Elmwood School

# Elmwood's Grade 1 News

April 14, 2011

## Everyday Mathematics: Units 8 and 9 – Mental Arithmetic, Money, Fractions and Place Value

**Purpose:**

In these units, students will add the dollar to the money units they already know. They will continue to count and record amounts of money, often in more than one way. They will begin learning how to make change. Students will also create addition, subtraction and comparison problems for the class to solve and will share their own problem-solving strategies. Having children share their solution strategies helps them feel more confident as they express their ideas, and it helps to demonstrate that there are a variety of ways to approach the same problem. We will begin working with fractions, emphasizing that fractions are equal parts of wholes. When dealing with fractions, it is important that children keep in mind the "whole" to which the fraction is linked. For example, ½ an apple and ½ a dollar are not the same because they deal with different types of "wholes." We will continue to build understanding of place value through examining patterns on number grids. Students will identify the place value of different digits in 2- and 3-digit numbers.

**Vocabulary:**

Fractional parts: Equal parts of any whole.
Denominator: The bottom number in a fraction. The number of equal parts into which the whole is divided.
Numerator: The top number in a fraction. The number of equal parts of the whole that are being considered.
2-digit number: In base 10, numbers 10 through 99 that have two digits each.
3-digit number: In base 10, numbers from 100 through 999 that have three digits each.

**Math Facts:**

We have been working on various ways to study and practice math facts, including fact triangles, iPod applications, and games. One way you can support your daughter is to provide opportunities for her to improve her fluency with basic math facts (up to 10+10). Regular, short practice (5-10 minutes) will greatly benefit your daughter. In addition to using the practice methods described above, some other options include having parents quiz the students orally, rolling dice and adding up the total, or flipping over two cards and adding them up.

**Suggestions for activities at home that will support our unit:**

- Ask questions like the following:
    - I want to buy an airplane that costs 27 cents. If I give the clerk 3 dimes, how much change will I get back?
    - How can you show 14 cents using exactly 6 coins?
    - How many different ways can you show 14 cents?
- Count out 8 pennies (or any type of counter). Ask your child to show you ½ of the pennies and then ¼ of the pennies. Do this with a variety of different numbers.
- Encourage your child to count various collections of coins.
- Using a set of numbers, have your child write the largest and smallest 2- and 3- digit whole numbers possible. For example, using 5, 2, and 9, the largest whole number is 952; the smallest is 259.
- Say a 2- or 3-digit number. Then have your child identify the actual value of the digit in each place. For example, in the number 952, the value of the 9 is 900, the value of the 5 is 50, and the value of the 2 is 2 ones, or two.
- Continue encouraging your child to tell the time on both digital and analog clocks. By the end of Grade One students should be able to confidently tell time to the nearest hour, half-hour and quarter-hour.
- Create number grid puzzles for your daughter to solve. Number grid puzzles are pieces of a number grid with all but a few numbers missing. The object is to fill in the missing numbers. Here are some examples:

| | | |
|---|---|---|
| 23 | | |
| | | |
| 43 | | |
| | | |
| | | |
| 73 | | |

| | | |
|---|---|---|
| | 59 | |
| | 69 | |
| | 79 | |
| | | 90 |