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, for example, "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: <

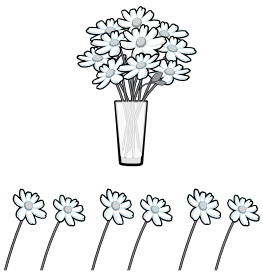
Expanded form: a way of writing a number that shows the value of each digit in that number

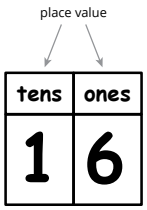
$$30 + 7 = 37$$

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



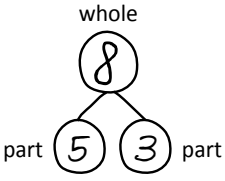
Place value (*Valor posicional*): the value of a digit based on where it is located in a number



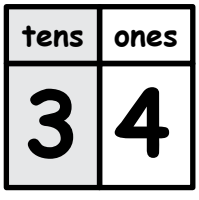


Models

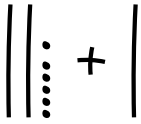
Number Bond



Place Value Chart



Quick Ten



Strip Diagram

