

## Our Learning Goals:

- Students will learn about the routines that they will be using all year to learn about math.
- Students will explore various math manipulatives that will help them develop understanding of math concepts.

## 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.

“Students with good number sense can think and reason flexibly with numbers, use numbers to solve problems, spot unreasonable answers, understand how numbers can be taken apart and put together in different ways, see connections among the operations, figure mentally and make reasonable estimates.” “In contrast, students with poor number sense tend to rely on procedures rather than reason, often do not notice when answers or estimates are unreasonable and have limited numerical common sense.” (Marilyn Burns, [About Teaching Mathematics](#))

## How Will My Child be Assessed?

Students will be assessed informally and formally throughout the unit through teacher observation and one-on-one interviews. This first nine weeks progress will be discussed with your child’s teacher at the parent conference in October.

## How Can I Help My Student?

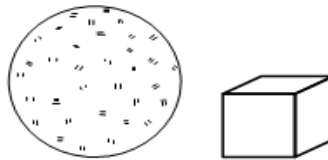
In math class, students engage in math problems to discuss underlying math concepts. They are asked to share their thinking and solutions with others. It is important that children solve problems accurately in ways that make sense to them. Be sure to have your student explain his/her thinking to you.

## What Activities Can I Do At Home?

Describing activities are good ways to help students build vocabulary for comparative thinking. Encourage your child to describe physical attributes of objects and to think about how the objects are alike or different.

For example:

Describe how the ball and box are alike.



How would

you describe this ball? (e.g., red, round, big)

- How is the ball the same as this box? (They are both red.)
- How are they different?

(The ball is round, but the box is square, or the box is small.)

Also encourage your child to use vocabulary to describe where an object is in relation to another. (near, under, next to, behind, over, below)

## Counting

Take advantage of any opportunities to count with your child. Children learn to count accurately by having many opportunities to see and hear other people count and to count on their own.

You can model this by:

- Counting out napkins or plates for the table;
- Counting the number of stairs as you go up or down;
- Counting the number of a particular object (e.g., dogs, signs, or cars) as you walk down the street;
- Counting the number of items in a collection of plastic animals, cars, or other small toys.

## Sorting

If you have a button (or other collection, you and your child could talk about different ways to sort the buttons. Your child might like to teach you Button Match-Up. In this game, one player chooses a button, and then both players work together to find buttons that have one thing that is the same. For example, any button with two holes matches this button, as does any button that is black, small, or plastic.



**Math and Literature** You can find the following books in your local library and read them together.  
Reid, Margarette S. [The Button Box](#)  
Lionni, Leo. [A Busy Year](#)  
Roth, Susan L. [My Love for You All Year Round](#)  
Hoban, Tana. [Count and See](#)  
Walsh, Ellen Stoll. [Mouse Count](#)  
Wormell, Christopher. [Teeth, Tails & Tentacles: An Animal Counting Book](#)