

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

Unit Name:

Read, Write, & Count to 120

Common Core State Standards:

1.NBT.1 First Grade students rote count forward to 120 by counting on from any number less than 120. First graders develop accurate counting strategies that build on the understanding of how the numbers in the counting sequence are related—each number is one more (or one less) than the number before (or after). In addition, first grade students read and write numerals to represent a given amount. As first graders learn to understand that the position of each digit in a number impacts the quantity of the number, they become more aware of the order of the digits when they write numbers. For example, a student may write “17” and mean “71”. Through teacher demonstration, opportunities to “find mistakes”, and questioning by the teacher (“I am reading this and it says seventeen. Did you mean seventeen or seventy-one? How can you change the number so that it reads seventy-one?”), students become precise as they write numbers to 120.

Essential Vocabulary:

- Arrange
- Compare
- Group
- Less Than/More Than
- Number Line
- Number Words 0-120
- Represent
- Ten Frames

Unit Overview:

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with this unit are *number words 0-120*. Coming from Kindergarten, students already have background knowledge exploring numbers 11–19 and have gained foundations for place value (with practice to 100). However in first grade, students are to extend the counting sequence through 120.

Strategies/Skills:

Students will be able to precisely count, record, and represent numbers through 120 starting from any number within 120. In this unit students will discuss the counting sequence as well as patterns of numbers. Additionally, students will begin to discuss the relationships between numbers in sequence.

Students will also be working on...

- The position of each digit in a number impacts the quantity of the number
- Numbers can be represented in many ways (ex. Tens Frame, Number Lines)

Video Support:

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>
 - [ES 1 Math Read, Write, & Count to 120 Tens Frames](#)
 - [ES 1 Math Read, Write, & Count to 120 Representing Numbers](#)

Wake County Public Schools, Unit Overview for Parents

This document should not replace on-going communication between teachers & parents.

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Additional Resources:

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- [NCDPI Additional Resources](#)
- http://www.abcya.com/interactive_100_number_chart.htm
- <http://mathwire.com/standards/numbop.html>
- <http://illuminations.nctm.org/Activity.aspx?id=3565>
- <https://www.khanacademy.org/math/early-math/cc-early-math-counting-topic>
- http://www.abcya.com/100_number_grid.htm

Questions to Ask When Helping Your Child with Math Homework

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently.

- What is the problem you're working on?
- What do the directions say?
- What do you already know that can help you solve the problem?
- What have you done so far and where are you stuck?
- Where can we find help in your notes?
- Are there manipulatives, pictures, or models that would help?
- Can you explain what you did in class today?
- Did your teacher work examples that you could use?
- Can you go onto another problem & come back to this one later?
- Can you mark this problem so you can ask the teacher for an explanation tomorrow?