Math News

Our Learning Goals:

- Sort a group of objects according to a given attribute.
- Represent a set of data with two categories.
- Interpret a variety of representations of data
- Describe a set of data including how many are in each group, which group is greater, and how many people responded to the survey.
- Demonstrate accurate techniques when measuring a distance with nonstandard or standard units. These techniques include starting at the beginning, ending at the end, leaving no gaps or overlaps, measuring in a straight line and keeping track of the number of units with two categories.
- Know at least one way of describing a measurement that falls between two whole numbers.
- Understand that the same result should be obtained when the same object is measured twice or when two different people measure the same object (using the same unit).
- Understand that measuring with different-sized units will result in different numbers.

Why Is My Child Learning Strategies?

The Texas Essential Knowledge and Skills (TEKS) are the standards Texas teachers follow to ensure a quality education for all students. Our standards specifically state that it is important for students to solve problems using multiple strategies and mathematical relationships.

What Activities Can I Do At Home?

Sorting

Work with your child to figure out what belongings go together and where they should "live." (Sorting things at home has the side benefit of helping your child clean up and get organized!) Listen to your child's system for organizing. Children love to make labels to go on their bins or boxes. The Berenstain Bears and the Messy Room is an excellent book for this project.

Which Has More?

On a trip to a park or in a car, bus, or train, bring along a tablet and pencil to play "Which has more?" Begin by posing a question: "Which do you think we will see more of in the next five minutes: _____ or _____ ?" Depending on your surroundings, you might choose pairs such as bicycle riders or joggers, trucks or buses, cows or horses. Your child will have ideas too! Help your child choose things that give enough to count—about 10 or 15 of each object. The important thing is that your child keeps track (using tally marks, numbers, pictures, words, and so on), accurately counts, and then compares the results

Shorter Than My Arm

Have your child estimate which objects around the house are shorter than your child's arm. Then have your child measure them to make sure. As an extension, choose a different body part or compare two lengths. For example, can you find something that is shorter than your leg but longer than your arm?

Measuring with Hands and Feet

Have your child choose an object or distance and measure it with his or her hands (wrist to fingertip) and feet (heel-to-toe steps). Then your child can record each object as a specific number of hands or feet. As an extension, your child can compare the measurements that other members of your family get when using their hands or feet.

Marking Heights

If you mark your child's changing heights regularly on the wall, this is a good time either to look at that height chart with your child and talk about it or perhaps to start a chart if you haven't been keeping one. You could also help your child put things in order by height—a group of boxes, some pieces of ribbon, or the child's stuffed animals.

How Will My Child be Assessed?

Students will be assessed informally and formally throughout the unit through teacher observation and one-on-one interviews. They will be asked to explain how they are thinking about the math concepts they are learning.

Ongoing Learning

Students in first grade should continue to have lots of opportunities to **use objects** to compose different ways to make **10**. Students are expected to apply basic fact strategies to add and subtract **within 20 by the end of the year**. This should not be a flash card activity.