

Unit 1: Family Letter



Introduction to *First Grade Everyday Mathematics*

Welcome to *First Grade Everyday Mathematics*. It is part of an elementary school mathematics curriculum developed by the University of Chicago School Mathematics Project (UCSMP). *Everyday Mathematics* offers children a broad background in mathematics.

Several features of the program are described below to help familiarize you with *Everyday Mathematics*.

A problem-solving approach based on everyday situations By making connections between their own knowledge and experiences, children learn basic skills in meaningful contexts so that mathematics becomes “real.”

A variety of formats for frequent practice of basic skills Instead of practice presented only in a tedious drill format, children practice basic skills in a variety of engaging ways. In addition to completing daily mixed practice pages, finding patterns on the number grid, and working with addition and subtraction fact families, children will play games designed to develop basic skills.

An instructional approach that revisits concepts regularly To enhance the development of basic skills and concepts, children revisit previously learned concepts and practice skills encountered earlier. The lessons take advantage of previously learned concepts and skills and build on them throughout the year.

A curriculum that explores mathematical content beyond basic arithmetic Mathematics standards in the United States, as well as around the world, indicate that basic arithmetic skills are only the beginning of the mathematical knowledge children will need. In addition to basic arithmetic, *First Grade Everyday Mathematics* emphasizes the topics discussed on the following page.



- ◆ **Number and Numeration** Counting; reading and writing numbers; investigating place value of whole numbers; exploring fractions and money
- ◆ **Operations and Computation** Learning addition and subtraction facts, fact families, and extended facts; beginning informal work with properties of numbers and problem solving
- ◆ **Data and Chance** Collecting, organizing, and displaying data using tables, charts, and graphs
- ◆ **Measurement and Reference Frames** Using tools to measure length, capacity (quarts, liters), and weight; using clocks, calendars, timelines, thermometers, and ordinal numbers such as *fifth* and *tenth*
- ◆ **Geometry** Exploring 2-dimensional shapes (squares, triangles, rectangles) and 3-dimensional shapes (pyramids, cones, prisms)
- ◆ **Patterns, Functions, and Algebra** Exploring attributes, patterns, sequences, relations, and functions; finding missing numbers and rules in problems; studying properties of operations (addition and subtraction)

Everyday Mathematics will provide you with ample opportunities to monitor your child's progress and to participate in your child's mathematics experiences. Throughout the year, you will receive Family Letters to keep you informed of the mathematical content your child will be studying in each unit.

You will enjoy seeing your child's confidence and comprehension soar as he or she connects mathematics to everyday life.

We look forward to an exciting year!





Unit 1: Establishing Routines

One purpose of this first unit is to help children become comfortable with a cooperative-learning environment in which they work together to build mathematical concepts. Another purpose is to introduce and establish routines that will be used this year and in the grades to come. This unit also reviews various mathematical concepts introduced in Kindergarten.

In Unit 1, children will review counting by 1s, 2s, 5s, and 10s. They will have opportunities to count and record numbers of various objects, such as hands, fingers, eyes, and ears. In addition, they will use pennies to count money, practice writing numbers, and begin to use a thermometer.

Vocabulary

Important terms in Unit 1:

Home Link A suggested follow-up or enrichment activity to be done at home. Each Home Link activity is identified by the following symbol:

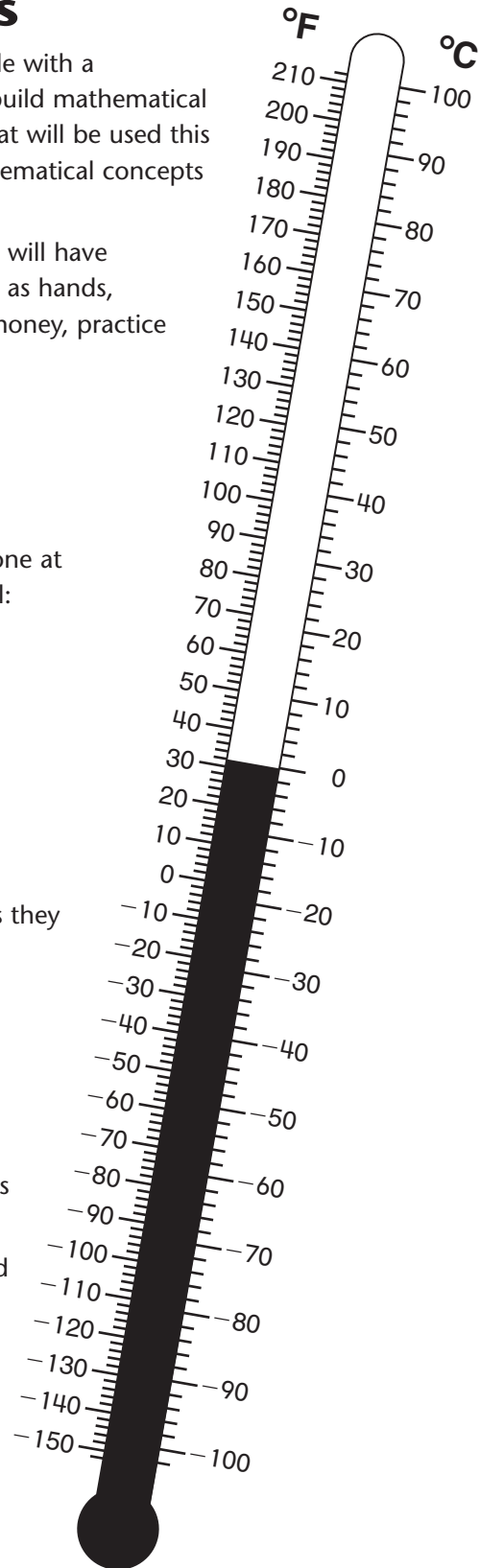


tally A mark used in a count. Tallies let children represent numbers they can count and say, but cannot yet write.

|||| is the tally count
for the number 8.

temperature How hot or cold something is relative to another object or as measured on a standardized scale such as degrees Celsius or degrees Fahrenheit.

tool kit A bag or box containing a calculator, measuring tools, and manipulatives often used by children in *Everyday Mathematics*.



Do-Anytime Activities

To work with your child on concepts taught in this unit, try these interesting and rewarding activities:

- Count orally by 2s, 5s, and 10s when doing chores or riding in the car. Occasionally count down, or back; for example: 90, 80, 70, 60,
- Take inventories around the house and while shopping. Have your child keep track of each count using tally marks.

For example, count food items and nonfood items bought at the grocery store:



 food items nonfood items

- Listen to and discuss weather reports with your child.

As You Help Your Child with Homework

As your child brings home assignments, you may want to go over the instructions together clarifying them as necessary. The answers listed below will guide you through the Home Links for Unit 1.

Home Link 1•9

- Other possible answers include: TV listings, food packages (expiration dates), and clocks.
- 1, 2, 3, 4, 5, 6

Home Link 1•10

- Sample answer:

Number	Tally Marks
4	
7	###
12	### ###
16	### ### ###
19	### ### ###

- 1; 2; 4; 6; 8; 9

Home Link 1•11

- Drawing should be of a Math Exploration.
- 4 3. 7 4. 11

Home Link 1•12

- Other possible answers include: oven, refrigerator, freezer, and thermostat.
- 5 4. 3 5. 2

Home Link 1•13

- Your child should draw a group of objects.
- Sample number story: There are 5 flowers in the garden. If I pick 1 of them to give to my teacher, how many flowers will be left? Answer: 4 flowers

NOTE: Encourage your child to come up with his or her own way to solve the problem, whether it's thinking logically, drawing pictures, or counting on fingers. As an adult, you know that $5 - 4 = 1$, but for your child, coming up with his or her own strategy is more natural than thinking of the number story as $5 - 4 = 1$.

- 6 5. 9 6. 15
- 1 8. 4 9. 10

