

Questions

Questions for your child's teacher:

- ◆ How will I find out how my child is doing in class?
- ◆ Are there common meeting times available to meet with my child's teacher?
- ◆ What school supplies does my child need for this class?
- ◆ What is the best way to communicate regarding matters related to my child?
- ◆ What is the procedure for checking out library books?

Activities for Home

What can I do to help my child from home?

- ◆ Let your child pay for small items in the grocery store.
- ◆ Bank with your child. Let them watch their money grow.
- ◆ On road trips count and categorize vehicles (i.e. cars, trucks, vans).
- ◆ Look at house addresses to identify even or odd.
- ◆ Group M&M's and skittles by color.
- ◆ Count the pieces of candy in a pack.
- ◆ In the supermarket or at home have your children identify different shapes.
- ◆ When cutting a cake, pie, slice of cheese or other food items show your child what half looks like, than a fourth, etc.

A Message from the CMSD ~School Parent Organization~

Dear Families,

This information was created by Cleveland Metropolitan School District families for Cleveland Metropolitan School District families. It is intended to be a tool to expand the knowledge and expectations of the CMSD curriculum by providing resources to assist and engage you in your child's education.

NOTES:

★ Cleveland Metropolitan
School District

1 MATH



What should my first grader learn about Math?

Number, Number Sense and Operations

- ◆ Read and write numerals to 100.
- ◆ Count forward to 100, count backward from 100 and count forward or backward from a given number, (e.g. count forward from 10 to 20 and count backward from 100 to 85.)
- ◆ Represent a number in different ways using words, models and number expressions.
- ◆ Tell how much a penny, nickel, dime, quarter and dollar are worth and find the value of a small collection of coins.
- ◆ Show commonly used fractions by using words and examples to represent halves, thirds and fourths.
- ◆ Represent problem situations involving addition and subtraction by using objects, drawing pictures and writing simple number sentences.
- ◆ Use strategies such as counting forward or counting backward, making 10, or one more or one less, to practice basic addition and subtraction facts.
- ◆ Use objects or pictures to represent and solve problems involving repeated addition and sharing equally.

Measurement

- ◆ Explain the need for standard units of measure.
- ◆ Select appropriate units for length, weight, volume (capacity) and time, using:
 - objects; i.e., non-standard units;
 - U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;
 - metric units: centimeter, meter, gram and liter.

- ◆ Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.
- ◆ Apply measurement techniques to measure length, weight and volume (capacity).
- ◆ Recognize that using different units of measurement will yield different numbers for the same measurement.
- ◆ Tell time on the hour and half-hour.
- ◆ Be able to put events in order based on time (e.g., spring, summer, fall and winter; morning, afternoon and night).
- ◆ Estimate and measure lengths and weights using non-standard

Geometry and Spatial Sense

- ◆ Describe and create plane figures: circle, rectangle, square, triangle, hexagon, trapezoid, parallelogram and rhombus, and identify them in the environment.
- ◆ Describe solid objects: cube, rectangular prism, sphere, cylinder, cone and pyramid, and identify them in the environment.
- ◆ Sort and compare two-dimensional figures and three-dimensional objects according to their characteristics and properties.
- ◆ Identify, explain and model (superposition, copying) the concept of shapes being congruent and similar.
- ◆ Recognize two- and three-dimensional objects from different positions.
- ◆ Describe location, using comparative (before, after), directional (above, below), and positional (first, last) words.
- ◆ Identify and draw figures with line symmetry.

Patterns, Functions and Algebra

- ◆ Sort, classify and order objects by size, number and other properties, and describe the attributes used.
- ◆ Extend sequences of sounds and shapes or simple number patterns, and create and record similar patterns.
- ◆ Create and extend patterns, and describe the rule in words.
- ◆ Model problem situations, using objects, pictures, numbers and other symbols.
- ◆ Solve open sentences and explain strategies.
- ◆ Describe and compare qualitative and quantitative changes.

Data Analysis and Probability

- ◆ Pose questions and gather data about everyday situations and familiar objects.
- ◆ Sort and classify objects by attributes, and organize data into categories in a simple table or chart.
- ◆ Represent data using objects, picture graphs and bar graphs.
- ◆ Describe the probability of chance events as more, less or equally likely to occur.

Mathematical Processes

- ◆ Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern.
- ◆ Identify and restate in own words the question or problem and the information needed to solve the problem.
- ◆ Generate alternative strategies to solve problems.
- ◆ Evaluate the reasonableness of predictions, estimations and solutions.
- ◆ Explain to others how a problem was solved.
- ◆ Draw pictures and use physical models to represent problem situations and solutions.
- ◆ Use invented and conventional symbols and common language to describe a problem situation and solution.
- ◆ Recognize the math meaning of common words and phrases, and relate everyday language to mathematical language and symbols.
- ◆ Communicate mathematical thinking by using everyday language and appropriate mathematical language.