

Dear Family:

The concept in Unit 5 of Foundations® is one that your child should grasp quickly.

The sounds of the letters **m** and **n** come through the nose and because of this, the short vowel sound of **a** is somewhat distorted. Therefore, I teach the children that **/am/** as in **ham** and **/an/** as in **fan** are *glued* together because it is difficult to separate the **a** from the **m** or **n**.

The word **ham** will be tapped this way: **/h/** touching index finger to thumb; then the **/am/** touching middle finger and ring finger (glued together) to the thumb.

Make sure your child knows the letters, keyword, and sound for **am** and **an**.

Say the letters **a - m**, then the keyword **ham**, then the sound **/am/**.

Say the letters **a - n**, then the keyword **fan**, then the sound **/an/**.

The **all** sound from Unit 4 is also “glued” together. Be sure to keep the pictures for these sounds with all of the other Keyword Pictures.

Sincerely,





## Homework Guide

Review the **glued sounds**, /am/ (as in **ham**) and /an/ (as in **fan**), with your child during the next week.

### Follow These 4 Steps:

1. Dictate the word and have your child echo the word.
2. Have your child tap out the sounds. Remember, /am/ and /an/ are “glued” sounds so they get one tap by

touching middle finger and ring finger to the thumb. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters. It is helpful if you say the letters as your child writes them.

### WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	<b>Review Words</b>	→	ball	fox	quill
On Tuesday Dictate	<b>Current Words</b>	→	ham	jam	can
On Wednesday Dictate	<b>Trick Words</b>	→	<b>from</b>	<b>does</b>	<b>have</b>
On Thursday Dictate	<b>Sentence</b>	→	Mom will shop <b>for ham and jam</b> .		

### Note

Your child might be able to read the following book with your help:

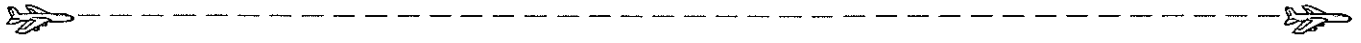
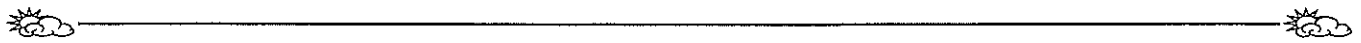
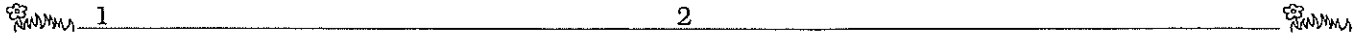
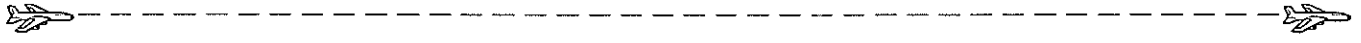
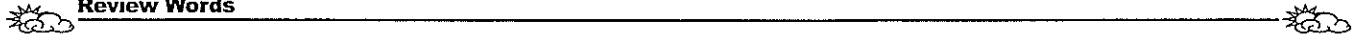
**Green Eggs and Ham**, by Dr. Seuss; Random House, 1960.

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

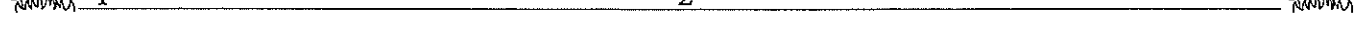
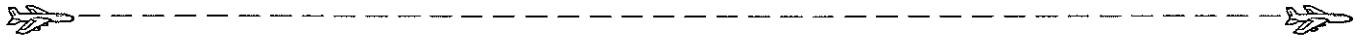
Date: \_\_\_\_\_

# Writing Grid for Word and Sentence Homework

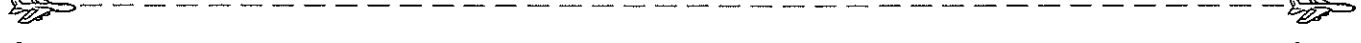
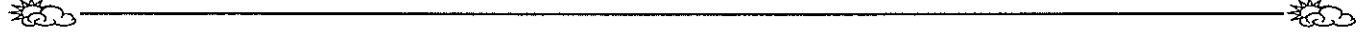
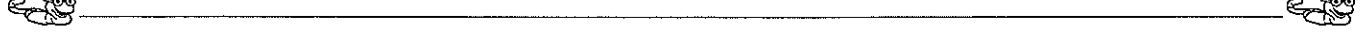
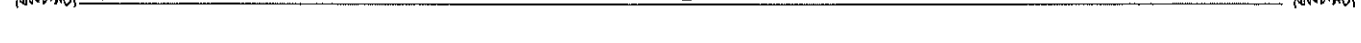
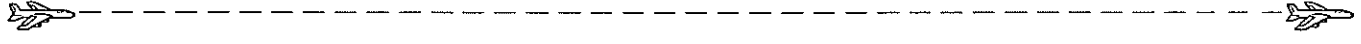
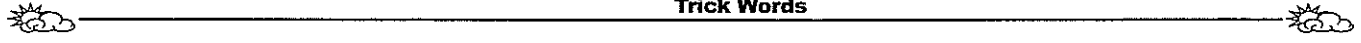
## Review Words



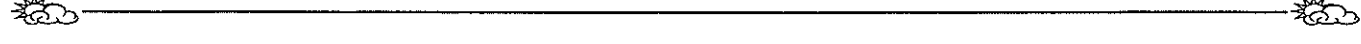
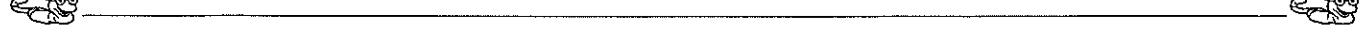
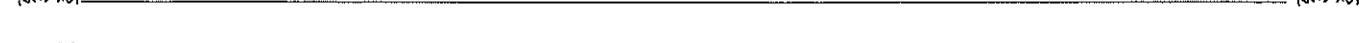
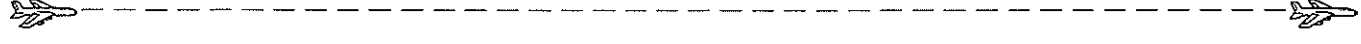
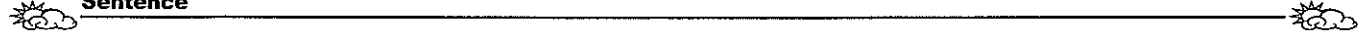
## Current Words



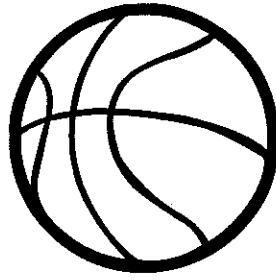
## Trick Words



## Sentence



all

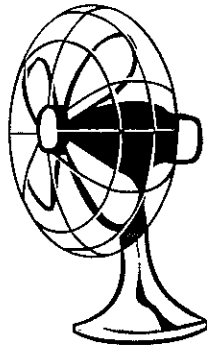


/əl/

ball

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an

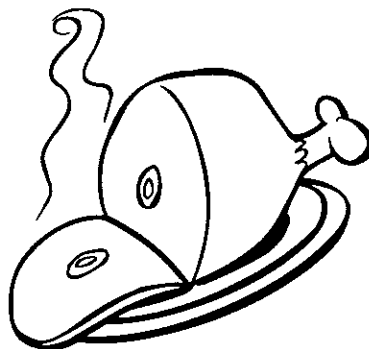


/an/

fan

---

am



/am/

ham

→ Add this page to your child's notebook of sounds.

Spelling List – Wilson Unit 5 Week 1

1. do
2. jam
3. can
4. have
5. man
6. does
7. Sam
8. from
9. bam
10. than

Sentence: 1. Is this from Dan?

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WEEK 1

from

do

have

does

→ **Cut words into flashcards. 1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.





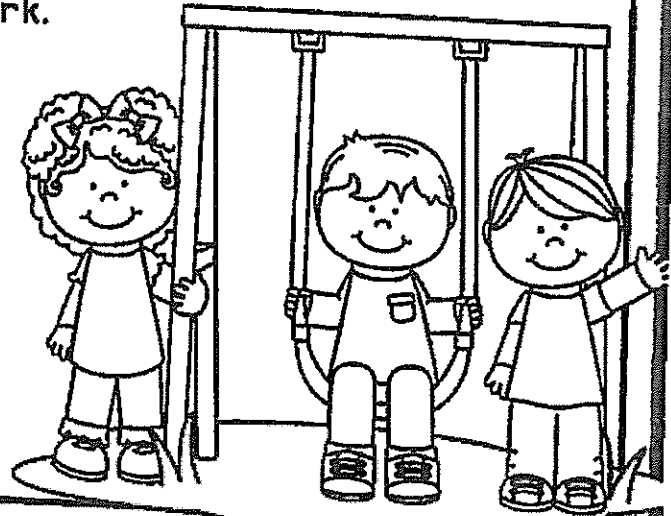
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## At the Park

It was a warm summer day. Sue, Lucy and Lou decided to spend the day at the park. First, they pushed each other on the swings. Next, they climbed on the monkey bars. Then, they each ate an apple for a quick snack. Finally, they passed a football to each other in the field. They all had a great day at the park!



1. Where are they?

- at school
- at the park
- at the zoo
- at the dentist

2. What did they do first?

- a eat
- b swing
- c sing
- d play football

3. What did they eat?

- oranges
- Sandwiches
- Ice cream
- apples

4. What did they do last?

- 1 pass a football
- 2 eat a snack
- 3 play basketball
- 4 run in the field

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

**Siraga Nona**

**compliments**

It is always nice to receive compliments on what you are doing.

**sputter**

The car was old, so it sputtered and rattled when it started.

**valuable**

My aunt's watch is very valuable.

**hero**

The hero of the book is my favorite character.

**abundance**

The farmer had an abundance of corn after the harvest.

**eavesdrop**

It is not polite to eavesdrop on other people's conversations.

### Introduction to Place Value using Addition and Subtraction up to the Number 20

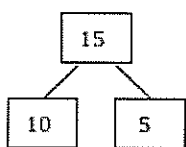
In this module we will extend our work with addition and subtraction to the numbers 1-20, and learn some new strategies along the way.

We are working hard and extending our skills!



Think about this problem:

$$15 - 9 = ?$$



We can make a number bond showing that

$$15 = 10 + 5$$

Now, using the 10, we subtract 9:

$$10 - 9 = 1$$

We now have 1, but we need to add back our 5 from the number bond:

$$1 + 5 = 6$$

$$\text{SO... } 15 - 9 = 6!$$

**What Came Before this Module:** We worked with ways to make numbers up to 10, including simple addition and subtraction.

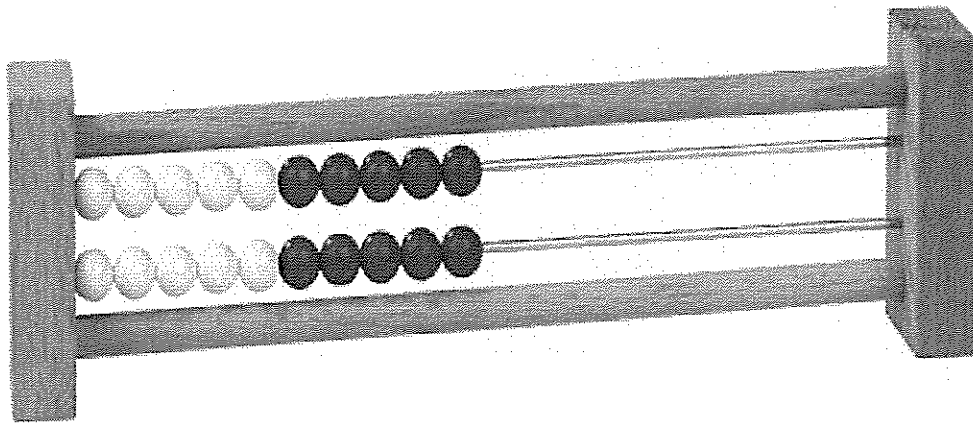
**What Comes After this Module:** We will continue to compare and order numbers, now expanding to topics in length measurement.

### + How you can help at home:

- Continue to practice finding partners for any given number, e.g., how can we make 8? 10?
- Talk about how we can find “tens” in other, larger numbers
- Make up and discuss short story problems that involve simple addition and subtraction

## Key Common Core Standards:

- *Represent and solve problems using addition and subtraction*
- *Understand and apply properties of operations and the relationship between addition and subtraction (e.g.  $3 + 2 = 2 + 3$ , and  $2 + 6 + 4 = 2 + 10$ )*
- *Add and subtract within 20*
- *Understand place value*



### Spotlight on Math Models:

#### Rekenrek

Students will use this tool to represent numbers in more and complex ways as they grow.

*A Story of Units* has several key mathematical “models” that will be used throughout a student’s elementary years.

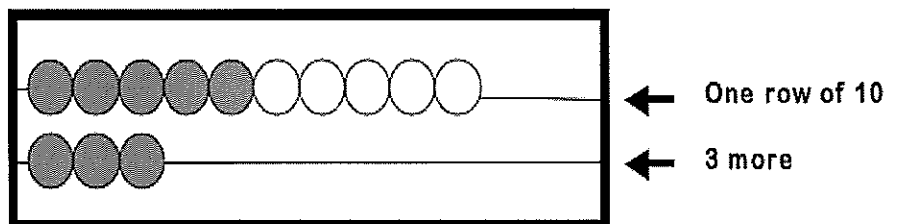
The rekenrek is a kind of abacus that was developed in The Netherlands but has many variations in other world cultures. In *A Story of Units*, rekenreks are used starting in kindergarten first as models of numbers 1-5. Later, the white and red beads are used to illustrate numbers up to 10 and then 20.

There are a variety of skills that students can practice on the rekenrek, including simple counting, skip counting, and eventually beginning addition and subtraction concepts. In the beginning of first grade, we use the rekenreks to model decomposing and composing numbers as we both add and subtract.

#### Sample Problem from Module 2:

##### Using the Rekenrek:

Students can easily see groups of both 5 and 10, and can move the beads to show their counting and thinking as they put numbers together and take them apart (compose and decompose numbers).



Thirteen is seen as “10 and 3 more”



# MATH NEWS



LAFAYETTE  
PARISH SCHOOL SYSTEM

Grade 1, Module 2, Topic B

Fall 2014

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

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20

### 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 2 of Eureka Math (Engage New York) covers the introduction to place value through addition and subtraction within 20. This newsletter will discuss Module 2, Topic B.

Topic B: Counting On or Taking From Ten to Solve Result Unknown and Total Unknown Problems.

In this topic, students will begin solving word problems by using manipulatives. Then they will progress to using 5-group drawings, and finally solve by using number bonds.

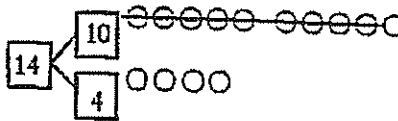
### Objective of Topic B.

- 1 Solve word problems with subtraction of 9 from 10.
- 2 Model subtraction of 9 from teen numbers.
- 3 Relate counting on to making ten and taking from ten.
- 4 Model subtraction of 8 from teen numbers.
- 5 Compare efficiency of counting on and taking from ten.
- 6 Subtract 7, 8, and 9 from teen numbers.  
Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens.

## Focus Area- Topic B

Counting On or Taking From Ten to Solve Result Unknown and Total Unknown Problems.

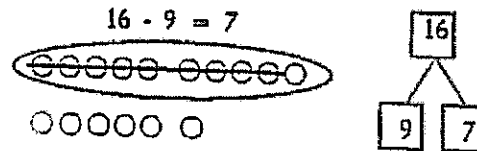
There are 14 stickers on the desk. 10 stickers are of princesses. 4 stickers are of super heroes. A child took 9 of the princess stickers. How many stickers are left on the desk?



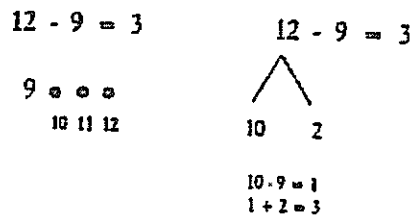
$$14 - 9 = 5$$

There are 5 stickers left on the desk.

First, make a simple math drawing. Then, cross out from the 10 or the other part in order to show what happens in the stories.



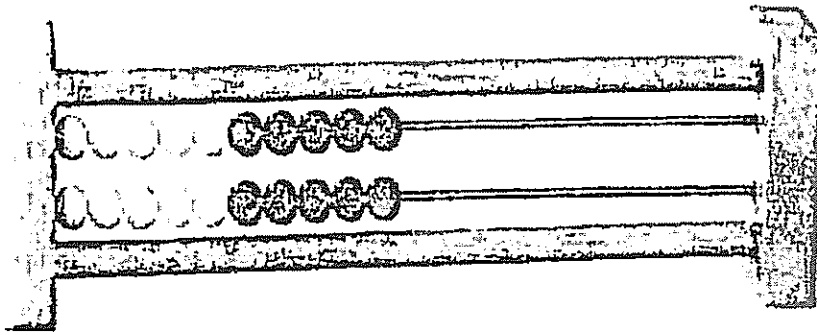
First, make a simple math drawing and circle ten. Then solve and make a number bond to go with the subtraction sentence.



Students will solve by counting on and by using the take from ten strategy.

To count on, start at the smaller number, and then count on to the larger number.

To take from ten, break apart the whole into a 10 and ones. Then, take 9 away from the 10 to get 1. Add the 1 that is left over from the 10 to the 2 from the 12 to get 3.



**Spotlight on Math Models**

**Rekenrek**

Students will use this tool to represent numbers in more and complex ways as they grow.

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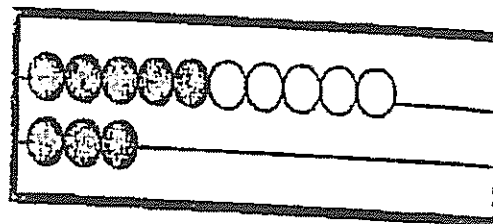
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**Sample Problem from Module 2:**

**Using the Rekenrek:**

Students can easily see groups of both 5 and 10, and can move the beads to show their counting and thinking as they put numbers together and take them apart (compose and decompose numbers).



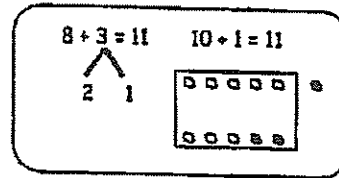
← One row of 10

← 3 more

Thirteen is seen as “10 and 3 more”

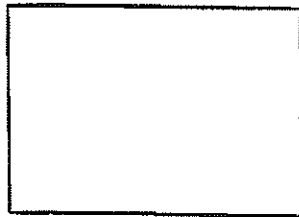
Name \_\_\_\_\_ Date \_\_\_\_\_

Solve. Make math drawings using the ten-frame to show how you made ten to solve.



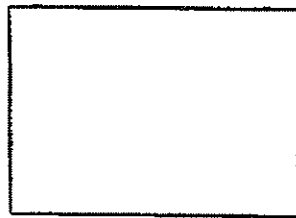
1.  $8 + 4 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



2.  $8 + 6 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$



3.  $7 + 8 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

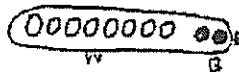


Name \_\_\_\_\_

Date \_\_\_\_\_

Draw, label, and circle to show how you made ten to help you solve.

Write the number sentences you used to solve.



$$8 + 3 = 11$$

$$10 + 1 = 11$$

1. Meg gets 8 toy animals and 4 toy cars at a party.  
How many toys does Meg get in all?

$$8 + 4 = \underline{\quad}$$

$$10 + \underline{\quad} = \underline{\quad}$$

Meg gets \_\_\_\_\_ toys.

2. John makes 6 baskets in his first basketball game and 8 baskets in his second.  
How many baskets does he make altogether?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

John makes \_\_\_\_\_ baskets.