Fresno Unified School District
MATHEMATICS

Parent Guide for Grade 1 Math

Major Learning Targets for This Grade

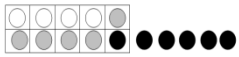
Numbers: Tens and Ones

Students will use what they know about tens and ones to help them solve problems.

"I know what a ten is and can tell how many tens and ones are in a number."	"I can compare two-digit numbers with <, =, > because I know tens and ones."	"I can add and subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence, and explain my strategy."

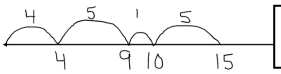
Example Task: ***Mrs. Smith has 4 oatmeal cookies, 5 chocolate cookies, and 6 peanut cookies. How many cookies does Mrs. Smith have?***

Student A:
I put 4 counters on the ten frame for the oatmeal cookies. Then, I put 5 different color counters on the ten frame for the chocolate cookies. Then, I put another 6 color counters for the peanut cookies. Only one of the peanut cookies fit, so I had 5 leftover. Ten and five more make 15 cookies. Mrs. Smith has 15 cookies.



4 + 5 + 6 = ___

Student B:
I used a number line. First I jumped to 4, and then I jumped 5 more. That's 9. I broke up 6 into 1 and 5 so I could jump 1 to make 10. Then, I jumped 5 more and got 15. Mrs. Smith has 15 cookies.



4 + 5 + 6 =

Student C:
I wrote: 4 + 5 + 6 = ☐. I know that 4 and 6 equals 10, so the oatmeal and peanut equals 10 cookies. Then I added the 5 chocolate cookies. 10 and 5 is 15. So, Mrs. Smith has 15 cookies.

Adding and Subtracting

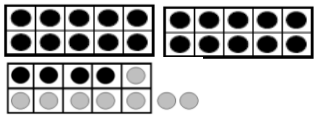
Students will add and subtract numbers using different strategy.

"I can add and subtract numbers within 20."	"I can solve story problems where I have to add 3 numbers."	"I can tell if addition and subtraction number sentences are true because I understand what an equal sign means."	"I can figure out what a missing number is in an adding or subtracting problem."

Example Task: ***24 red apples and 8 green apples are on the table. How many apples are on the table?***

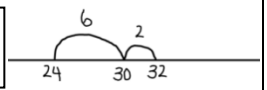
Student A:
I used ten frames. I put 24 chips on 3 ten frames. Then, I counted out 8 more chips. 6 of them filled up the third ten frame. That meant I had 2 left over. 3 tens and 2 left over is 32. So, there are 32 apples on the table.

24 + 6 = 30
30 + 2 = 32



Student B:
I used an open number line. I started at 24. I knew that I needed 6 more jumps to get to 30. So, I broke apart 8 into 6 and 2. I took 6 jumps to land on 30 and then 2 more. I landed on 32. So, there are 32 apples on the table.

24 + 6 = 30
30 + 2 = 32



Student C:
I turned 8 into 10 by adding 2 because it's easier to add. So, 24 and ten more is 34. But, since I added 2 extra, I had to take them off again. 34 minus 2 is 32. There are 32 apples on the table.

8 + 2 = 10
24 + 10 = 34
34 – 2 = 32

Time, Measurement, and Shapes

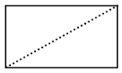
Students will tell time, measure lengths using objects, and break shapes into smaller shapes.

"I can measure and tell the lengths of objects, and can put three things in order from longest to shortest.	"I can tell and write times in hours or half-hours using any kind of clock."	"I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them."

Example Task: ***How can you and a friend share this piece of chocolate so that you both have the same amount?***

Student A:
I would split the chocolate right down the middle. That gives me 2 halves. I have half a piece of the chocolate and my friend has the other half.

Student B:
I would split it from corner to corner (diagonally). My friend gets half of the chocolate and I get half. See, if we cut on the line, the parts are the same size.



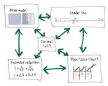
Parent Guide for Grade 1 Math

Expected Behaviors in Math Class

Students will…

- Consider available tools to help them solve problems and deepen understanding (including hands-on tools and technology).
- Look for patterns and connections.
- Explain their thinking and their process for solving a problem.
- Make predictions and estimations.
- Decide if an answer is reasonable.
- Justify conclusions.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Apply mathematics to solve problems in everyday life.

How Can I Support My Student in This Course?



Encourage Multiple Strategies and Representations of the Problem

⇨Ask your student to solve the problem in different ways.
⇨Encourage the use of different representations (e.g., symbols, words, or pictures/visuals), and have them make connections between representations.

Ask Questions & Encourage Your Student to Ask Questions

⇨When your student is stuck, don't simply tell them the correct answer. Ask questions like:

- "What is the question in the problem/task?"
- "What do you understand/know from the task?"
- "How do you know?" Listen while your student explains their mathematical reasoning and ask, "Does your answer make sense?" based on the context of the problem or task.

⇨Encourage your student to write down questions to bring to their teacher or peer the next day.

Value Mistakes

⇨Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it.

Acknowledge Effort over Answers and Speed

⇨Celebrate how hard your student is working, whether their answer is correct or not.
⇨When your student is stuck, remind them that learning can be challenging, and if they continue to practice and work hard, they will improve.

For more information, visit
https://www.fresnounified.org/departments/curriculum-instruction-and-professional-learning/content-areas/math
or contact Tiffany.Castillo@fresnounified.org

*Adapted from Sacramento Unified School District