



# First Grade Newsletter for February



I.L.A.	I.L.A. (continued)	Social Studies
<p><b>General Themes</b></p> <ul style="list-style-type: none"> <li>• Black History</li> <li>• President’s Day</li> <li>• Valentine’s Day</li> <li>• Groundhog Day</li> </ul> <p><b>Writing Skills Focus</b></p> <ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Writing sentences on a topic</li> <li>• Using correct capitalization and punctuation</li> <li>• Matching our illustrations with our writing</li> <li>• Using descriptive words</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Decoding strategies</li> <li>• Questioning</li> <li>• Summarizing</li> <li>• Monitoring/Clarifying</li> </ul> <p><b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Sequence of Events</li> <li>• Fantasy/ Realism</li> <li>• Summarize</li> <li>• Story Structure</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• pronouns</li> <li>• -ing endings on verbs</li> <li>• proper nouns for people, animals, places and things</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Compound words</li> <li>• Vowel pairs ee, ea, ai, ay, oa, ow, and oo.</li> <li>• Continuing to review long vowels (a, e, i, o and u)</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Revisiting stories we have read to build fluency</li> </ul> <hr/> <p style="text-align: center;"><b>Math</b></p> <hr/> <p>Look on the back of this newsletter for our <u>Cluster 3 Math Newsletter</u>.</p> <p><b>For more information, please visit the math website at:</b>  <a href="http://www.carrollk12.org/instruction/instruction/elementary/math/parent/default.asp">http://www.carrollk12.org/instruction/instruction/elementary/math/parent/default.asp</a></p>	<p><b>Unit</b>  <u>Me and My Neighborhood:</u>            Flat Stanley</p> <p><b>Map skills</b></p> <ul style="list-style-type: none"> <li>• Identifying uses for maps</li> <li>• Identifying and labeling a compass rose</li> <li>• Identifying the country, state and county we live in</li> <li>• Exploring different maps</li> <li>• Identifying the difference between wants and needs</li> <li>• Describing different services and goods that are made</li> </ul> <hr/> <p style="text-align: center;"><b>Important Dates</b></p> <p>February 3: 100<sup>th</sup> Day of School</p> <p>February 6: Last Parent Conference Night 2:50 – 6:30</p> <p>February 10: Early Dismissal:</p> <p>February 14: Valentine’s Day Party 1:40 – 2:15</p> <p>February 21: Schools Closed- Presidents’ Day</p> <p>February 22: Schools Closed- Professional Day for Teachers</p>



# FIRST GRADE MATHEMATICS – Cluster 3

Dear Parents,

During Cluster 3, your children will develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

## NUMBER AND OPERATIONS IN BASE TEN

### *Your children need to:*

- Read and write whole numbers to 120 using symbols, words and models.
- Count whole numbers to 120 starting at any number less than 120
- Identify and represent numbers to 120 using symbols, words and models (concrete and pictorial representations)
- Read, write and represent whole numbers to 120 on a number line using manipulatives and symbols
- Identify multiple representations for a number
- Identify the place value of a digit in a whole number (students should understand that a two-digit number is composed of bundles of tens and leftover ones)
- Use base ten manipulatives to build and model the counting by tens so that students understand that 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight and nine tens and zero ones.
- Compare two 2 digit numbers using place value, base ten manipulatives, pictures, number lines and words and record the results using the symbols  $>$ ,  $=$ ,  $<$ .
- Represent and analyze numeric patterns using skip counting forwards and backwards by 10's starting with a multiple of 10 and using manipulatives (base ten, Digi-blocks, number lines, and hundreds chart)
- Use knowledge of place value and skip counting to mentally find ten more or ten less
- Model adding a 2 digit number and a 1 digit number within 100, using concrete models, drawings and a variety of strategies (invented, flexible and standard algorithmic thinking) based on place value, properties of operations and the relationship between addition and subtraction and relate the strategy used to a written method. Understand that in adding 2 digit numbers sometimes it is necessary to compose a ten (regrouping).
- Model adding a 2 digit number and a 2 digit number within 100, using concrete models, drawings and a variety of strategies (invented, flexible and standard algorithmic thinking) based on place value, properties of operations and the relationship between addition and subtraction and relate the strategy used to a written method. Understand that in adding 2 digit numbers sometimes it is necessary to compose a ten (regrouping).
- Model adding a 2 digit number and a multiple of 10 within 100, using concrete models, drawings and a variety of strategies (invented, flexible and standard algorithmic thinking) based on place value, properties of operations and the relationship between addition and subtraction and relate the strategy used to a written method.
- Model subtraction of multiples of 10, in the range 10-90, using base ten manipulatives and strategies based on place value and relate the strategy used to a written method.
- Collect, organize, display and interpret data using tally charts, picture graphs, bar graphs and tables

## WAYS PARENTS CAN HELP

- Use blocks, pasta shapes or other fun objects to model numbers to 120. Have your child bundle groups of ten and identify how many tens and how many ones make up the number. Help your child to mentally find ten more and ten less than the number they built.
- While riding in the car practice counting to 120, starting at any number less than 120.
- When walking up or down stairs, practice skip counting forwards and backwards by 10's.
- When seeing numbers in your surroundings, help your child to say them and tell how many tens and ones are in the number.
- Use objects and/or drawings to represent and solve addition problems involving a 2 digit number and a 1 digit number.
- Use objects and/or drawings to represent and solve addition problems involving a 2 digit number and a 2 digit number.

## KEY VOCABULARY

Add	Minuend
Addend	More
Compare	Multiples of 10
Compose a ten	Number line
Data	Ones
Difference	Order
Digit	Place value
Estimate	Standard algorithm
Equal	Standard form
Fewer	Subtract
Greater than	Subtrahend
Invented strategies	Sum
Inverse operation	Tens
Less than	