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.

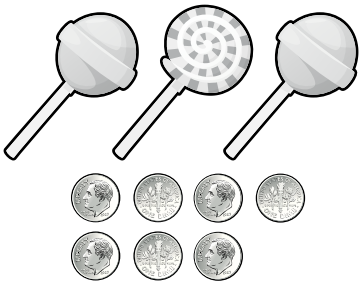
- Use coins with your student as much as possible. Spend time noticing the attributes of each coin. Which coins have smooth edges? Which coins have ridges on the edges? Where is the value of each coin written? What symbols appear on the coins, and what is the meaning of each symbol?
- Challenge your 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

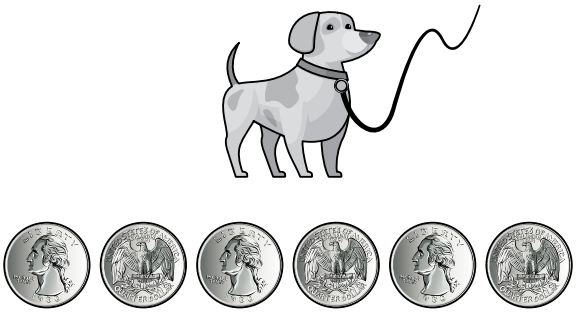


I earn money selling lollipops.

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

