

Major Learning Targets for This Grade

Counting and Numbers

Students will read, write, and count numbers up to 100.

"I can count to 100 by tens and ones."

"I can read and write numbers from 0 to 20."

"I can compare two written numbers between 1 and 10."

"I can make and take apart numbers from 11-19 by telling how many tens and ones are in the numbers."

Example Task:

There are some green cubes in this set and some red cubes in this set. Which set has less or is there an equal amount of cubes in each set? (Students are given a set of 7 green cubes and a set of 5 red cubes.)

Student A: (Matching Strategy)

I lined the red cubes to match the green cubes. I saw that there are 2 more green cubes. There are less red cubes than green cubes.



Student B: (Using a Ten-Frame)

I used a ten frame to tell which has less. There are 2 more green cubes so there are less red cubes.



Student C: (Counting Strategy)

I know that 7 is more than 5 because I counted 2 more green cubes. This tells me that there are less red cubes than green cubes.

Adding and Subtracting

Students will put together and take apart numbers 1 through 10, and combine numbers to make 10.

"I can put together or take apart numbers 1-10."

"I can make 10 using numbers 1-9."

"I can use objects or drawing to add or subtract within 10 when solving word problems."

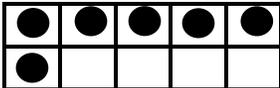
"I can add and subtract numbers 0-5."

Example Task:

A full case of juice boxes has 10 boxes. There are only 6 boxes in this case. How many juice boxes are missing?

Student A: (Using a Ten-Frame)

I used a ten frame for the case. Then, I put on 6 counters for juice still in the case. There's no juice in these 4 spaces. So, 4 are missing.



Student B: (Think Addition)

I counted 10 counters because I knew there needed to be ten. I pushed these 6 over here because they were in the container. These are left over. So there's 4 missing.



Student C: (Fluently Add/Subtract)

I know that it's 4 because 6 and 4 is the same amount as 10.

$$6 + 4 = 10$$

Shapes

Students will name and tell shapes, and compare two-and-three-dimensional shapes.

"I can name and tell about shapes I see around me."

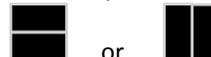
"I can compare shapes and tell if a shape is flat (two-dimensional) or solid (three dimensional)."

"I can make shapes by drawing or using simple shapes to make larger shapes."

Example Task:

Join these two rectangles to make a square. How do you know that this new shape is a square? (Students are given 2 rectangles.)

I know that this is a square because a square has 4 equal sizes.



Expected Behaviors in Math Class

Students will...

- Make predictions and estimations
- Decide if their answer is reasonable
- Use examples and counterexamples to justify a conclusion
- Explain their thinking and their process to solving a problem
- Apply mathematics to solve problems in everyday life
- Consider available tools to help them solve problems (including hands-on tools and technology)
- Use technology to explore and deepen their understanding
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate
- Look for patterns and shortcuts

How Can I Support My Student in This Course?

1. Ask Questions

- When your student is stuck, ask him/her questions like:
 - “How do you know?”
 - “Have you seen a similar problem like this before?”
 - “Does your answer make sense?”
 - “What is the problem asking you?”
 - “What information do you need to solve this question?”

2. Encourage Your Student to Ask Questions

- You don’t need to be able to answer every question that students may come up with; encourage your student to write down his/her question to bring to a teacher or peer the next day

3. Ask Your Student to Draw the Math Problem

- All mathematics can be represented visually; visual representations help students understand the concepts
- Encourage color coding

4. Encourage Multiple Representations of the Problem

- Ask your student to solve the problem in a different way, and to make connections between the different representations

5. Value Mistakes

- Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it

6. Don’t Simply Tell Them the Right Answer

- Once students are aware that their answer is right, they are more likely to stop thinking about the math
- Instead of telling them the right answer, ask them a question (see #1) or have them draw a picture

7. Praise Effort

- When your student gets a right answer, acknowledge how hard they must have worked and practiced
- When your student is stuck, acknowledge that sometimes math is challenging and that if they continue to practice and work hard, they will improve

For more information, visit scusd.edu/math or contact Mikila-Fetzer@scusd.edu, Math Coordinator

SCUSD’s Vision for Instruction and Assessment: *As a community of learners, we strive to create positive and engaging environments where a rigorous, student-centered curriculum is central. Teachers use inquiry-based instruction and formative assessment practices to support ALL learners in maturing socially and in becoming disciplinary thinkers.*