

Dear Parents,

Here is what your child is learning in Grade 1, Unit 2 along with some specific ways you can help. Look for additional newsletters for upcoming units.

## MEASUREMENT

Students need to:

- Solve problems using nonstandard measurement.
- Estimate and measure length in inches.
- Select appropriate tools to measure length, time, and weight.

### Examples:

- Given an object such as a paintbrush that is approximately 10 inches long:
 

<ul style="list-style-type: none"> <li>• The student is asked to measure and record the length of the paintbrush using paper clips.</li> <li>• The student is asked to estimate how many inches long the paintbrush is. The teacher then gives the student an inch ruler and asks the student to measure the length of the paintbrush in inches.</li> </ul>	<p><i>Sample responses:</i></p> <ul style="list-style-type: none"> <li>• The student correctly measures and records the length of the paintbrush using paper clips.</li> <li>• The student makes a reasonable estimation of the length and correctly measures the object to the nearest inch.</li> </ul>
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- Given a picture of a balance scale, a ruler, and a clock, the student is asked to circle the tool used to measure time.
 

	<p><i>Sample response:</i> Student circles the picture of the clock.</p>
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## ALGEBRA, PATTERNS, AND FUNCTIONS

Students need to:

- Write and solve number sentences for story problems involving addition and subtraction.

### Example:

25 children were on a bus.  
9 children got off the bus.

Write a number sentence to tell how many children are now on the bus.

*Sample response:*  
 $25 - 9 = 16$

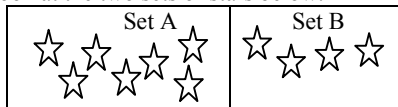
## NUMBER RELATIONSHIPS AND COMPUTATION

Students need to:

- Compare and order the number of objects in sets.
- Add and subtract one- and two-digit numbers without regrouping.
- Develop strategies to master addition and subtraction facts.

### Examples:

- Look at the two sets of stars below.



- Which set has more stars?
- How many more stars?
- Set C has less stars than Set B. How many stars could be in Set C?

*Sample responses:*

- Set A
- 3
- Set C could have 3, 2, or 1 stars.

- Use blocks to model the number 25.
  - Use blocks to model 10 more than 25.

*Sample response:*

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- Using blocks as in 2a student creates a model of 35.

- Answer the following problems.

$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ -6 \\ \hline \end{array} \quad \begin{array}{l} 5 + 4 = \underline{\quad} \\ 11 - 7 = \underline{\quad} \\ 9 + 2 = \underline{\quad} \\ 10 - 3 = \underline{\quad} \end{array}$$

*Sample response:*

15, 7, 9, 4, 11, and 7

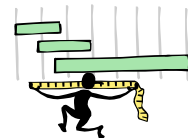
- Carla eats 3 cookies.  
Lea eats 5 cookies.  
Write two different number sentences to show how many cookies Carla and Lea have eaten.

*Sample response:*

$$3 + 5 = 8 \text{ and } 5 + 3 = 8$$

## WAYS PARENTS CAN HELP

- With your child, record family heights. Mark them on a doorframe. Ask your child to measure and record each height first by using his/her hands and then by using an inch ruler.
- Show your child a variety of measuring tools: calendar, clock, scale, thermometer, and ruler. Talk about which tools are used to measure time, weight, temperature, or length.



- Take turns with your child making up number stories involving addition and subtraction using numbers from 0-10. For example, Mary has 3 pencils. John has 2 more pencils than Mary. How many pencils does John have? Give your child objects (pennies) to use to solve the problem. Ask your child to write the number sentence that represents the problem ( $3+2=5$ ).
- Write a number sentence such as  $3 + 6 = \square$ . Ask your child to solve the problem using objects. Encourage him/her to tell a number story while counting out and adding the objects. Do similar problems with subtraction.
- Make a group of 5 pennies and another group of 3 pennies. Talk about which group has more, less (fewer), one/two more, one/two less (fewer). Repeat with different amounts.