

Due Friday!



Dear Family:

We are now ready for you to be your child's Coach. If your child had Foundations<sup>9</sup> in Kindergarten, Unit 1 is mostly review and will go quickly. If your child did not have Foundations in Kindergarten, do not become discouraged with the pace of the progress. It may appear to be slow moving, but it is laying the necessary foundations for your child to be a fluent, independent reader.

During the next few weeks, I will be reviewing:

- The sequence of the alphabet.
- Letter formation from a to z.
- The letter name, a keyword and sound for the consonants:  
b c d f g h j k l m n p q r s t v w x y z
- The letter name, a keyword and sound for the short vowels:  
a e i o u

The keyword is a specific word which we will use to help your child master each sound. Notice the letter y is not included as a vowel. This comes later. If y begins a word it is considered a consonant and for now, it will only begin words.

Please work with your child to reinforce the above concepts. See the attached activity suggestions in order to do this. If you have any questions, please write them down and I shall get back to you.  
**WE ARE OFF!**

Sincerely,





## Review the Sequence of the Alphabet

Your child needs to be able to say or sing the alphabet from A to Z. Sing or say the alphabet whenever you can - in the car, bath time, bedtime, etc.

Make sure your child is aware of each letter! So often "lump" is lumped together and the child does not separate them.

If you have magnetized plastic letters, have your child place them on your refrigerator in sequence as he or she says the letter name.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

You will find the suggested books listed below helpful at this time. They should be available at your local library.

Following this page, you will find the alphabet order squares. I have your child lightly color the vowels (a e i o u) orange. Keep one of the groups of squares uncut to use as the base and cut the second group into individual squares.

Have your child place the letters onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed. Keep these letters in a baggie to do this again and for other activities.

If you enjoy crafts, you could make a place mat and decorate it with one of the letter squares. Have your child place the cut letters on the place mat while waiting for supper.

Title	Author	Publisher / Date
<i>A-B-C-ing: An Action Alphabet</i>	Beller, J.	Crown: 1984
<i>Alligators All Around: An Alphabet</i>	Sendak, M.	Harper Trophy: 1990
<i>Alphabears</i>	Hasic, K.	Henry Holt & Co.: 1984
<i>City Seen From A to Z</i>	Isadora, R.	Greenwillow: 1983
<i>Dr. Seuss's ABC (2nd edition)</i>	Seuss, Dr.	Random House: 1991
<i>The Guinea Pig ABC</i>	Duke, K.	Dutton: 1983
<i>Zoophabets</i>	Talton, R.	Scholastic: 1979
<i>The Z Was Zapped</i>	Van Allsburg, C.	Houghton Mifflin: 1987



# Review Letter Formations With Your Child

UNIT  
**1**

WEEKS 1-3

For the next three weeks, your child will practice writing the letters in lower-case.

### Encourage correct pencil grip

Be sure your child has the pencil between the index finger and the thumb and then rests it on the other fingers.



Right Hand Pencil Grip



Left Hand Pencil Grip

When your child writes, both elbows should be on the table and feet should be on the floor, if possible. You can use an old box under the table if the table is too high. Also, have your child hold the paper with the non-writing hand.

### Practice the letter formations

You can practice the letter formations at home just like we are practicing them in school. See the attached writing paper with pictures. We call this our Writing Grid. The pictures indicate the names of the lines: the sky line, plane line, grass line and worm line.

Say the verbal step-by-step guidelines while your child makes each letter.

As your child writes the letter, guide him or her by reading the directions on the enclosed Letter Formation Guide.

Practice some letters each night, as indicated below. Have your child write each of these letters five times on the Writing Grid. Each time, be sure that you read the step-by-step directions to guide the correct letter formation.



	WEEK 1	WEEK 2	WEEK 3
Day 1	t b f	a g	l h k
Day 2	n m	d s	v w
Day 3	i u	e r	y x
Day 4	c o	p j	z q

Name: \_\_\_\_\_ Date: \_\_\_\_\_

UNIT  
**1**

WEEK 1

### Fundations<sup>®</sup> Letter Formation

Handwriting practice for uppercase letter 'I'. It features a large 'I' on a set of three lines (top, dashed middle, bottom). To the left of the 'I' are three small illustrations of a hand holding a pencil, showing the stroke order for writing the letter. Below the 'I' are two sets of empty three-line guides for independent practice.

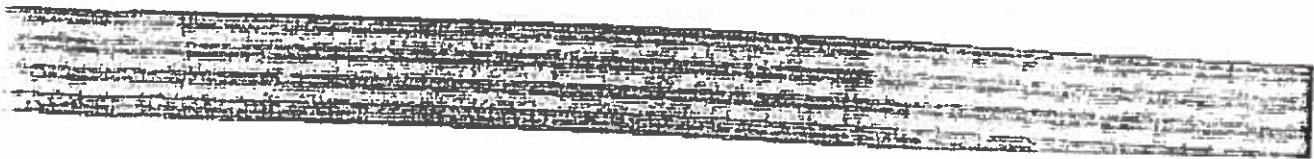
Handwriting practice for uppercase letter 'D'. It features a large 'D' on a set of three lines. To the left of the 'D' are three small illustrations of a hand holding a pencil, showing the stroke order for writing the letter. Below the 'D' are two sets of empty three-line guides for independent practice.

Handwriting practice for lowercase letter 'f'. It features a large 'f' on a set of three lines. To the left of the 'f' are three small illustrations of a hand holding a pencil, showing the stroke order for writing the letter. Below the 'f' are two sets of empty three-line guides for independent practice.

Handwriting practice for lowercase letter 'n'. It features a large 'n' on a set of three lines. To the left of the 'n' are three small illustrations of a hand holding a pencil, showing the stroke order for writing the letter. Below the 'n' are two sets of empty three-line guides for independent practice.

Handwriting practice for lowercase letter 'm'. It features a large 'm' on a set of three lines. To the left of the 'm' are three small illustrations of a hand holding a pencil, showing the stroke order for writing the letter. Below the 'm' are two sets of empty three-line guides for independent practice.

Blank handwriting practice lines consisting of three horizontal lines (top, dashed middle, bottom) for independent practice of letter formation.



Name: \_\_\_\_\_ Center: \_\_\_\_\_

UNIT  
**1**

WEEK 1

### Foundations<sup>9</sup> Letter Formation

 \_\_\_\_\_

  **I** \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

  **U** \_\_\_\_\_



 \_\_\_\_\_

 \_\_\_\_\_

  **U** \_\_\_\_\_


 \_\_\_\_\_

 \_\_\_\_\_

  **O** \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_



# MATH NEWS



LAFAYETTE  
PARISH SCHOOL SYSTEM  
Fall 2014

Grade 1, Module 1, Topic A

## 1<sup>st</sup> Grade Math

Module 1: Sums and Differences to 10

### Math Parent Letter

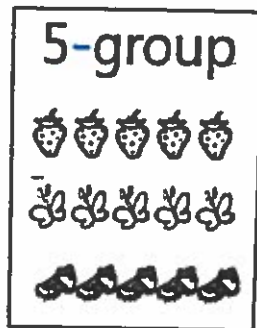
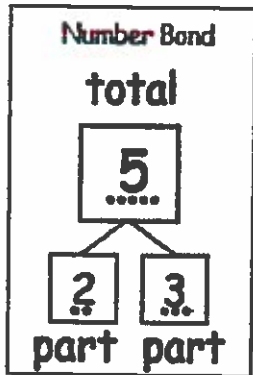
This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 1 of Eureka Math (Engage New York) covers Sums and Differences to 10. This newsletter will discuss Module 1, Topic A.

### Topic A. Embedded Numbers and Decompositions

#### Words to know

- 5 – group
- One more than
- Number bond
- Count on

#### Things to Remember!



Number bond – shows the whole and the parts of a number

5 – group – a row of five items

Count on – count from one number to the total. Example:  $2 + 3 =$

5. Start at the larger number (3) and count 2 more (4,

5). Think 3 count 4, 5.

### OBJECTIVE OF TOPIC A

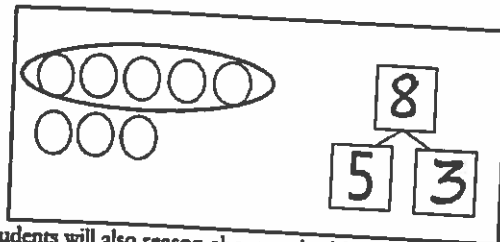
- 1 Analyze and describe embedded numbers (to 10) using 5-groups and number bonds.
- 2 Reason about embedded numbers in varied configurations using number bonds.
- 3 See and describe numbers of objects using 1 more within 5-group configurations.

## Focus Area– Topic A

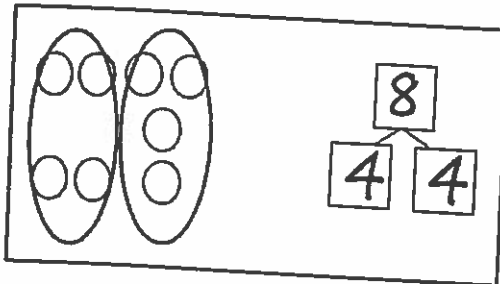
### Embedded Numbers and Decomposition

Instead of counting all objects, students will work on counting on. Students will review parts of the numbers 1-5 and analyze and describe embedded numbers (to 10) using a 5-group configuration, focusing on parts of 6, 7, 8, and 9. By seeing numbers as a subset of 5 and another subset, this will help with addition and subtraction.

Circle 5 and make a number bond.

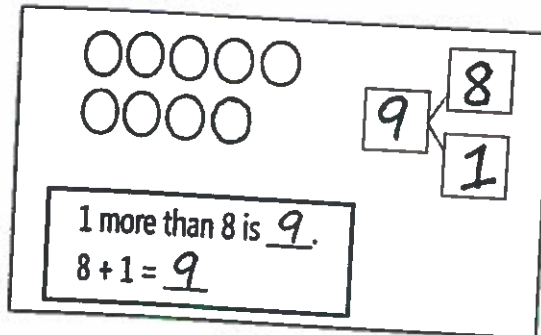


Students will also reason about embedded numbers in varied configurations using number bonds:



Number Bond Dashes will be done in order to provide fluency when decomposing numbers. Students will see and describe numbers of objects using 1 more within 5-group configurations. The sentence frame "1 more than \_\_\_ is \_\_\_ and \_\_\_ is 1 more than \_\_\_."

Draw one more in the 5-group. In the box, write the number to describe the new picture.



Fundations<sup>®</sup> Alphabet Order Squares

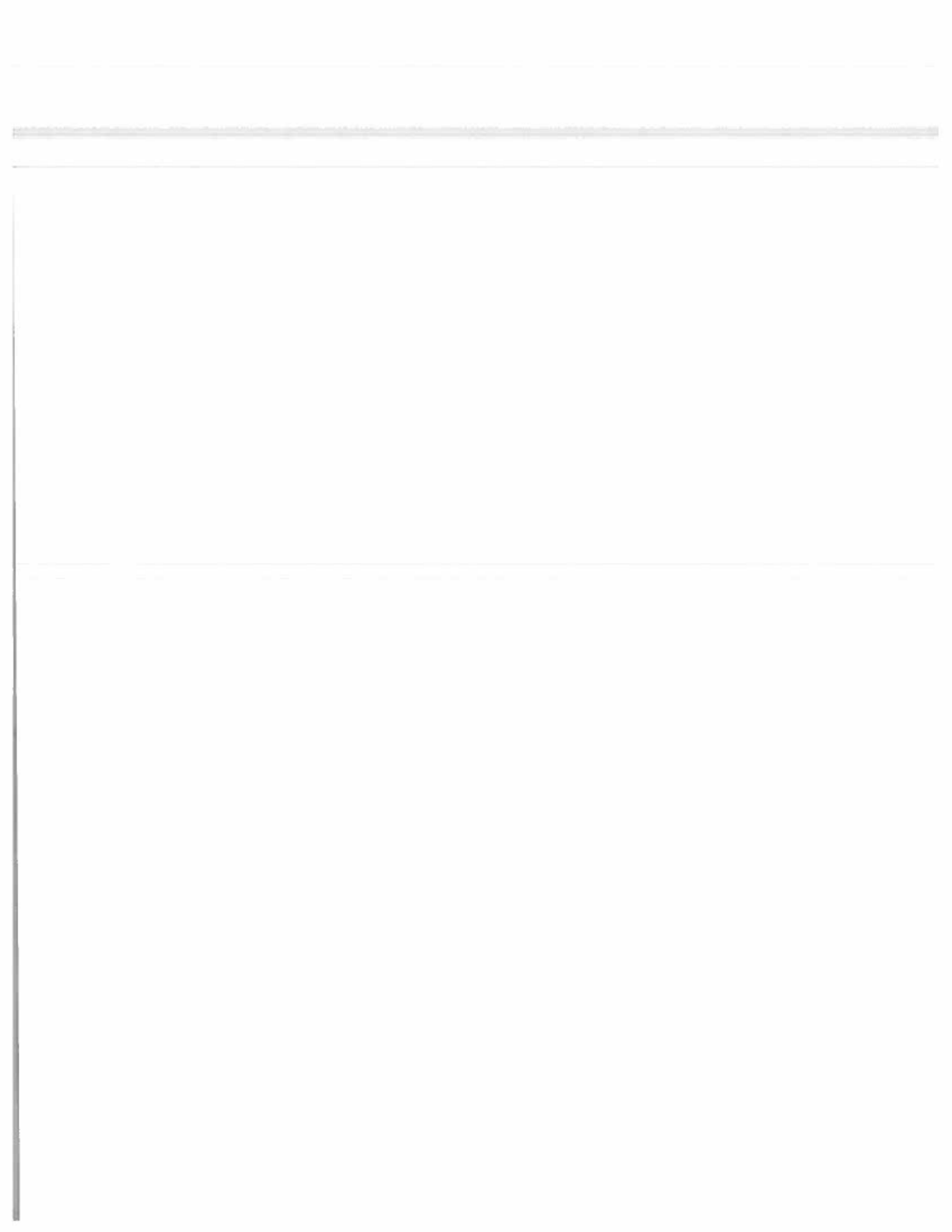
a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	qu	r	s
t	u	v	w	x	y	z



I have your child lightly color the vowels (a e i o u) orange. Keep this group of squares uncut to use as the base. Have your child place the cut letters (from below) onto the matching letters on the uncut squares. Make sure your child says the name of the letter as it is placed.

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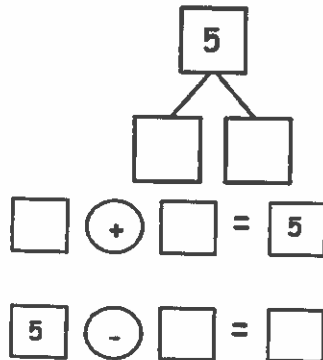
a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	qu	r	s
t	u	v	w	x	y	z





### Sums and Differences to 10

In this first module of Grade 1, students make significant progress toward fluency with addition and subtraction of numbers to 10. They are presented with opportunities designed to advance them from counting all to counting on. This leads many students to decomposing and composing total amounts. This module is an important foundational piece for our first grade mathematicians.



Number bonds are used to relate addition and subtraction

1 + 2	1 + 3
2 + 2	
3 + 2	3 + 3

Students will learn to solve related addition problems

### What Comes After this

**Module:** In Module 2, students begin to problem-solve with teen numbers. Students will go beyond the beginning strategies of counting on and counting back and learn to use more sophisticated strategies that involve working with groups of 10 as a basic unit, either taking away ten or making ten to solve problems.

### Terms, Phrases, and Strategies in this Module:

**Count on:** Students count up from one addend to the total, e.g. for  $5 + 4$  they would start with 5, then count 6..7..8..9 to get the total of 9

**Expression:** e.g.,  $2 + 1$  or  $5 + 5$  (expressions do not have an equals sign, thus are not equations)

**Addend:** One of the numbers being added in an addition problem

**Doubles:** e.g.,  $3 + 3$  or  $4 + 4$

**Doubles plus 1:** e.g.,  $3 + 4$  or  $4 + 5$

**Part:** e.g., "What is the unknown part?  $3 + \underline{\quad} = 8$ "

**Equation and number sentence:** these words are used interchangeably throughout the module

**Number Bond:** a graphic showing part/part/whole (see reverse side for more information)

### + How you can help at home:

- Practice "counting on" as a strategy for addition, e.g. if you have 7 LEGO pieces, and then you get 3 more, encourage your student to start with the number 7 and count "8...9...10" to find the total.
- Discuss various ways to take apart a given number, e.g. 6 is made of 1 and 5, 2 and 4, 3 and 3, etc.

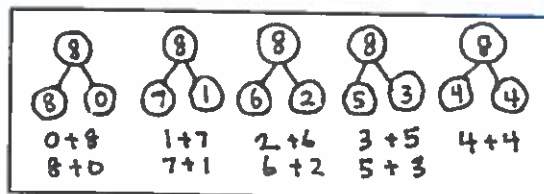
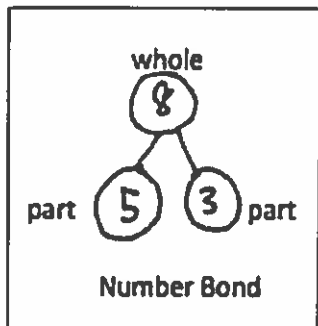
## Key Common Core Standards:

- Represent and solve problems involving addition and subtraction**
  - Use addition and subtraction within 10 to solve word problems
- Understand and apply properties of operations and the relationship between addition and subtraction**
  - Apply properties of operations as strategies to add and subtract
  - Understand subtraction as an unknown-addend problem
- Add and subtract within 10 (eventually within 20)**
  - Relate counting to addition and subtraction
- Work with addition and subtraction equations**
  - Understand the meaning of the equal sign
  - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers

Welcome to A Story of Units!

Each module's parent tip sheet will highlight a new strategy or math model your student will be working on.

In Module 1, first grade students will use Number Bonds to understand the part-part-whole relationships inherent to addition and subtraction. The Number Bond is a powerful mathematical model that students will return to throughout *A Story of Units*.



Number Bonds showing ways to make 8

Read on to learn a little bit about *Eureka Math*, the creators of *A Story of Units*:

*Eureka Math* is a complete, PreK-12 curriculum and professional development platform. It follows the focus and coherence of the Common Core State Standards (CCSS) and carefully sequences the progression of mathematical ideas into expertly crafted instructional modules.

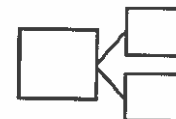
This curriculum is distinguished not only by its adherence to the CCSS; it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the “story” of mathematics itself. This is why we call the elementary portion of *Eureka Math* “A Story of Units.” The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts.

The goal of *Eureka Math* is to produce students who are not merely literate, but fluent, in mathematics. Your student has an exciting year of discovering the story of mathematics ahead!

Sample Problem from Module 1:  
(Example taken from Module 1, Lesson 2)

How many animals do you see?

Write at least 2 different number bonds to show different ways to break apart the total.



Name \_\_\_\_\_

Date \_\_\_\_\_

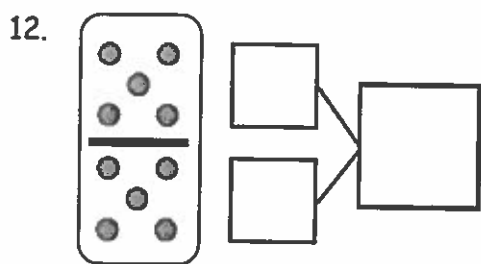
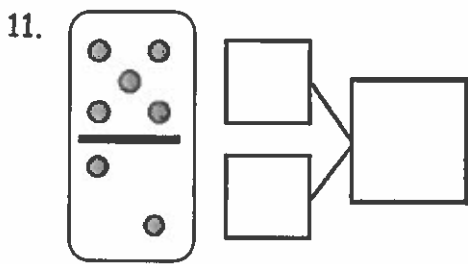
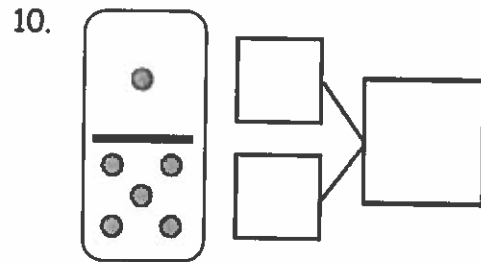
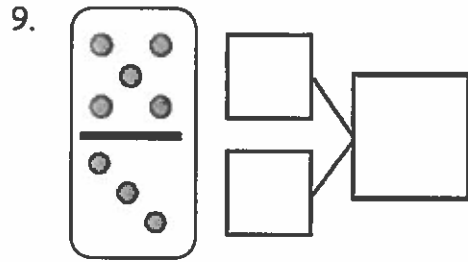
Circle 5, and then make a number bond.

<p>1.</p>	<p>2.</p>
<p>3.</p>	<p>4.</p>

Make a number bond that shows 5 as one part.

<p>5.</p>	<p>6.</p>
<p>7.</p>	<p>8.</p>

Make a number bond for the dominoes.



Circle 5 and count. Then, make a number bond.

<p>13. </p>	<p>14. </p>
<p>15. </p>	<p>16. </p>