins. For example, they might represent 25 cents using 1 quarter, 25 pennies, 2 dimes and 1 nickel, or 1 dime and 15 pennies. Students continue their work adding and subtracting within 20 in the context of financial literacy. Students will: - Learn how to use a double strip diagram to compare two sets of items and solve word problems. - Identify numbers to 120 using standard form (e.g., 118) and unit form of tens and ones (e.g., 11 tens 8 ones). - Use words or comparison symbols $>$, $<$, and $=$ to compare numbers and identify 10 more, 10 less, 1 more, and 1 less than a two-digit number. - Learn to add and subtract multiples of 10 and one-digit numbers, and learn to add two-digit numbers using concrete and pictorial representations. - Order whole numbers using place value and open number lines. - Learn to recognize the penny, nickel, dime, and quarter, state the value of each coin, and use the cent symbol when counting and recording the value of coins. - Discover the difference between income and gifts, spending and saving, needs and wants, and explore charitable giving. - Work with varied problem types, sharing and explaining their strategies and reasoning.	TEKS MPS 1.1A 1.1B 1.1C 1.1D 1.1G TEKS 1.2B 1.2C 1.2D 1.2E 1.2F 1.2G 1.3A 1.3B 1.3D 1.4A 1.4B 1.4C 1.5A 1.5B 1.5C 1.5D 1.9A 1.9B 1.9C 1.9D ELPS 1.A 1.E 1.F 2.C 2.D 2.E 2.J 3.C 3.E 3.G 3.H 3.J 4.C 4.E 4.F 4.G 5.B 5.G
	Total instructional days: 165		



Grade 1 Standards by Lesson

Grade 1 Mathematical Process Standards by Lesson per Module

Standard	M1 Lessons	M2 Lessons	M3 Lessons	M4 Lessons	M5 Lessons	M6 Lessons
1.1A	36				1–8	1, 2, 28, 29
1.1B					1, 2, 6–16	23–27
1.1C				16–18		13
1.1D		4, 5, 9, 16–20, 26		1, 8		3, 5–9, 14, 18–20, 22
1.1E	3, 13, 17, 18, 24, 30–32	25	1, 3, 6, 8	3–5, 7, 15	10–16	4, 12
1.1F	1–12, 14–16, 19–29, 33–39	1–3, 6–8, 10–15, 21–24, 27–29	4, 7, 9–11	1, 2, 6, 8–11, 14, 19	9	10, 15–17, 21
1.1G			2, 5	12, 13		11, 30



Grade 1 TEKS by Lesson per Module

Standard	M1 Lessons	M2 Lessons	M3 Lessons	M4 Lessons	M5 Lessons	M6 Lessons
1.2A	1–39	1, 4, 8, 12, 14, 15, 17, 26, 27		1–13		
1.2B		26–29		1–13		3–14
1.2C				1–7		3–14
1.2D				1–7		3–14
1.2E				8–13		3–14
1.2F				8–13		3–14
1.2G				8–13		3–14
1.3A				14, 15		3–14
1.3B	1–13, 25–32	1–10, 12–29	4–10	16–19		1, 2, 28–30
1.3C	21–24	1–12, 14, 18				
1.3D	1–39	1–29	5–11	14, 15		31
1.3E	4–16, 21–24, 33–39	1–24, 27–29		14–19		
1.3F	9–13	11, 14, 15, 21, 22, 28		16–19		
1.4A				1–7		15–24
1.4B						15–24
1.4C						15–24
1.5A				1–7		3–14
1.5B				1–7		3–24
1.5C				1–7		3–14
1.5D	1–13, 25–32	1, 3, 6, 11–13, 20–24, 28, 29	6–11	16–19		1, 2, 28–30
1.5E	17–20	7, 10, 25, 27–29				
1.5F	14–16, 28–32	4, 6–11, 13–25, 27, 28				
1.5G	4–16, 21–24, 33–39	1, 2, 6				
1.6A					4, 5	
1.6B					2, 4	
1.6C					2, 3, 7	



Standard	M1 Lessons	M2 Lessons	M3 Lessons	M4 Lessons	M5 Lessons	M6 Lessons
1.6D					2–5	
1.6E					6–8	
1.6F					7, 8	
1.6G					10–12	
1.6H					11	
1.7A			1–7			
1.7B			2–7			
1.7C			5, 6			
1.7D			2–6			
1.7E					13, 14	
1.8A			8–11			
1.8B			10, 11			
1.8C			10, 11			
1.9A						25–27
1.9B						25–27
1.9C						25–27
1.9D						27



Grade 1 English Language Proficiency Standards by Lesson per Module

Standard	M1 Lessons	M2 Lessons	M3 Lessons	M4 Lessons	M5 Lessons	M6 Lessons
1.1A	3, 28–32	26–29	8–11			15–24
1.1B				1–7		
1.1D	38, 39					
1.1E	17–20			14, 15	15	1, 2, 31
1.1F	21–24, 33–37			1–7	2, 3	15–24
1.2C	1–13	1–21	7	1–13, 16–19	3–6, 13	3–14, 25–27
1.2D					10	11, 15–18
1.2E	4–8, 14–24, 28–32	1–11, 26–29	5–7	1–15	1, 2, 7	3–27
1.2F			10, 11			
1.2I	1–39	1–29	1–7	1–19	6	1–24, 28–30
1.3B	33–37					
1.3C	14–20, 25–27, 38, 39					3–14
1.3D	1–3, 9–13	1–11		16–19	7	
1.3E	1–37	1–25	1, 4, 7	1–19	5, 11, 14	3–30
1.3F	4–8, 28–37		11	1–7, 14, 15		
1.3G	4–13, 21–24		1–4		14	3–14, 31
1.3H	25–27, 33–39	1–29	5–7	16–19		15–27
1.3J					1	15–24
1.4C	14–16	22–29		1–7		3–14
1.4D	21–27					
1.4E						1, 2, 28–30
1.4F	4–13		1–4	14–19	2–4, 6, 10, 13	28–30
1.4G	1–39	1–29	1–11	1–19	7, 8	1, 2
1.5B	14–39	1–29	2–11	8–13	12	15–27
1.5F	38, 39					
1.5G				14–19	1	1, 2, 28–30



Grade 1 Development of Fluency

Overview

Fluency activities are designed to promote automaticity and flexibility by engaging students in ways that build fluency from conceptual understanding. The fluency activities in each lesson provide students with strategic learning opportunities to develop their proficiency with specific TEKS. While all TEKS are included in the instructional materials, some TEKS may not be practiced in a fluency activity.

Fluency Year-at-a-Glance

For specific TEKS descriptions and student expectations, refer to the relevant Fluency Close-Up tables.

Grade 1	Module						
TEKS	1	2	3	4	5	6	ADSY
1.2A	•	•		•		•	•
1.2B	•	•		•		•	•
1.2C	•	•	•	•			•
1.2D	•	•	•	•		•	•
1.2E		•	•	•		•	•
1.2F				•			•
1.2G				•		•	
1.3A		•		•		•	•
1.3B		•	•				•
1.3C	•	•	•	•			•
1.3D	•	•	•	•	•	•	•
1.3E		•	•			•	
1.3F			•				
1.4A				•	•	•	•
1.4B						•	
1.4C				•	•	•	•
1.5A	•	•	•	•	•	•	•
1.5B	•	•	•	•	•	•	•
1.5C		•		•		•	•
1.5D							•
1.5E		•			•	•	•
1.5F		•					•

Grade 1	Module						
TEKS	1	2	3	4	5	6	ADSY
1.5G	•	•	•	•	•	•	•
1.6A							
1.6B							
1.6C							
1.6D					•	•	
1.6E					•	•	
1.6F							
1.6G							
1.6H							
1.7A							
1.7B							
1.7C			•				
1.7D							
1.7E						•	
1.8A							
1.8B							
1.8C							
1.9A							
1.9B							
1.9C							
1.9D							



Fluency Close-Up

Numbers and Operations

The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

TEKS	Module	Lessons
1.2A	1	1
	2	12, 14–16, 27–29
	4	1–4, 6, 10, 12, 15
	6	4, 9, 27
	ADSY	11–15, 17, 19, 22
1.2B	1	33, 38–39
	2	11, 18–19, 21–22, 27–29
	4	3, 6, 10, 12, 15
	6	22, 24
	ADSY	1, 3, 12, 14–15, 17–18, 22
1.2C	1	38
	2	1
	3	11
	4	14, 17–18
	ADSY	11, 20
1.2D	1	4
	2	1, 4, 10
	3	1
	4	8–11, 13, 18
	6	14
	ADSY	14–16, 20, 24

TEKS	Module	Lessons
1.2E	2	13
	3	4, 10
	4	12, 17
	6	3, 7, 10, 12, 14
	ADSY	15, 19
1.2F	4	12–13
	ADSY	15
1.2G	4	13
	6	5, 13, 15–16, 18



The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

TEKS	Module	Lessons
1.3A	2	12
	4	14
	6	28
	ADSY	20–21, 25
1.3B	2	19–20
	3	4
	ADSY	2–3
1.3C	1	13–14, 16, 20, 30, 32, 36–38
	2	1–10, 12, 14, 18
	3	5, 11
	4	5
	ADSY	3–5, 8–10
1.3D	1	5–12, 15–26, 29–31, 33–36, 38
	2	1–26, 28–29
	3	1–11
	4	1–5, 7, 9, 11–12, 14, 17–19
	5	1–16
	6	1–7, 9–10, 12–24, 28–30
	ADSY	1–6, 8, 10–14, 16–17, 19–24
1.3E	2	1, 13, 20, 29
	3	1–2, 5, 8
	6	20–21, 23
1.3F	3	2, 5, 8



The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:

TEKS	Module	Lessons
1.4A	4	1–4, 7
	5	6, 9
	6	10, 12–13, 19, 22, 24–26
	ADSY	11–13, 19, 24
1.4B	6	19, 22, 24, 26
1.4C	4	3–4, 6, 10
	5	6, 9
	6	10, 12–13, 25–27
	ADSY	13, 19, 24–25

Algebraic Reasoning

The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

TEKS	Module	Lessons
1.5A	1	2–4, 6–7, 9–11, 14–16, 21, 28–29, 32, 36–37
	2	4
	3	3, 5–6, 8
	4	3–4, 13, 17
	5	10, 14–16
	6	1–2, 6, 8, 11, 19
	ADSY	7, 13, 19, 23



TEKS	Module	Lessons
1.5B	1	8, 13–14, 18, 20, 22–24, 27, 29–31
	2	6, 8, 16, 22, 24, 26, 29
	3	2–6, 8
	4	1, 19
	5	11, 14–16
	6	1–2, 25–27
	ADSY	6–8, 10, 17–18, 25
1.5C	2	11, 26–27
	4	4–5, 7–11, 15–18
	6	6, 8, 11, 14, 28
	ADSY	13–16, 18–20, 23–25
1.5D	ADSY	25
1.5E	2	7, 9, 15, 25
	5	1–5, 12
	6	5, 13, 15–18
	ADSY	10
1.5F	2	1–3, 5–9
	ADSY	1–3, 5–6, 10, 18
1.5G	1	20, 27, 32
	2	2–10, 16–24, 28–29
	3	2–10
	4	1–5, 7, 9, 11–12, 15–19
	5	15–16
	6	17
	ADSY	5, 8, 10–14, 16–18, 20, 24–25



Geometry and Measurement

The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

TEKS	Module	Lessons
1.6A	N/A	N/A
1.6B	N/A	N/A
1.6C	N/A	N/A
1.6D	5	7–8
	6	30
1.6E	5	7–8
	6	30
1.6F	N/A	N/A
1.6G	N/A	N/A
1.6H	N/A	N/A

The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

TEKS	Module	Lessons
1.7A	N/A	N/A
1.7B	N/A	N/A
1.7C	3	7–8
1.7D	N/A	N/A
1.7E	6	29

Data Analysis

The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

TEKS	Module	Lessons
1.8A	N/A	N/A
1.8B	N/A	N/A
1.8C	N/A	N/A

Personal Financial Literacy

The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

TEKS	Module	Lessons
1.9A	N/A	N/A
1.9B	N/A	N/A
1.9C	N/A	N/A
1.9D	N/A	N/A



Manipulatives and Supplies Lists

GRADE 1 MANIPULATIVES LIST		
Qty.	Item(s)	Description
1	5-group cards	<i>demonstration set</i>
1	20-bead Rekenrek	
1	100-bead Rekenrek	
500	Centimeter cubes	<i>(20 per student, 20 per teacher)</i>
250	Counting bears	<i>(10 per student, 10 per teacher)</i>
1	Demonstration clock	
255	Dimes	<i>plastic (10 per student, 15 per teacher)</i>
24	Dot dice	
12	Geometric solids	
2	Place value cards	<i>basic student sets</i>
1	Place value cards	<i>demonstration set</i>
1000	Linking cubes	<i>assorted colors</i>
252	Nickels	<i>plastic (10 per student, 12 per teacher)</i>
25	Pattern block sets	<i>2 hexagons, 6 squares, 6 triangles, 2 trapezoids, 2 rhombuses, 2 tan rhombuses (1 set per student, 1 set per teacher)</i>
620	Pennies	<i>plastic (25 per student, 20 per teacher)</i>
25	Quarters	<i>plastic (1 per student, 1 per teacher)</i>
24	Rulers	<i>inch and metric</i>
240	Two-color counters	<i>(10 per student)</i>



GRADE 1 SUPPLIES LIST		
Qty.	Item(s)	Description
25	Bag	<i>brown paper</i>
75	Bags	<i>plastic, zip-top</i>
500	Beads	<i>250 of one color, 250 of another color</i>
240	Beans	<i>painted white on one side and red on the other side</i>
1	Bin	<i>small to hold manipulatives</i>
9	Books	<i>various sizes</i>
1	Box	<i>small</i>
24	Brad fasteners	
1	Can	<i>10.5 oz</i>
50	Cardstock	<i>Sheets of cardstock</i>
1	Chart paper	<i>Tablet of chart paper</i>
24	Clipboards	
1	Coin	<i>dollar</i>
2	Colored paper	
24	Colored pencils	<i>sets</i>
1	Container	<i>opaque</i>
12	Containers	<i>Small plastic containers to hold coins (1 per student pair)</i>
48	Crayons	<i>(2 per student)</i>
1	Document camera	
24	Dry erase markers	
25	Egg cartons	<i>Cut to only 10 slots</i>
25	Folders	
24	Glue sticks	<i>jumbo</i>
24	Glue sticks	<i>small</i>
24	Highlighters	
24	Hundreds charts	
24	Markers	<i>sets</i>
100	Paper	<i>Sheets of blank paper</i>
500	Paper clips	<i>large (20 per student, 20 per teacher)</i>
500	Paper clips	<i>small (20 per student, 20 per teacher)</i>
24	Pencils	<i>unsharpened</i>
22	Personal white boards	<i>Build from 1 white cardstock, 1 red cardstock, and 1 sheet protector per student</i>



GRADE 1 SUPPLIES LIST

Qty.	Item(s)	Description
150	Pipe cleaners	
24	Popsicle sticks	<i>or tongue depressors, jumbo</i>
13	Privacy folders	<i>large (1 per student pair, 1 per teacher)</i>
1	Projector	
—	Real-world three-dimensional shapes	<i>assortment, such as dice, plastic or paper containers, and party hats</i>
24	Scissors	
1	Sticky notes	<i>Pad of sticky notes</i>
1	Stopwatch	<i>optional</i>
25	Straw kits	<i>2 full-length, 3 half-length, and 2 quarter-length straws per kit</i>
240	Straws	<i>Straws (10 per student)</i>
1	String	<i>Ball of string or yarn</i>
24	Student clocks	
2	Tape	<i>Rolls of tape, masking, different colors</i>
24	Ten-frame cards	<i>Template – Module 1 Lesson 36</i>
240	Toothpicks	<i>(20 per student pair)</i>

ADSY ITEMS

Qty.	Item(s)	Description
1	Analog clock	
24	Base-ten blocks	<i>10 ten sticks, 10 unit cubes (1 set per student)</i>
480	Beans	<i>(10–20 per student)</i>
—	Cardboard	<i>used to cover part of the Rekenrek</i>
24	Cups	<i>(1 per student)</i>
1	Digital clock	
24	Geoboards	<i>and bands</i>
24	Nickels	<i>in addition to those listed in original materials (5 per student)</i>
24	Student clocks	<i>with gears</i>
24	Ten-frames	<i>(1 per student)</i>
24	Two-dimensional shapes	<i>hexagons, rectangles, square, trapezoids, triangles (1 set per student)</i>



Grade 1 Module 1

Tips for Families

Key Concepts Overview

Focus TEKS: **1.2A, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.5D, 1.5E, 1.5F, 1.5G**

The focus of Module 1 is to add and subtract numbers to 10. In this module, the emphasis is on progressing toward fluency with addition and subtraction. Your student will:

- ☐ Learn how to break apart a total into two parts, or **addends**, and begin to understand that a number can be broken apart in multiple ways.
- ☐ Use number bonds and addition **expressions** to model how two parts make a total.
- ☐ Connect mathematics to real-world situations by making sense of problems, and by choosing and applying tools and strategies to solve problems when one addend is **unknown**.
- ☐ Use 5-group cards to **track** the count as they **count on** from one addend to the total.
- ☐ Focus on the equal sign and the position of addends in an equation to count on from the larger number.
- ☐ Recognize **doubles** and **doubles plus 1** as they analyze an addition chart to find patterns and structures (such as 5-groups, plus ones, doubles, sums equal to 10, etc.).
- ☐ Relate addition to subtraction with the use of missing addends.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

- Play the game “Penny Parts” with your student. Invite your student to organize a group of 6 to 10 pennies into two groups, placing 5 pennies in one group. Then ask your student to draw a number bond that shows how the pennies are grouped. For example, if the total is 8 pennies, then the parts are 5 and 3. For an added challenge, separate the pennies two different ways with the same total and draw a number bond to match each way; for example, 5 and 3, and 4 and 4.
- Invite your student to use toys (such as building blocks), cereal pieces, or pennies to show the parts of a number that make a total. For example, 6 red cubes and 3 blue cubes make 9 cubes. Challenge your student to draw a number bond to match each combination.
- Play the game “Count On Cheers” with your student. Say a number aloud, such as, 5. Invite your student to repeat the number while touching his head, then counting on as he raises his hands in the air, one at a time.
- Play the game “Missing Part” with your student. Use 5-group cards or homemade numeral cards from 0–10. Player A places a card against her forehead without looking at the number on the card. Player B tells how many more to make 10. Then, player A guesses the number on the card. Take turns playing each role. If needed, remind your student to use fingers to count on.



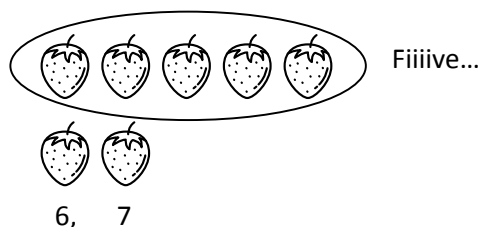
- Play the game “What’s the Difference?” with your student. Two players place a deck of playing cards between them, facedown. Each player flips over two cards and subtracts the smaller number from the larger number. The player with the smallest difference keeps all four cards played in that round. The player with the most cards at the end of the game wins.
(NOTE: Face cards are equivalent to 10, or you can remove them from the deck before playing. Aces are equivalent to 1.)

Terms

Addend: one of the numbers being added

$$\begin{array}{c} \text{addends} \\ \swarrow \quad \searrow \\ 2 + 1 \end{array} \qquad \begin{array}{c} \text{addends} \\ \swarrow \quad \downarrow \quad \searrow \\ 8 = 3 + 3 + 2 \end{array}$$

Count on: count up from one part to the total



Doubles (Dobles): an addition number sentence or expression where both addends are the same number

Doubles plus 1: an addition number sentence or expression that starts with doubles and adds 1 more

doubles ↓ $2 + 2 = \square$ $3 + 3 = \square$ $4 + 4 = \square$	doubles + 1 ↓ $2 + 3 = \square$ $3 + 4 = \square$ $4 + 5 = \square$
---	---

Expression (Expresión): a number sentence without an equal sign

$$2 + 1$$

$$5 - 3$$



Track: use different objects to track counting on from one addend to the total

$$4 + \boxed{\dots} = 7$$


Unknown: the missing number that completes a true number sentence

$$5 + \boxed{} = 7$$

↑
unknown

Models

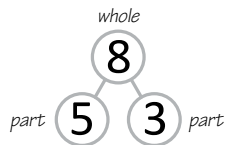
Addition Chart

1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9
2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	
3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7		
4+0	4+1	4+2	4+3	4+4	4+5	4+6			
5+0	5+1	5+2	5+3	5+4	5+5				
6+0	6+1	6+2	6+3	6+4					
7+0	7+1	7+2	7+3						
8+0	8+1	8+2							
9+0	9+1								
10+0									

5-Group Cards

Numerals	4	5	6
5-Groups	●●●●	●●●●●	●●●●● ●

Number Bonds



Grado 1 Módulo 1

Consejos Para Las Familias

Descripción De Los Conceptos Clave

Enfoque de TEKS: **1.2A, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.5D, 1.5E, 1.5F, 1.5G**

El objetivo del Módulo 1 es sumar y restar números hasta 10. En este módulo, el énfasis está en progresar hacia la fluidez con la suma y la resta. Su estudiante:

- ☐ Aprenderá a dividir un total en dos partes, o **sumandos**, y comenzará a entender que un número se puede dividir de múltiples maneras.
- ☐ Utilizará enlaces numéricos y **expresiones** de suma para modelar cómo dos partes hacen un total.
- ☐ Conectará las matemáticas con situaciones del mundo real dando sentido a los problemas y eligiendo y aplicando herramientas y estrategias para resolver problemas cuando se **desconoce** un sumando.
- ☐ Utilizará tarjetas de grupos de 5 para realizar un **seguimiento** del **conteo**, ya que cuentan desde un sumando hasta el total.
- ☐ Se concentrará en el signo igual y la posición de los sumandos en una ecuación con la que contar a partir del número mayor.
- ☐ Reconocerá **dobles** y **dobles más 1** a medida que analiza una tabla de sumas para encontrar patrones y estructuras (como grupos de 5, más unos, dobles, sumas iguales a 10, etc.).
- ☐ Relacionará la suma con la resta usando los sumandos faltantes.

Puede usar la lista anterior para supervisar el progreso de su estudiante en cuanto a los conocimientos y habilidades de este módulo. En las páginas del libro de Homework Helpers de Succeed, Student Edition encontrará problemas diarios de muestra con soluciones y burbujas de pensamiento para ayudarlo a apoyar a su estudiante mientras trabaja en casa.

Formas Adicionales De Ayudar En Casa

- Juegue a “Piezas de un centavo” con su estudiante. Invite a su estudiante a organizar un grupo de 6 a 10 centavos en dos grupos, colocando 5 centavos en un grupo. Luego, pídale a su estudiante que dibuje un enlace numérico que muestre cómo se agrupan los centavos. Por ejemplo, si el total es de 8 centavos, entonces las partes son 5 y 3. Para un reto adicional, separe los centavos de dos maneras diferentes con el mismo total y dibuje un enlace numérico para que coincida con cada forma; por ejemplo, 5 y 3, y 4 y 4.
- Invite a su estudiante a usar juguetes (como bloques de construcción), piezas de cereales o monedas de un centavo para mostrar las partes de un número que hacen un total. Por ejemplo, 6 cubos rojos y 3 cubos azules hacen 9 cubos. Rete a su estudiante a dibujar un enlace numérico para que coincida con cada combinación.
- Juegue a “Conteo alegre” con su estudiante. Diga un número en voz alta, como 5. Invite a su estudiante a repetir el número mientras se toca la cabeza, luego cuente mientras levanta las manos en el aire, una a la vez.



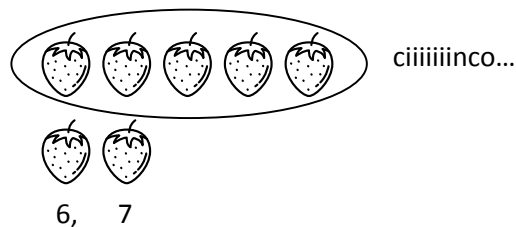
- Juegue a “Pieza faltante” con su estudiante. Use tarjetas de grupos de 5 o tarjetas numéricas hechas en casa del 0 al 10. El jugador A coloca una carta contra su frente sin mirar el número de la carta. El jugador B dice cuántos más para llegar a 10. Luego, el jugador A adivina el número de la carta. Tomen turnos para desempeñar cada papel. Si es necesario, recuerde a su estudiante que use los dedos para contar.
- Juegue a “¿Cuál es la diferencia?” con su estudiante. Dos jugadores colocan una baraja de cartas entre ellos, boca abajo. Cada jugador voltea dos cartas y resta el número más pequeño del número más grande. El jugador con la diferencia más pequeña se queda con las cuatro cartas jugadas en esa ronda. Vence el jugador con más cartas al final del juego. (NOTA: las cartas con cara equivalen a 10, o puede retirarlas del mazo antes de jugar. Los ases equivalen a 1).

Términos

Sumando: uno de los números que se suman.

$$\begin{array}{ccc} \text{sumandos} & & \text{sumandos} \\ \swarrow \quad \searrow & & \swarrow \quad \searrow \quad \searrow \\ 2 + 1 & 8 = & 3 + 3 + 2 \end{array}$$

Conteo: contar desde una parte hasta el total.



Dobles: una oración o expresión numérica de suma donde ambos sumandos son el mismo número.

Dobles más 1: una oración o expresión numérica de suma que comienza con dobles y suma 1 más.

$$\begin{array}{ccc} \text{dobles} & & \text{dobles} + 1 \\ \downarrow & & \downarrow \\ 2 + 2 = \square & 2 + 3 = \square \\ 3 + 3 = \square & 3 + 4 = \square \\ 4 + 4 = \square & 4 + 5 = \square \end{array}$$



Expresión: una oración numérica sin signo igual.

$$2 + 1$$

$$5 - 3$$

Seguimiento: usar diferentes objetos para realizar un seguimiento contando desde un sumando hasta el total.

$$4 + \boxed{\dots} = 7$$


Desconocido: el número faltante que completa una oración de número verdadero.

$$5 + \boxed{} = 7$$

↑
desconocido

Modelos

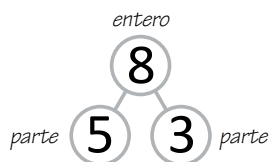
Gráfico de suma

1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9
2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	
3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7		
4+0	4+1	4+2	4+3	4+4	4+5	4+6			
5+0	5+1	5+2	5+3	5+4	5+5				
6+0	6+1	6+2	6+3	6+4					
7+0	7+1	7+2	7+3						
8+0	8+1	8+2							
9+0	9+1								
10+0									

Tarjetas de grupos de 5

numerales	4	5	6
grupos de 5	●●●●	●●●●●	●●●●● ●

Enlaces numéricos



Grade 1 Module 2

Tips for Families

Key Concepts Overview

Focus TEKS: **1.2A, 1.2B, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.5D, 1.5E, 1.5F, 1.5G**

In Module 2, students learn about addition and subtraction up to 20. They use strategies such as *count on*, *make ten*, and *take from ten* to solve addition and subtraction problems with teen numbers. Your student will:

- ☐ Solve addition problems with addends of 7, 8, and 9 using the *make ten* strategy, which involves breaking apart the smaller number before adding to make a unit of ten. For example, $9 + 4$ can be thought of as $9 + 1 + 3$ and, finally, $10 + 3$.
- ☐ Determine whether it is more efficient to use counting on or the *make ten* strategy to solve an addition problem.
- ☐ Solve word problems involving three addends (numbers).
- ☐ Change the order of addends in an addition problem to make ten (for example, $1 + 5 + 9 = 9 + 1 + 5 = 10 + 5 = 15$).
- ☐ Subtract 7, 8, and 9 from teen numbers using the *take from ten* strategy, which involves breaking apart the larger number before subtracting from a unit of ten. For example, $16 - 9$ can be thought of as $6 + 10 - 9$, and, finally, $6 + 1$.
- ☐ Solve word problems involving subtraction of 9 from 10 ones to make a simpler problem.
- ☐ Use 5-group formations (rows) and number bonds to model subtracting 7, 8, and 9 from teen numbers.
- ☐ Solve a variety of word problems using addition and subtraction strategies.
- ☐ Work to understand the equal sign and solve equivalent **expressions** to make true number sentences.
- ☐ Learn about a unit made from 10 ones and name it **a ten**.
- ☐ Understand that teen numbers are made of a ten and some ones (e.g., 11 is 1 ten and 1 one; 12 is 1 ten and 2 ones) and apply this new knowledge when solving addition and subtraction problems.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

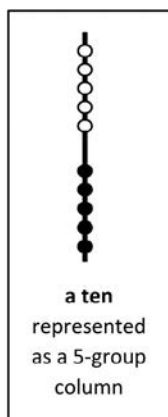
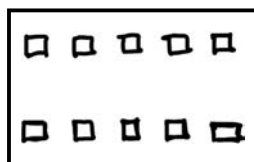
- Play the game "Take Out 1" with your student. Say a number up to 10 (e.g., 6). Invite your student to write a number bond quickly, using 1 as a part (1 and 5). Once your student is confident taking out 1, move on to taking out 2 or 3.
- Play a game to practice making ten. Use the 7, 8, and 9 cards from a deck of cards. Player A flips over a card (e.g., 7). The first player to call out the amount needed to make ten keeps the card. The player who has the most cards after all cards are flipped wins the round. The winning player gets to shuffle and flip the cards in the next round. Take turns with your student being Player A.



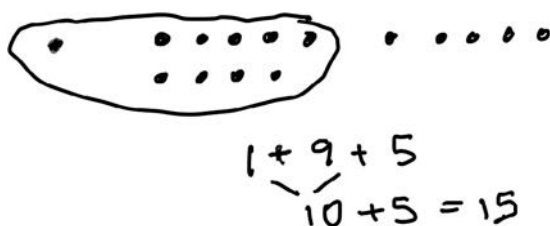
- Play another game with the 7, 8, and 9 cards from a deck of cards. You call out a teen number (e.g., 13) and then turn over a card (e.g., 7). Your student then says the number sentences that add up to 13, first by making ten and then by adding on the ones ($7 + 3 = 10$; $10 + 3 = 13$). Switch roles after every turn and call out a different teen number each time.
- Guide your student to practice subtracting 7, 8, and 9 from teen numbers (numbers 11–19) by using the *take from ten* strategy. For example, $13 - 7$ can become $10 - 7 + 3$.
- Write a false number sentence, such as $10 + 3 = 6 + 6$. Challenge your student to make the number sentence true by changing only one number.
- Reinforce place value understanding by breaking apart a teen number (numbers 11–19). Call out a teen number (e.g., 15). Your student breaks the number into a ten and some ones (1 ten 5 ones).

Terms

A ten: a group, or unit equal to 10 ones



Compose (Componer): to put together or group



Decompose (Decomposer): to break into parts



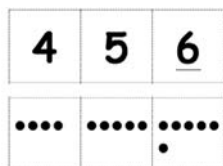
Expression (*Expresión*): a number sentence without an equal sign

$$2 + 1$$

$$5 - 3$$

Models

5-Group Cards



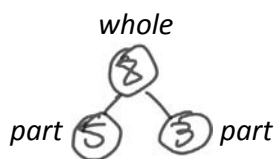
5-Group Column



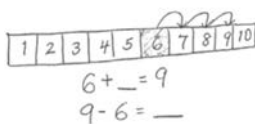
5-Group Rows



Number Bond



Number Path



Grado 1 Módulo 2

Consejos Para Las Familias

Descripción De Los Conceptos Clave

Enfoque de TEKS: **1.2A, 1.2B, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F, 1.5D, 1.5E, 1.5F, 1.5G**

En el Módulo 2, los estudiantes aprenden sobre sumas y restas hasta 20. Utilizan estrategias como *contar*, *hacer decenas* y *tomar de decenas* para resolver problemas de suma y resta con números del 11 al 19. Su estudiante:

- ☐ Resolverá problemas de suma con sumandos de 7, 8 y 9 usando la estrategia de *hacer decenas*, que implica separar el número más pequeño antes de sumar para hacer una unidad de diez. Por ejemplo, $9 + 4$ se puede considerar como $9 + 1 + 3$ y, finalmente, $10 + 3$.
- ☐ Determinará si es más eficiente usar la estrategia de contar con o *hacer decenas* para resolver un problema de suma.
- ☐ Resolverá problemas de palabras que involucren tres sumandos (números).
- ☐ Cambiará el orden de los sumandos en un problema de suma para hacer decenas (por ejemplo, $1 + 5 + 9 = 9 + 1 + 5 = 10 + 5 = 15$).
- ☐ Restará 7, 8 y 9 de los números del 11 al 19 usando la estrategia de *tomar de decenas*, que implica separar el número más grande antes de restar de una unidad de decena. Por ejemplo, $16 - 9$ se puede considerar como $6 + 10 - 9$ y, finalmente, $6 + 1$.
- ☐ Resolverá problemas de palabras que impliquen la resta de 9 de 10 unidades para hacer un problema más simple.
- ☐ Usará formaciones de grupos de 5 (filas) y enlaces numéricos para modelar la resta de 7, 8 y 9 de los números del 11 al 19.
- ☐ Resolverá una variedad de problemas con palabras utilizando estrategias de suma y resta.
- ☐ Trabaja para entender el signo igual y resolver **expresiones** equivalentes para hacer oraciones de números verdaderos.
- ☐ Aprenderá sobre una unidad hecha de 10 unidades y la nombrará **una decena**.
- ☐ Entenderá que los números del 11 al 19 están hechos de una decena y algunas unidades (por ejemplo, 11 es 1 decena y 1 unidad; 12 es 1 decena y 2 unidades) y aplicará este nuevo conocimiento al resolver problemas de suma y resta.

Puede usar la lista anterior para supervisar el progreso de su estudiante en cuanto a los conocimientos y habilidades de este módulo. En las páginas del libro de Homework Helpers de Succeed, Student Edition encontrará problemas diarios de muestra con soluciones y burbujas de pensamiento para ayudarlo a apoyar a su estudiante mientras trabaja en casa.

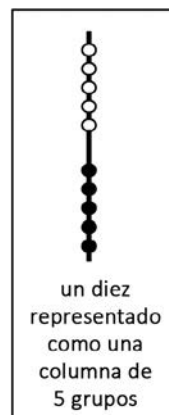
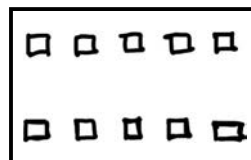


Formas Adicionales De Ayudar En Casa

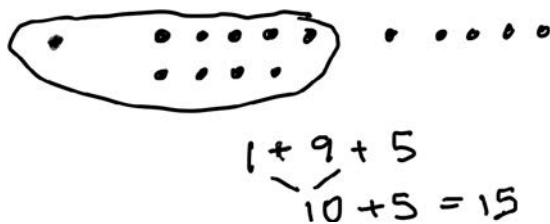
- Juegue a “Restar 1” con su estudiante. Diga un número hasta 10 (por ejemplo, 6). Invite a su estudiante a escribir un enlace numérico rápidamente, usando 1 como parte (1 y 5). Una vez que su estudiante esté seguro de restar 1, pase a restar 2 o 3.
- Juegue un juego para practicar haciendo decenas. Use las cartas 7, 8 y 9 de una baraja de cartas. El jugador A voltea una carta (por ejemplo, 7). El primer jugador que diga la cantidad necesaria para hacer una decena se queda con la carta. El jugador que tenga más cartas después de voltear todas las cartas gana la ronda. El jugador ganador puede barajar y voltear las cartas en la siguiente ronda. Tome turnos con su estudiante siendo el jugador A.
- Jueguen otro juego con las cartas 7, 8 y 9 de una baraja de cartas. Debe decir un número del 11 al 19 (por ejemplo, 13) y luego voltea una tarjeta (por ejemplo, 7). Después, su estudiante dice las oraciones numéricas que sumen 13, primero haciendo decenas y luego sumando las unidades ($7 + 3 = 10$; $10 + 3 = 13$). Cambie de rol después de cada turno y diga un número del 11 al 19 diferente cada vez.
- Guíe a su estudiante a practicar restando 7, 8 y 9 de los números del 11 al 19 usando la estrategia de *tomar de decenas*. Por ejemplo, $13 - 7$ puede convertirse en $10 - 7 + 3$.
- Escriba una oración numérica falsa, como $10 + 3 = 6 + 6$. Rete a su estudiante a hacer que la oración numérica sea verdadera cambiando solo un número.
- Refuerce la comprensión del valor posicional separando un número del 11 al 19. Diga un número del 11 al 19 (por ejemplo, 15). Su estudiante divide el número en una decena y algunas unidades (1 decena, 5 unidades).

Términos

Una decena: un grupo o unidad igual a 10 unidades.



Componer: unir o agrupar.



Descomponer: romper en partes o separar.



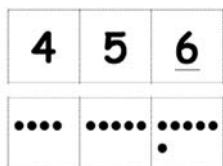
Expresión: una oración numérica sin signo igual.

$$2 + 1$$

$$5 - 3$$

Modelos

Cartas de grupos de 5



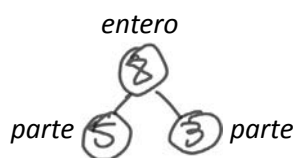
Columna de grupo de 5



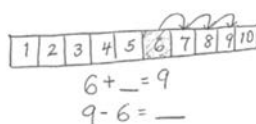
Filas de grupo de 5



Enlace numérico



Trayectoria numérica



Grade 1 Module 3

Tips for Families

Key Concepts Overview

Focus TEKS: **1.3B, 1.5D, 1.7A, 1.7B, 1.7C, 1.7D, 1.8A, 1.8B, 1.8C**

In Module 3, students are introduced to the idea of measuring with a **length unit**, gaining a new level of precision with the concepts of *longer than* and *shorter than*. Students measure the length of objects using standard length units, such as **centimeter cubes**, and nonstandard length units, such as paper clips. To close out the module, students engage in an exploration of **data** collections and interpretation. Your student will:

- ☐ Place centimeter cubes end to end along the length of an object with no gaps or overlaps, learning that the total number of cubes represents the length of that object in **centimeters**.
- ☐ Compare lengths by using statements such as, “The pencil measures 10 centimeters. The crayon measures 6 centimeters. So, the pencil is longer than the crayon.”
- ☐ Order objects from shortest to longest before and after measuring them.
- ☐ Understand the usefulness and importance of using same-sized length units when measuring.
- ☐ Measure objects using nonstandard units (e.g., paper clips and toothpicks) and answer questions such as, “If Bailey uses paper clips and Maya uses toothpicks and they both measure the same items in our classroom, will they be able to compare their measurements?”
- ☐ Solve word problems related to length.
- ☐ Learn how to collect data, organize the data in **graphs** and **tables**, and interpret the data.
- ☐ Use **tally marks** as an efficient counting strategy.
- ☐ Ask and answer questions about data presented in graphs and tables.
- ☐ Solve word problems about sets of data.

You can use the checklist above to help monitor your student’s progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

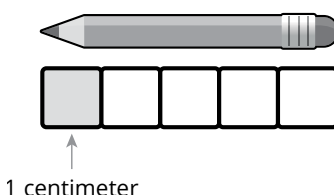
- Provide opportunities for your student to measure and compare lengths. They can use a household item (e.g., a string, an index card, a paper clip) as a measurement tool. Ask your student to use the words *longer than*, *shorter than*, and *the same length as* to compare the measured objects (e.g., “My shoe is four paper clips shorter than Ruthie’s shoe!”).
- Ask your student to order objects from shortest to longest or vice versa. For example, your student might say, “The couch is longer than the coffee table. The coffee table is longer than the chair. The order from shortest to longest is chair, coffee table, couch.”



- When solving word problems where the difference is unknown (e.g., If Sam has 9 apples and Maria has 12, how many more apples does Maria have than Sam?), encourage your student to share more than one solution strategy. They might think in terms of addition: Nine plus which mystery number gives me 12? (3) Alternatively, they might think in terms of subtraction: When I take 9 away from 12, I get 3.
- Help your student stay sharp with addition and subtraction skills up to 20. Starting at 0, two players take turns rolling a die, adding the number on the die to the total, and stating the addition number sentence. For example, player A rolls 6 and says, “ $0 + 6 = 6$.” Partner B rolls 3 and says, “ $6 + 3 = 9$.” Players continue rolling until they get to 20, without going over. (If the total is 18, for example, players take turns rolling until someone rolls a 2.) Play a similar game with subtraction, starting at 20 and subtracting each roll of the die until you reach 0.
- Reinforce your student’s place value understanding in preparation for Module 4. With your student, practice saying numbers the Say Ten way. For example, you say, “43,” and your student says, “4 tens 3.”

Terms

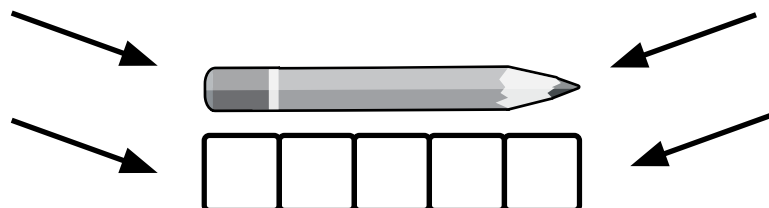
Centimeter (*Centímetro*): a unit used to measure length



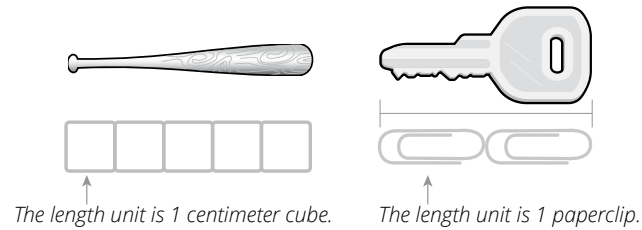
Data (*Datos*): collected information

Fruit	Tally Marks	Votes
Apple		2
Strawberry		4
Banana	 	8

Endpoint: the beginning or end of an object

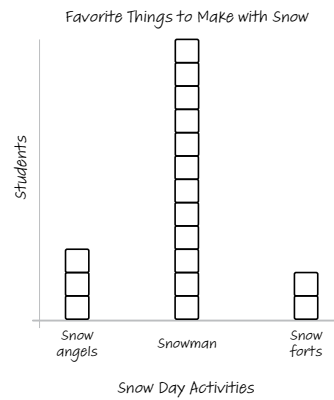


Length unit: an equal-sized unit that tells us what we are measuring by



Models

Graph



Table

Favorite Type of Book

Fairy Tales	
Science Books	
Poetry Books	

|||| = 5 students

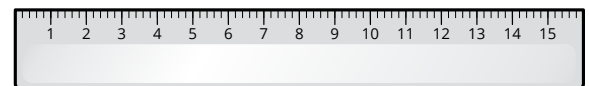
Tally Marks



Centimeter Cube



Centimeter Ruler



Grado 1 Módulo 3

Consejos Para Las Familias

Descripción De Los Conceptos Clave

Enfoque de TEKS: **1.3B, 1.5D, 1.7A, 1.7B, 1.7C, 1.7D, 1.8A, 1.8B, 1.8C**

En el Módulo 3, se presenta a los estudiantes la idea de medir con una **unidad de longitud**, obteniendo un nuevo nivel de precisión con los conceptos de *más largo que* y *más corto que*. Los estudiantes miden la longitud de los objetos usando unidades de longitud estándar, como **cubos de centímetros**, y unidades de longitud no estándar, como clips para papeles. Para cerrar el módulo, los estudiantes participan en una exploración de la recopilación e interpretación de **datos**. Su estudiante:

- ☐ Colocará cubos de centímetros de extremo a extremo a lo largo de la longitud de un objeto sin espacios ni poniendo uno encima de otro, aprendiendo que el número total de cubos representa la longitud de ese objeto en **centímetros**.
- ☐ Comparará las longitudes usando afirmaciones como: “El lápiz mide 10 centímetros. El crayón mide 6 centímetros. Entonces, el lápiz es más largo que el crayón”.
- ☐ Ordenará los objetos del más corto al más largo antes y después de medirlos.
- ☐ Entenderá la utilidad e importancia de usar unidades de longitud del mismo tamaño al medir.
- ☐ Medirá objetos usando unidades no estándar (por ejemplo, clips para papeles y palillos de dientes) y responderá preguntas como: “Si Bailey usa clips y Maya usa palillos de dientes y ambos miden los mismos elementos en nuestra clase, ¿podrán comparar sus medidas?”.
- ☐ Resolverá problemas de palabras relacionados con la longitud.
- ☐ Aprenderá a recopilar datos, organizar los datos en **gráficas y tablas**, e interpretar los datos.
- ☐ Utilizará las **marcas de conteo** como una estrategia de conteo eficiente.
- ☐ Hará y responderá preguntas sobre los datos presentados en gráficas y tablas.
- ☐ Resolverá problemas de problemas sobre conjuntos de datos.

Puede usar la lista anterior para supervisar el progreso de su estudiante en cuanto a los conocimientos y habilidades de este módulo. En las páginas del libro de Homework Helpers de Succeed, Student Edition encontrará problemas diarios de muestra con soluciones y burbujas de pensamiento para ayudarlo a apoyar a su estudiante mientras trabaja en casa.

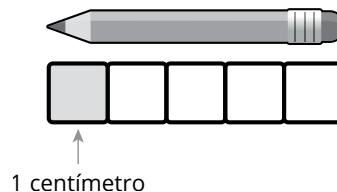
Formas Adicionales De Ayudar En Casa

- Dé oportunidades para que su estudiante mida y compare longitudes. Pueden usar un artículo doméstico (por ejemplo, una cuerda, una ficha, un clip) como herramienta de medición. Pídale a su estudiante que use las palabras *más largo que*, *más corto que* y *la misma longitud* que para comparar los objetos medidos (por ejemplo, “¡Mi zapato es cuatro clips más corto que el zapato de Ruthie!”).

- Pídale a su estudiante que ordene objetos del más corto al más largo o viceversa. Por ejemplo, su estudiante podría decir: “El sofá es más largo que la mesa de centro. La mesa de centro es más larga que la silla. El orden de más corto a más largo es silla, mesa de centro, sofá”.
- Al resolver problemas de palabras donde la diferencia es desconocida (por ejemplo, si Sam tiene 9 manzanas y María tiene 12, ¿cuántas manzanas más tiene María que Sam?), anime a su estudiante a compartir más de una estrategia de solución. Podrían pensar en términos de suma: ¿nueve más qué número misterioso me da 12? (3) Alternativamente, podrían pensar en términos de resta: cuando le quito 9 a 12, obtengo 3.
- Ayude a su estudiante a mantenerse entrenado con competencias de suma y resta de hasta 20. Comenzando desde 0, dos jugadores se turnan para tirar un dado, sumar el número del dado al total e indicar la oración del número de suma. Por ejemplo, el jugador A tira 6 y dice: “ $0 + 6 = 6$ ”. El jugador B saca 3 y dice: “ $6 + 3 = 9$ ”. Los jugadores continúan hasta llegar a 20, sin pasarse. (Si el total es 18, por ejemplo, los jugadores se turnan para rodar hasta que alguien tire un 2). Juegue un juego similar con resta, comenzando en 20 y restando cada tirada del dado hasta llegar a 0.
- Refuerce la comprensión del valor posicional de su estudiante en preparación para el Módulo 4. Con su estudiante, practique decir los números a la manera de Decir Diez. Por ejemplo, usted dice, “43”, y su estudiante dice, “4 decenas 3”.

Términos

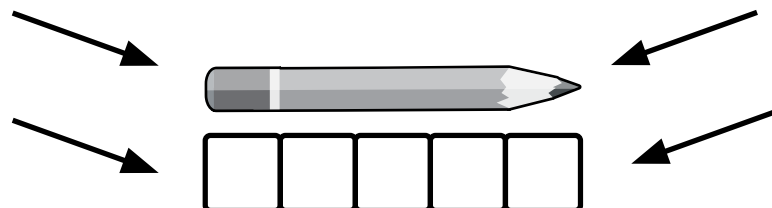
Centímetro: una unidad utilizada para medir la longitud.



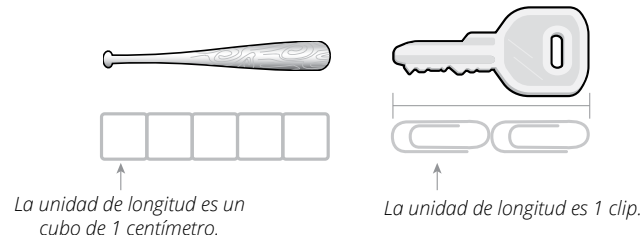
Datos: información recopilada.

fruta	marcas de conteo	votos
manzana		2
fresa		4
banana	 	8

Punto final: el principio o el final de un objeto.

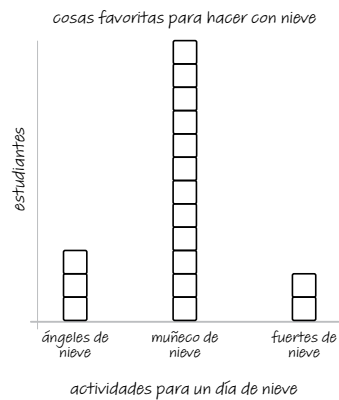


Unidad de longitud: una unidad de igual tamaño que nos dice por lo que estamos midiendo.



Modelos

Gráfico



Tabla

tipo de libro favorito

cuentos de hadas	
libros de ciencia	
libros de poesía	

|||| = 5 estudiantes

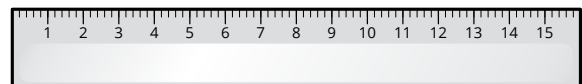
Marcas de conteo



Cubo de centímetro



Regla de centímetros



Grade 1 Module 4

Tips for Families

Key Concepts Overview

Focus TEKS: **1.2B, 1.2C, 1.2D, 1.2E, 1.2F, 1.2G, 1.3A, 1.3B, 1.3D, 1.3E, 1.3F, 1.5A, 1.5B, 1.5C, 1.5D**

In Module 4, students are focusing on the role of place value when adding and subtracting numbers to 40. Your student will:

- ☐ Explore numbers comprised of multiple tens and ones (e.g., 27, 33, 37) using linking cubes, fingers, dimes and pennies, and the **place value chart**.
- ☐ Identify 1 more, 1 less, 10 more, and 10 less than a two-digit number as they learn to add or subtract like units.
- ☐ Use **comparison symbols** greater than ($>$), less than ($<$), and equal to ($=$) to compare quantities.
- ☐ Compare numbers from left to right (from the tens place to the ones place) and order numbers using an **open number line**.
- ☐ Learn about adding and subtracting tens using concrete models, **quick tens**, and **number bonds** as methods for representing their thinking.
- ☐ Add one-digit and two-digit numbers by using familiar strategies, such as the *count on* strategy and the *make ten* strategy.
- ☐ Begin labeling drawings with numerals and using **strip diagrams** to model word problems with an unknown total or part.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

- Play the game “Break Apart Numbers” with your student. Set a timer for one minute. Have a race with your student to complete as many different number bonds for the numbers 5–9 as possible. When the minute is up, say a matching number sentence for each bond you completed, for example, $1 + 4 = 5$, $5 = 3 + 2$, $5 = 5 + 0$, and $5 - 1 = 4$.
- Practice making tens with pennies and dimes. Help your student arrange ten pennies into 5-groups (two rows of five). Then count the pennies together (e.g., one cent, two cents, three cents) and say out loud, “Ten pennies are equal to one dime,” as you exchange 10 pennies for 1 dime. Repeat the process of counting and exchanging 10 pennies for 1 dime until you have exchanged 40 cents.
- Choose a number up to 40 and invite your student to add 10 or 1 to or subtract 10 or 1 from that number. For example, if you say, “39, subtract 10,” your student responds, “29.” You might also challenge your student to say the matching number sentence, “ $39 - 10 = 29$.”



- Play the game “Add Tens Finger Flash” with your student. With your fingers, flash a number (e.g., 6), and then call out a number of tens to add to that number (e.g., “Add 2 tens.”) Your student says the number. (26) Then switch roles.
- Write all practice problems horizontally to encourage your student to use mental strategies to solve.
- Look for and share real-world situations as story problems. For instance, when shopping in the grocery store, you might say, “We are buying 12 apples. I see that 4 are green and the rest are red. How many red apples are we buying?”

Terms

Greater than sign: >

Less than sign: <

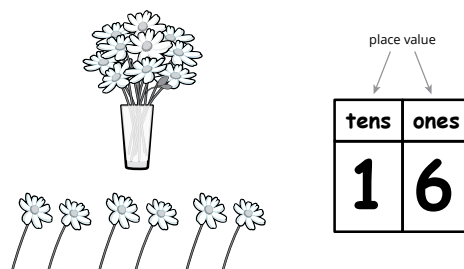
Expanded form: a way of writing a number that shows the value of each digit in that number

$$30 + 7 = 37$$

Open number line: a number line with no numbers or tick marks on it

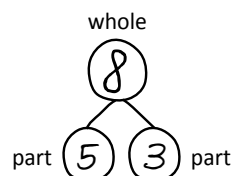


Place value (*Valor posicional*): the value of a digit based on where it is located in a number



Models

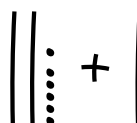
Number Bond



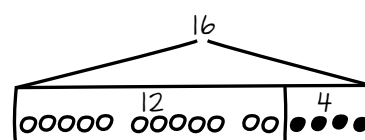
Place Value Chart

tens	ones
3	4

Quick Ten



Strip Diagram



Grado 1 Módulo 4

Consejos Para Las Familias

Descripción De Los Conceptos Clave

Enfoque de TEKS: **1.2B, 1.2C, 1.2D, 1.2E, 1.2F, 1.2G, 1.3A, 1.3B, 1.3D, 1.3E, 1.3F, 1.5A, 1.5B, 1.5C, 1.5D**

En el Módulo 4, los estudiantes se centran en el papel del valor posicional al sumar y restar números hasta 40. Su estudiante:

- ☐ Explorará números compuestos por múltiples decenas y unidades (por ejemplo, 27, 33, 37) utilizando cubos, dedos, monedas de diez centavos y monedas de un 1 centavo, y la **tabla de valor posicional**.
- ☐ Identificará 1 más, 1 menos, 10 más y 10 menos que un número de dos dígitos a medida que aprenda a sumar o restar unidades similares.
- ☐ Utilizará **símbolos de comparación** mayor que ($>$), menor que ($<$) e igual a ($=$) para comparar cantidades.
- ☐ Comparará números de izquierda a derecha (del lugar de las decenas al lugar de las unidades) y ordenará números usando una **recta numérica abierta**.
- ☐ Aprenderá a sumar y restar decenas usando modelos concretos, **decenas rápidas** y **enlaces numéricos** como métodos para representar su pensamiento.
- ☐ Sumará números de uno y dos dígitos utilizando estrategias conocidas, como la estrategia de *contar* y la estrategia de *hacer decenas*.
- ☐ Comenzará a etiquetar los dibujos con números y usará **diagramas de tiras** para modelar problemas de palabras con un total o parte desconocido.

Puede usar la lista anterior para supervisar el progreso de su estudiante en cuanto a los conocimientos y habilidades de este módulo. En las páginas del libro de Homework Helpers de Succeed, Student Edition encontrará problemas diarios de muestra con soluciones y burbujas de pensamiento para ayudarlo a apoyar a su estudiante mientras trabaja en casa.

Formas Adicionales De Ayudar En Casa

- Juegue a “Descomponer los números” con su estudiante. Ponga un cronómetro para un minuto. Haga una carrera con su estudiante para completar tantos enlaces numéricos diferentes para los números 5–9 como sea posible. Cuando termine el minuto, diga una oración numérica coincidente para cada enlace que completó, por ejemplo, $1 + 4 = 5$, $5 = 3 + 2$, $5 = 5 + 0$ y $5 - 1 = 4$.
- Practique hacer decenas con centavos y monedas de diez centavos. Ayude a su estudiante a organizar 10 monedas de un centavo en grupos de 5 (dos filas de cinco). Luego, cuenten los centavos juntos (por ejemplo, un centavo, dos centavos, tres centavos) y diga en voz alta: “10 monedas de un centavo son iguales a una moneda de 10 centavos”, mientras intercambia 10 monedas de un centavo por 1 moneda de 10 centavos. Repita el proceso de contar e intercambiar 10 monedas de un centavo por 1 moneda de 10 centavos hasta que haya intercambiado 40 centavos.



- Elija un número hasta 40 e invite a su estudiante a sumar 10 o 1 o restar 10 o 1 de ese número. Por ejemplo, si dice: “39, resta 10”, su estudiante responde: “29”. También puede retar a su estudiante a decir la oración numérica coincidente, por ejemplo, “39 – 10 = 29”.
- Juegue a “Añadir decenas con los dedos” con su estudiante. Con los dedos, muestre un número (por ejemplo, 6) y luego diga un número de decenas para sumar a ese número (por ejemplo, “Suma dos decenas”). Su estudiante debe decir el número. (26) Luego, cambien los roles.
- Escriba todos los problemas de práctica horizontalmente para animar a su estudiante a usar estrategias mentales para resolverlos.
- Busque y comparta situaciones del mundo real como problemas de historia. Por ejemplo, al comprar en la tienda de comestibles, podría decir: “Estamos comprando 12 manzanas. Veo que 4 son verdes y el resto son rojas. ¿Cuántas manzanas rojas estamos comprando?”.

Términos

Signo Mayor que: >

Signo Menor que: <

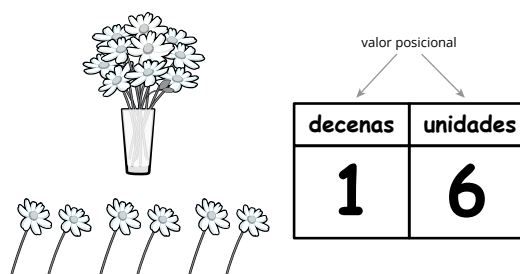
Forma desarrollada: una forma de escribir un número que muestra el valor de cada dígito en ese número.

$$30 + 7 = 37$$

Recta numérica abierta: una recta numérica sin números o marcas de verificación en ella.

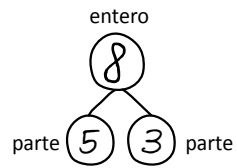


Valor posicional: el valor de un dígito en función de dónde se encuentra en un número.



Modelos

Enlace numérico



Decena rápida

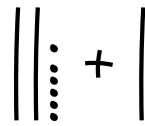
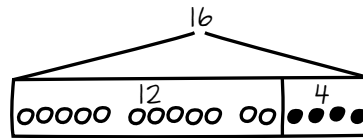


Tabla de valor posicional

decenas	unidades
3	4

Diagrama de tiras



Grade 1 Module 5

Tips for Families

Key Concepts Overview

Focus TEKS: **1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.7E**

In Module 5, students explore two- and three-dimensional geometric shapes, identifying their attributes as they describe, sort, and classify shapes. They explore how smaller shapes can be combined to create new, larger shapes. Students also discover how shapes can be partitioned, or divided, into equal parts such as halves, fourths, or quarters. Students come to understand that the more equal parts they use to make a whole, the smaller the parts become. They connect their understanding of halves to telling time to the hour and to the half hour. Your student will:

- ☐ Reason about differences between examples and non-examples of various shapes to clarify each shape's defining **attributes**.
- ☐ Find and name **two- and three-dimensional shapes** based on defining attributes.
- ☐ Create **composite shapes** from two- and three-dimensional shapes and name the smaller shapes that form the larger whole.
- ☐ Identify parts of composite shapes as equal or unequal, and name two equal parts of a whole as **halves** and four equal parts of a whole as quarters, or **fourths**.
- ☐ Make a paper clock by partitioning a circle and using their understanding of halves to tell time to the **hour** and to the **half hour**.
- ☐ Tell time on both analog and **digital clocks**.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

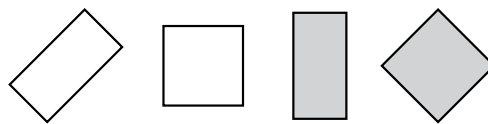
- Play the game "Spot the Shape" with your student. See who can spot the most two-dimensional and three-dimensional shapes. You can play this game at home or during a trip around town. Challenge your student to describe the attributes that define the shape as she names it. For example, if your student sees a cube, she might say, "I see a cube! It has 6 square faces and 8 vertices!"
- Play the game "Guess My Shape" with your student. Ask him to guess a shape you are imagining by asking yes or no questions. For example, he might ask, "Does it have square corners?" or "Does it have any faces?" or "Does it have four sides?" or "Does it have more than four vertices?"
- Play the game "Draw That Shape" with your student. Name a two-dimensional shape (circle, triangle, square, rectangle, hexagon, rhombus, or trapezoid) for your student to draw. Then ask her to list the attributes of the shape she drew.



- Build shapes, animals, designs, or anything else your student desires with the tangram pieces from the Lesson 8 Homework, allowing him to use his creativity and new knowledge about shapes. As he places a piece, ask him to tell you about it, naming the shape (e.g., triangle) and its attributes (three vertices and three sides).
- Look for shapes or objects made from parts and ask your student to determine whether they are equal parts or unequal parts. For example, when cutting a sandwich, intentionally cut it into two unequal parts to discuss why the two pieces are not called halves. Ask your student how you could have cut the sandwich to make equal parts.
- Set routines such as bedtime, dinner, or homework time to the hour and half hour so your student can notice and practice telling time to the hour and to the half hour. For example, challenge your student to consider what time it will be at the end of her one-hour sports practice or half-hour TV show.

Terms

Attributes (*Atributos*): the things you can see about an object, such as the number of sides and corners, or vertices

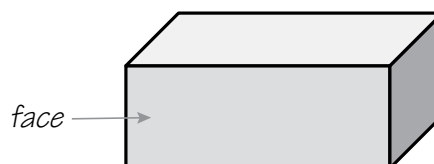


4 straight sides, 4 corners, or vertices

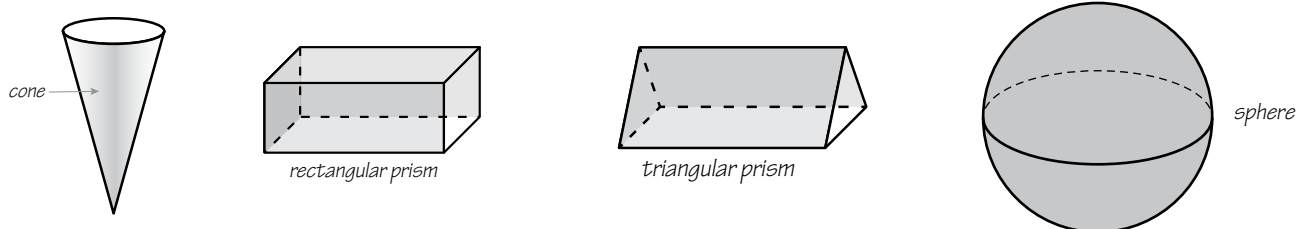
Composite shape: a shape that is made up of other shapes



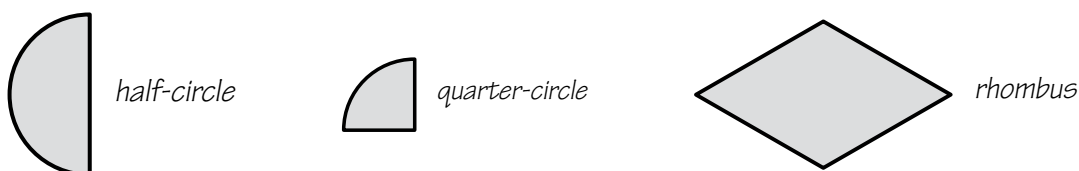
Face: a flat part of a three-dimensional solid



Three-dimensional (*Tres dimensiones*) **shapes**: solid shapes with faces, edges, and corners or vertices such as a cone, rectangular prism, or triangular prism. A sphere is a three-dimensional shape with no flat faces, no edges, and no vertices

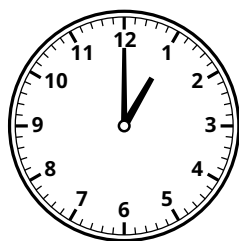


Two-dimensional shapes: flat, closed shapes such as a half-circle, quarter-circle, or rhombus



Models

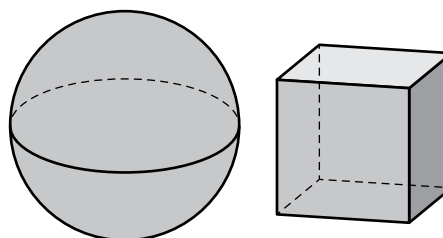
Analog Clock



Digital Clock



Three-Dimensional Shapes



Grado 1 Módulo 5

Consejos Para Las Familias

Descripción De Los Conceptos Clave

Enfoque de TEKS: **1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 1.6G, 1.6H, 1.7E**

En el Módulo 5, los estudiantes exploran formas geométricas de dos dimensiones y tres dimensiones, identificando sus atributos a medida que describen y clasifican las formas. Exploran cómo se pueden combinar formas más pequeñas para crear formas nuevas y más grandes. Los estudiantes también descubren cómo las formas se pueden dividir en partes iguales, como mitades o cuartos. Los estudiantes llegan a comprender que, cuantas más partes iguales usan para formar un todo, más pequeñas se vuelven las partes. Conectan su comprensión de las mitades con decir la hora a la hora y a la media hora. Su estudiante:

- ☐ Razonará sobre las diferencias entre ejemplos y no ejemplos de varias formas para aclarar los **atributos** definitorios de cada forma.
- ☐ Encontrará y nombrará **formas de dos dimensiones y tres dimensiones** en función de la definición de atributos.
- ☐ Creará **formas compuestas** a partir de formas de dos dimensiones y tres dimensiones y nombrará las formas más pequeñas que forman el conjunto más grande.
- ☐ Identificará las partes de las formas compuestas como iguales o desiguales, y nombra dos partes iguales de un todo como **mitades** y cuatro partes iguales de un todo como **cuartos**.
- ☐ Hará un reloj de papel particionando un círculo y usando su comprensión de las mitades para decir la hora a la **hora** y a la **media hora**.
- ☐ Dirá la hora en los relojes analógicos y **digitales**.

Puede usar la lista anterior para supervisar el progreso de su estudiante en cuanto a los conocimientos y habilidades de este módulo. En las páginas del libro de Homework Helpers de Succeed, Student Edition encontrará problemas diarios de muestra con soluciones y burbujas de pensamiento para ayudarlo a apoyar a su estudiante mientras trabaja en casa.

Formas Adicionales De Ayudar En Casa

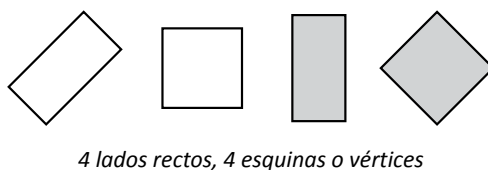
- Juegue a “Descubrir la forma” con su estudiante. Vea quién puede detectar las formas más de dos dimensiones y tres dimensiones. Puede jugar a este juego en casa o durante un viaje por la ciudad. Rete a su estudiante a describir los atributos que definen la forma como él la nombra. Por ejemplo, si su estudiante ve un cubo, podría decir: “¡Veo un cubo! ¡Tiene 6 caras cuadradas y 8 vértices!”.
- Juegue a “Adivina mi forma” con su estudiante. Haciendo preguntas de sí o no, pídale que adivine una forma que usted está imaginando. Por ejemplo, podría preguntar: “¿Tiene esquinas cuadradas?” o “¿Tiene alguna cara?” o “¿Tiene cuatro lados?” o “¿Tiene más de cuatro vértices?”



- Juegue a “Dibujar esa forma” con su estudiante. Nombre una forma de dos dimensiones (círculo, triángulo, cuadrado, rectángulo, hexágono, rombo o trapecio) para que su estudiante la dibuje. Luego, pídale que liste los atributos de la forma que dibujó.
- Construya formas, animales, diseños o cualquier otra cosa que su estudiante desee con las piezas de tangram de la Tarea de la Lección 8, permitiéndole usar su creatividad y nuevos conocimientos sobre las formas. Mientras coloca una pieza, pídale que se lo cuente, nombrando la forma (por ejemplo, el triángulo) y sus atributos (tres vértices y tres lados).
- Busque formas u objetos hechos de partes y pídale a su estudiante que determine si son partes iguales o partes desiguales. Por ejemplo, al cortar un sándwich, córtelo intencionalmente en dos partes desiguales para analizar por qué las dos piezas no se llaman mitades. Pregunte a su estudiante cómo podría haber cortado el sándwich para hacer partes iguales.
- Establezca rutinas como la hora de acostarse, la cena o la hora de la tarea a la hora y media para que su estudiante pueda notar y practicar decir la hora a la hora y a la media hora. Por ejemplo, rete a su estudiante a considerar qué hora será al final de su práctica deportiva de una hora o programa de televisión de media hora.

Términos

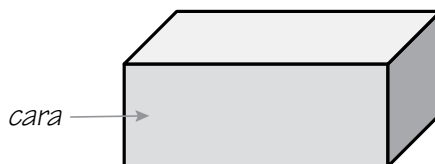
Atributos: las cosas que puede ver sobre un objeto, como el número de lados y esquinas, o vértices.



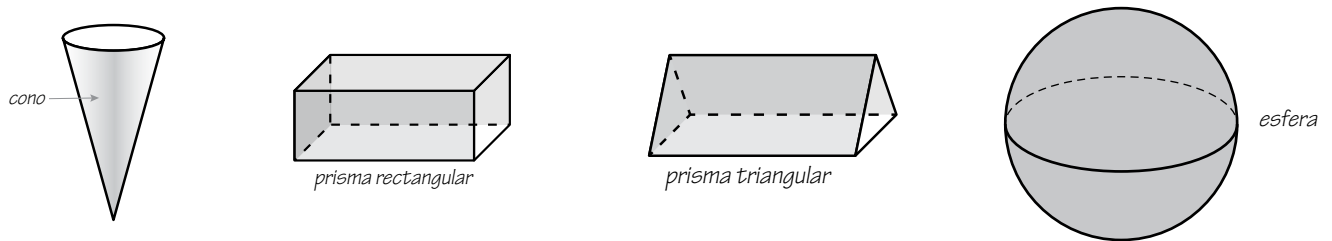
Forma compuesta: una forma que se compone de otras formas.



Cara: una parte plana de un sólido de tres dimensiones.



Formas de tres dimensiones: formas sólidas con caras, bordes y esquinas o vértices, como un cono, un prisma rectangular o un prisma triangular. Una esfera es una forma de tres dimensiones sin caras planas, sin bordes y sin vértices.



Formas de dos dimensiones: formas planas y cerradas, como un semicírculo, un cuarto de círculo o un rombo.



Modelos

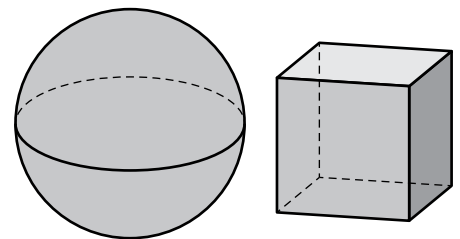
Reloj analógico



Reloj digital



Formas de tres dimensiones



Grade 1 Module 6

Tips for Families

Key Concepts Overview

Focus TEKS: **1.2B, 1.2C, 1.2D, 1.2E, 1.2F, 1.2G, 1.3A, 1.3B, 1.3D, 1.4A, 1.4B, 1.4C, 1.5A, 1.5B, 1.5C, 1.5D, 1.9A, 1.9B, 1.9C, 1.9D**

In Module 6, students combine their learning from Module 1 through Module 5 to learn the most challenging Grade 1 standards and celebrate their progress. Students extend their understanding of comparative word problems and numbers to 120 as well as their tens and ones skills. Students use their knowledge of tens and ones to explore the values of coins. For example, they might represent 25 cents using 1 quarter, 25 pennies, 2 dimes and 1 nickel, or 1 dime and 15 pennies. Students continue their work adding and subtracting within 20 in the context of financial literacy. Your student will:

- ☐ Learn how to use a **double strip diagram** to compare two sets of items and solve word problems.
- ☐ Identify numbers to 120 using standard form (e.g., 118) and unit form of tens and ones (e.g., 11 tens 8 ones).
- ☐ Use words or comparison symbols $>$, $<$, and $=$ to compare numbers and identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.
- ☐ Learn to add and subtract multiples of 10 and one-digit numbers, and learn to add two-digit numbers using concrete and pictorial representations.
- ☐ Order whole numbers using place value and open number lines.
- ☐ Learn to recognize the **penny**, **nickel**, **dime**, and **quarter**, state the value of each coin, and use the cent symbol when counting and recording the value of coins.
- ☐ Discover the difference between **income** and **gifts**, spending and saving, **needs** and **wants**, and explore charitable giving.
- ☐ Work with varied problem types, sharing and explaining their strategies and reasoning.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

- Read word problems aloud for your student so he can concentrate on visualizing the story.
- Notice and share real-life comparison story problems. For example, you might say, "We have 10 cups. I noticed we have 4 fewer mugs than cups. How many mugs do we have?" or "I see we have 10 spoons in the drawer. There are 2 more spoons than forks. How many forks do we have?" Challenge your student to visualize and work through each problem before counting how many to check her answer.



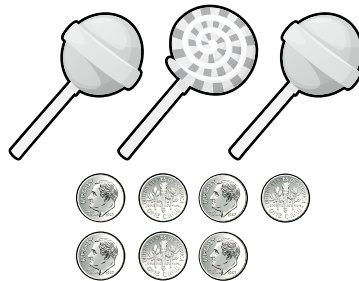
- Use coins with your student as much as possible. Spend time noticing the attributes of each coin. Which coins have smooth edges? Which coins have ridges on the edges? Where is the value of each coin written? What symbols appear on the coins, and what is the meaning of each symbol?
- Challenge your student to solve sequences of math problems that follow a pattern, starting with a simple problem. For example, if you start with $5 + 2$, you can continue with $15 + 2$, $25 + 2$, and $35 + 2$. Ask your student to tell you what she noticed about the math problems and how knowing $5 + 2$ helped her with the other problems.

Terms

Dime: a coin worth 10 cents



Earn: to get money from doing a job or selling something

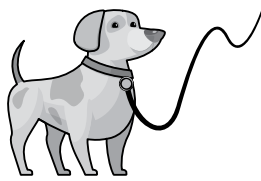


I earn money selling lollipops.

Gift: something that is given, not earned



Income: money people earn from doing work



She walked the dog and earned 6 quarters as income.

Needs: things that someone must have to stay alive



Nickel: a coin worth 5 cents



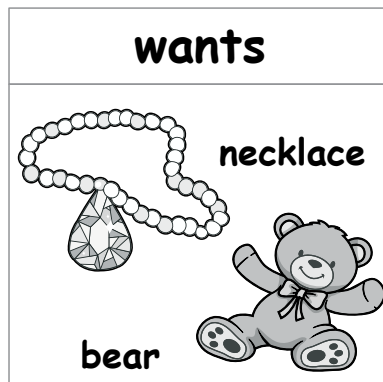
Penny: a coin worth 1 cent



Quarter: a coin worth 25 cents

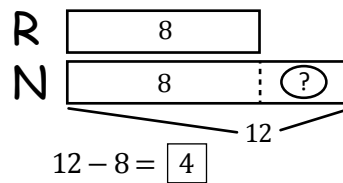


Wants: things that are not needed in order to stay alive, but are wished for



Models

Double Strip Diagram



Grado 1 Módulo 6

Consejos Para Las Familias

Descripción De Los Conceptos Clave

Enfoque de TEKS: **1.2B, 1.2C, 1.2D, 1.2E, 1.2F, 1.2G, 1.3A, 1.3B, 1.3D, 1.4A, 1.4B, 1.4C, 1.5A, 1.5B, 1.5C, 1.5D, 1.9A, 1.9B, 1.9C, 1.9D**

En el Módulo 6, los estudiantes combinan su aprendizaje del Módulo 1 al Módulo 5 para aprender los estándares más desafiantes del 1.er grado y celebrar su progreso. Los estudiantes amplían su comprensión de los problemas de palabras comparativos y los números al 120, así como sus competencias de decenas y unidades. Los estudiantes usan su conocimiento de decenas y unidades para explorar los valores de las monedas. Por ejemplo, podrían representar 25 centavos usando 1 moneda de 25 centavos, 25 monedas de un centavo, 2 monedas de 10 centavos y 1 moneda de 5 centavos, o 1 moneda de 10 centavos y 15 monedas de un centavo. Los estudiantes continúan su trabajo sumando y restando hasta 20 en el contexto de la educación financiera. Su estudiante:

- ☐ Aprenderá a usar un **diagrama de doble tira** para comparar dos conjuntos de elementos y resolver problemas de palabras.
- ☐ Identificará números hasta 120 usando la forma estándar (por ejemplo, 118) y la forma unitaria de decenas y unidades (por ejemplo, 11 decenas, 8 unidades).
- ☐ Utilizará palabras o símbolos de comparación $>$, $<$ y $=$ para comparar números e identificar 10 más, 10 menos, 1 más y 1 menos que un número de dos dígitos.
- ☐ Aprenderá a sumar y restar múltiplos de números de 10 y de un dígito, y aprenderá a sumar números de dos dígitos utilizando representaciones concretas y pictóricas.
- ☐ Ordenará números enteros usando el valor posicional y las rectas numéricas abiertas.
- ☐ Aprenderá a reconocer el **centavo**, la moneda de **cinco** centavos, la moneda de **diez** centavos y la moneda de **veinticinco** centavos, indicará el valor de cada moneda y usará el símbolo de centavo al contar y registrar el valor de las monedas.
- ☐ Descubrirá la diferencia entre **ingresos y regalos**, gastos y ahorros, **necesidades y deseos**, y explora las donaciones caritativas.
- ☐ Trabaja con tipos de problemas variados, compartiendo y explicando sus estrategias y razonamientos.

Puede usar la lista anterior para supervisar el progreso de su estudiante en cuanto a los conocimientos y habilidades de este módulo. En las páginas del libro de Homework Helpers de Succeed, Student Edition encontrará problemas diarios de muestra con soluciones y burbujas de pensamiento para ayudarlo a apoyar a su estudiante mientras trabaja en casa.

Formas Adicionales De Ayudar En Casa

- Lea los problemas de palabras en voz alta para que su estudiante pueda concentrarse en visualizar la historia.

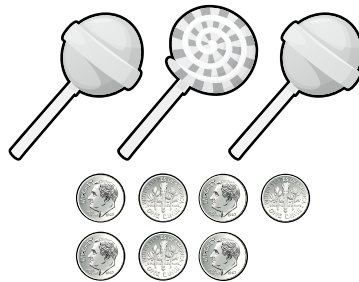
- Observe y comparte los problemas de la historia de comparación de la vida real. Por ejemplo, podría decir: “Tenemos 10 tazas. Noté que tenemos 4 tazones menos que tazas. ¿Cuántos tazones tenemos?” o “Veo que tenemos 10 cucharas en el cajón. Hay 2 cucharas más que tenedores. ¿Cuántos tenedores tenemos?”. Rete a su estudiante a visualizar y resolver cada problema antes de contar cuántos para verificar su respuesta.
- Use monedas con su estudiante tanto como sea posible. Dedique tiempo a notar los atributos de cada moneda. ¿Qué monedas tienen bordes lisos? ¿Qué monedas tienen surcos en los bordes? ¿Dónde está escrito el valor de cada moneda? ¿Qué símbolos aparecen en las monedas y cuál es el significado de cada símbolo?
- Rete a su estudiante a resolver secuencias de problemas matemáticos que sigan un patrón, comenzando con un problema simple. Por ejemplo, si comienza con $5 + 2$, puede continuar con $15 + 2$, $25 + 2$ y $35 + 2$. Pídale a su estudiante que le diga lo que notó sobre los problemas matemáticos y cómo saber $5 + 2$ lo ayudó con los otros problemas.

Términos

Dime: una moneda que vale 10 centavos.



Ganar: obtener dinero haciendo un trabajo o vendiendo algo.

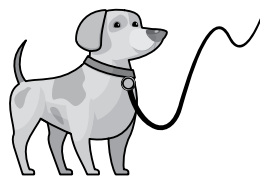


Ganó dinero vendiendo paletas.

Regalo: algo que se da, no se gana.



Ingresos: dinero que las personas ganan trabajando.



Ella sacó a pasear al perro y ganó 6 trimestres como ingreso.

Necesidades: cosas que alguien debe tener para mantenerse con vida.



Nickel: una moneda que vale 5 centavos.



Penny: una moneda que vale 1 centavo.



Quarter: una moneda de 25 centavos.

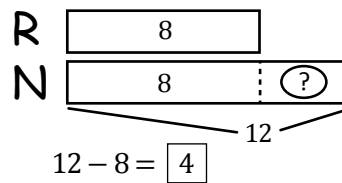


Deseos: cosas que no se necesitan para mantenerse con vida, pero que se quieren.



Modelos

Diagrama de doble tira



Bibliography

Cohen, Geoffrey L., Claude M. Steele, and Lee D. Ross. "The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide." *Personality and Social Psychology Bulletin* 25, no. 10 (October 1, 1999): 1302–18. <https://doi.org/10.1177/0146167299258011>.

Murphy, Mary C. *Cultures of Growth: How the New Science of Mindset Can Transform Individuals, Teams and Organizations*. New York: Simon & Schuster, 2024.

Ruck, Martin D., Rona Abramovitch, and Daniel P. Keating. "Children's and Adolescents' Understanding of Rights: Balancing Nurturance and Self-Determination." *Child Development* 69, no. 2 (April 1998): 404–17. <https://doi.org/10.2307/1132174>.

University of Texas at Austin. "FUSE: Fellowship Using the Science of Engagement." Texas Behavioral Science & Policy Institute. Accessed April 16 2024. <https://fuse.prc.utexas.edu/>.

Vansteenkiste, Maarten, Willy Lens, and Edward L. Deci. "Intrinsic Versus Extrinsic Goal Contents in Self-Determination Theory: Another Look at the Quality of Academic Motivation." *Educational Psychologist* 41, no. 1 (2006): 19–31. https://doi.org/10.1207/s15326985ep4101_4.

Yeager, David S. *10 to 25: The Science of Motivating Young People*. New York: Avid Reader Press, 2024.

Yeager, David Scott, Valerie Purdie-Vaughns, Julio Garcia, Nancy Apfel, Patti Brzustoski, Allison Master, William T. HSSERT, Matthew E. Williams, and Geoffrey L. Cohen. "Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide." *Journal of Experimental Psychology: General* 143, no. 2 (2014): 804–24. <https://doi.org/10.1037/a0033906>.



ISBN 979-8-89072-359-8

Copyright © 2024 Texas Education Agency. This work based on or adapted from materials contained in Great Minds' Eureka Math® K–5 PDF Files.

These materials are made available by the Texas Education Agency under an open license. For information about the license and your rights to use the materials, visit: <https://tea.texas.gov/K-5Math>

Printed in the USA



**Bluebonnet
Learning**

K-5 Math

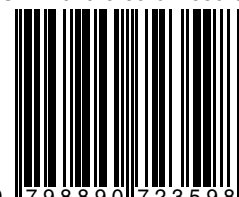
EDITION 1

ENGLISH

G1

COURSE GUIDE | TEACHER EDITION

ISBN 979-8-89-072359-8



9 798890 723598