

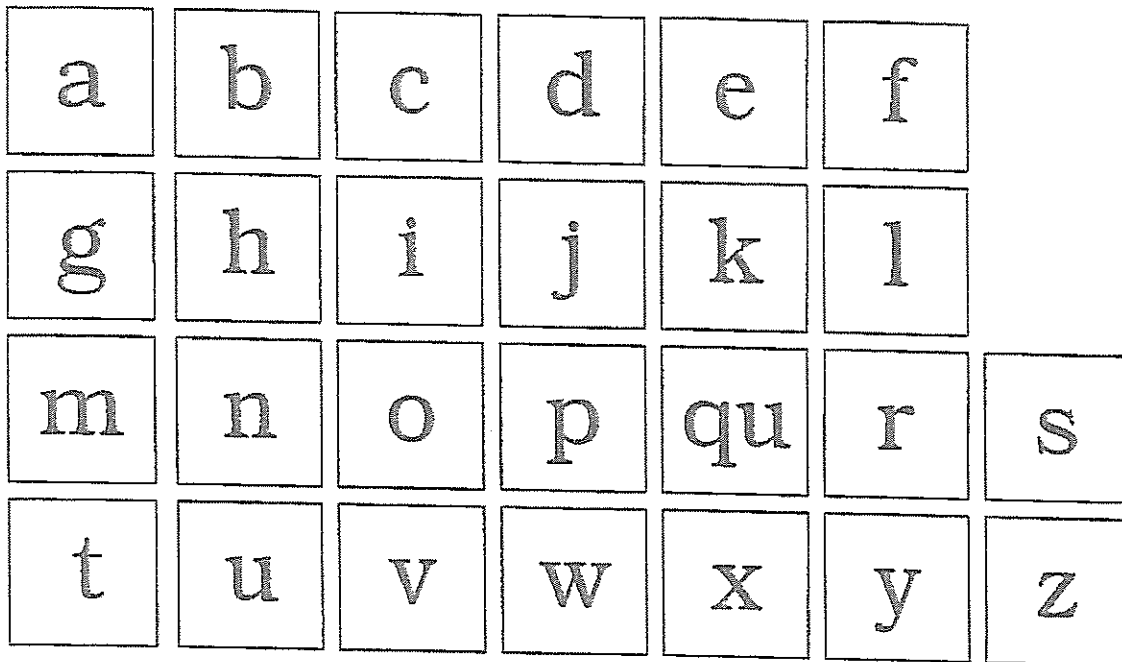
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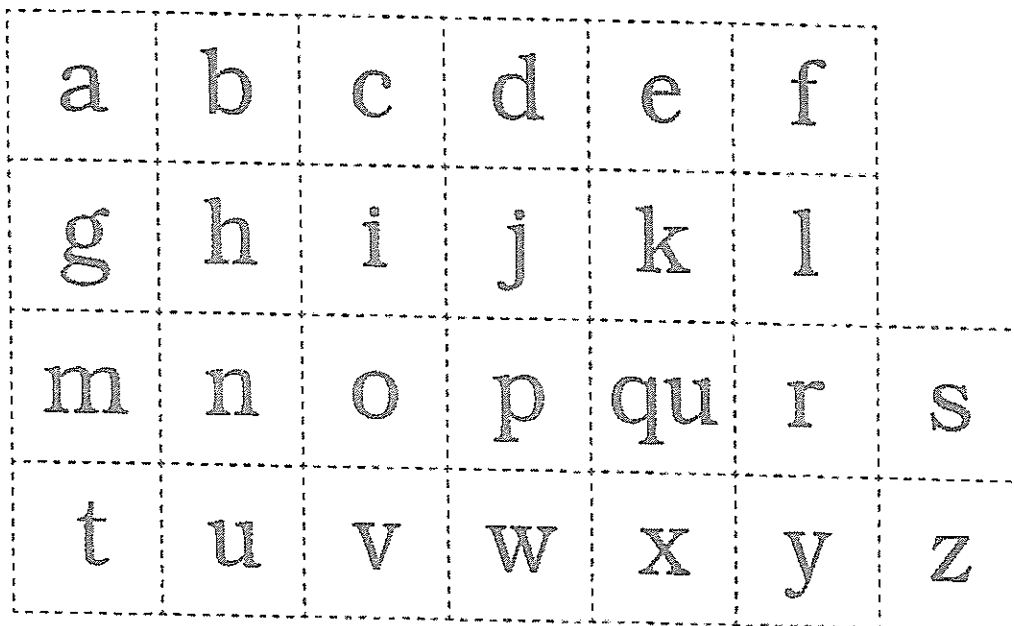
WEEK 3

Fundations® Alphabet Order Squares



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.

Have your child lightly color the vowels (a e i o u) orange. Cut this group into individual squares. Keep these letters in a baggie to do this again and for other activities.



Name: _____

Date: _____



WEEK 3

Fundations® Letter Formation

Handwriting practice for the letter 'l'. It features three rows of handwriting lines (top, middle dashed, bottom). The first row shows a small cartoon character holding a pencil. The second row shows a hand holding a pencil writing the letter 'l'. The third row shows a foot stepping on a pencil writing the letter 'l'. The letter 'l' is printed on the first row for tracing.

Handwriting practice for the letter 'h'. It features three rows of handwriting lines. The first row shows a small cartoon character holding a pencil. The second row shows a hand holding a pencil writing the letter 'h'. The third row shows a foot stepping on a pencil writing the letter 'h'. The letter 'h' is printed on the first row for tracing.

Handwriting practice for the letter 'k'. It features three rows of handwriting lines. The first row shows a small cartoon character holding a pencil. The second row shows a hand holding a pencil writing the letter 'k'. The third row shows a foot stepping on a pencil writing the letter 'k'. The letter 'k' is printed on the first row for tracing.

Handwriting practice for the letter 'v'. It features three rows of handwriting lines. The first row shows a small cartoon character holding a pencil. The second row shows a hand holding a pencil writing the letter 'v'. The third row shows a foot stepping on a pencil writing the letter 'v'. The letter 'v' is printed on the first row for tracing.

Handwriting practice for the letter 'w'. It features three rows of handwriting lines. The first row shows a small cartoon character holding a pencil. The second row shows a hand holding a pencil writing the letter 'w'. The third row shows a foot stepping on a pencil writing the letter 'w'. The letter 'w' is printed on the first row for tracing.

Handwriting practice for the letter 'y'. It features three rows of handwriting lines. The first row shows a small cartoon character holding a pencil. The second row shows a hand holding a pencil writing the letter 'y'. The third row shows a foot stepping on a pencil writing the letter 'y'. The letter 'y' is printed on the first row for tracing.

Name: _____

Date: _____



WEEK 3

Fundations® Letter Formation



X



Z



q

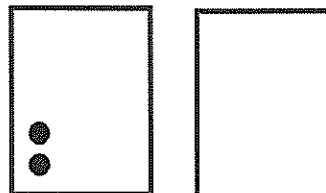


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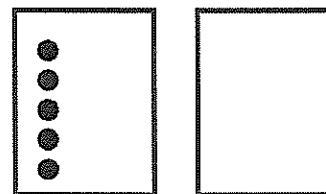
Date _____

1. Use the 5-group cards to count on to find the missing number in the number sentences.

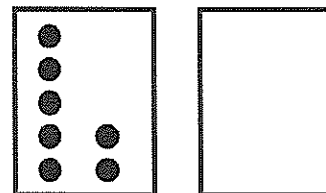
a. $\boxed{2} + \boxed{} = \boxed{7}$



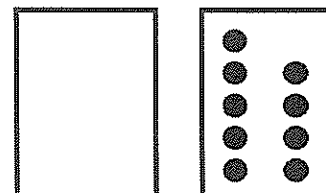
b. $\boxed{8} = \boxed{5} + \boxed{}$



c. $\boxed{9} = \boxed{7} + \boxed{}$



d. $\boxed{9} = \boxed{} + \boxed{9}$



2. Match the number sentence to the math story. Draw a picture or use your 5-group cards to solve.

a. Scott has 3 cookies. His mom gives him some more. Now, he has 8 cookies. How many cookies did his mom give him?

Scott's mom gave him _____ cookies.

$$\boxed{6} + \boxed{?} = \boxed{9}$$

$$\boxed{3} + \boxed{?} = \boxed{8}$$

b. Kim sees 6 birds in the tree. Some more birds fly in. Kim sees 9 birds in the tree. How many birds flew to the tree?

_____ birds flew to the tree.

$$\boxed{4} + \boxed{?} = \boxed{8}$$

Dear Family,

We are working with a program in class that is designed to help children develop their comprehension and vocabulary skills through stories read aloud.

The program takes advantage of some of the sophisticated vocabulary found in books for young children—because children love to learn big words. Research has shown that the earlier children learn these words, the better able they are to use them in their speech and writing for the rest of their lives!

Each week, I will be sending home six new words. These are the words we are learning and using in our daily conversations and organized activities. This week, and in the weeks to come, please use these words as frequently as possible. Cut out the list and post it somewhere central in your home, such as on the refrigerator. See how many times you, your child, and those around you can use these words in your conversations. Make a game out of it!

And remember, as you share reading experiences with your child, point out and talk about the “big words” you encounter.

Sincerely,

The First Grade Team

Mole's Hill

quivered

The mouse in the cartoon quivered when he heard the cat coming.

strolled

While at the zoo, we strolled by the giraffes to get to the tigers.

gathered

We gathered our belongings and left the motel.

burst

The clouds burst, and then the rain fell hard.

compromise

On Saturday mornings my sister and I compromise, so we each get to choose a TV show.

obstacle

That big box blocking the hallway is an obstacle.



MATH NEWS



LAFAYETTE
PARISH SCHOOL SYSTEM
Fall 2014

Grade 1, Module 1, Topic D

1st 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 D.

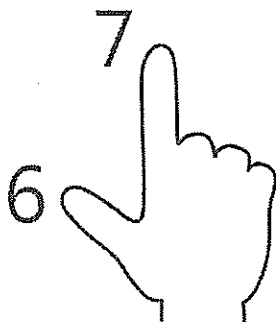
Topic D. Strategies for Counting On

Things to Remember!

Students will focus on the skill of counting on. Remember to find the larger number first.

$$5 + 2 = ?$$

Keep 5 in your head, and count on.



OBJECTIVE OF TOPIC D

1. Count on up to 3 more using numeral and 5-group cards and fingers to track the change.
2. Count on to find the unknown part in missing addend equations such as $6 + \underline{\quad} = 9$. Answer, "How many more to make 6, 7, 8, 9, and 10?"

Focus Area– Topic D

Strategies for Counting On

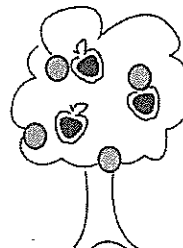
Count on and add.



$$\boxed{3} + \boxed{4} = \boxed{7}$$

There are 7 flowers all together.

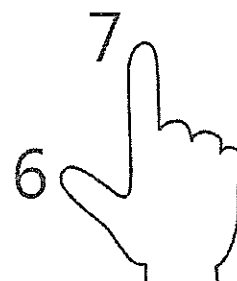
Draw more apples to solve $3 + ? = 7$.



$$\boxed{3} + \boxed{4} = \boxed{7}$$

I added 4 apples to the tree.

Use count on to solve $5 + ? = 7$



I counted on 2 so the answer is 2, $5 + 2 = 7$



MATH NEWS



LAFAYETTE
PARISH SCHOOL SYSTEM
Fall 2014

Grade 1, Module 1, Topic C

1st Grade Math

Module 1: Sums and Differences to 10

Math Parent Letter

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Topic C. Counting On from Embedded Numbers

Words to know

- Unknown
- Equations

Things to Remember!

There are many types of math story problems. Students will learn how to solve a variety of problems in Topic C. Students will be introduced to the concept of unknown in a math story. The unknown of the math story is the number that is needed to solve the story. The number that will answer the question asked. In the first word problem on this page, the unknown is the number of cats Tracy has. In the second problem it is the number of robots Logan brought over, and in the third problem it is represented by a question mark.

OBJECTIVE OF TOPIC C

- 1 Solve *add to with result unknown* and *put together with result unknown* math stories by drawing, writing equations, and making statements of the solution.
- 2 Solve *put together with result unknown* math stories by drawing and using 5-group cards.
- 3 Solve *add to with change unknown* math stories as a context for counting on by drawing, writing equations, and making statements of the solution.
- 4 Solve *add to with change unknown* math stories using 5-groups.
- 5 Tell *put together with result unknown*, *add to with result unknown*, and *add to with change unknown* stories from equations.

Focus Area— Topic C

Counting On from Embedded Numbers

Students will work with story problems to solve equations. (an equation is a math sentence with an equal sign.)

Tracy has 3 orange cats and 4 white cats. How many cats does Tracy have?

$4 + 3 = 7$
Tracy has 7 cats.

Luke has 3 robots. His friend Logan came over with some more. Together they had 7 robots. How many robots did Logan bring over?

Logan brought over 4 robots.
Write a number sentence to explain the story.
 $3 + 4 = 7$

Use the number sentences to draw a picture, and fill in the number bond to tell a math story.

$4 + ? = 7$

$4 + 3 = 7$