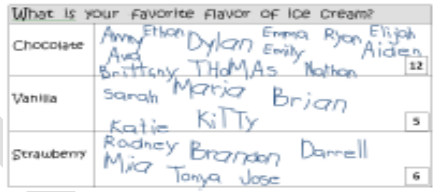
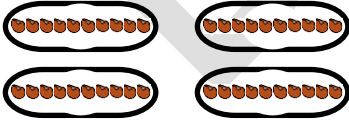




1st Grade

Parent Guide for Understanding the Math Common Core

	Operations and Algebraic Thinking	Number and Operations in Base 10	Measurement and Data	Geometry
Students will be able to: <ul style="list-style-type: none"> Use addition and subtraction to solve word problems with sums up to 20. Use addition to solve word problems using three numbers with sums up to 20. Apply properties of number operations to make sense of adding and subtracting ($2+3=5$ and $3+2=5$). Understand an equal sign means the quantity on left side and the quantity on right side are the same amount ($6=6$, $7 = 8-1$, $4+2 = 5+1$). Fluently add and subtract within 10. 	<ul style="list-style-type: none"> Count from any number within 120. Read and write numerals representing a group of objects. Understand that 10 ones make a set called a "ten". Understand that in a two-digit number, the digit in the tens' place is the number of tens and the digit in the ones' place is the number of ones. Compare two two-digit numbers (41 is greater than 38). Use place value and properties of operations to add and subtract. 	<ul style="list-style-type: none"> Measure and compare lengths of 2 objects by using a shorter object as a unit of length, and state it in terms of the unit (the pencil is 2 paper clips longer than the eraser.) Order three or more objects by length. Tell and write time in hours and half-hours. Organize, represent and interpret data with up to three categories. 	<ul style="list-style-type: none"> Name geometric figures regardless of size, color, or position Describe and draw geometric figures. Build new shapes using combinations of simpler shapes in 2- and 3-dimensions. Divide circles and rectangles into 2 or 4 equal shares. 	
Schools will support by providing opportunities to: <ul style="list-style-type: none"> Demonstrate addition and subtraction problems in multiple ways (acting out, using manipulatives, whole class discussion and making drawings). Expose students to varieties of unknown number problems ($8 + 3 = \underline{\quad}$, $\underline{\quad} + 3 = 11$, $8 + \underline{\quad} = 11$). Use a variety of strategies to find unknown numbers within an addition or subtraction problem. Engage in real world problems with unknown parts (Jenny has five cookies. She eats some. Three are left. How many did Jenny eat?). 	<ul style="list-style-type: none"> Practice and learn patterns in spoken number-words and written numerals, and how the two are related ("twenty-one, twenty-two, twenty-three..."). Use concrete objects, drawings, and numerals to represent whole numbers as tens and ones. Connect addition of ones to addition of multiples of 10 (3 tens added to 2 tens makes 5 tens, or 50). Discuss and explain addition and subtraction using concrete objects, drawings, or sets of 10. 	<ul style="list-style-type: none"> Measure classroom items using non-standard units such as paper clips or pencils. Compare and order classroom items based on length. Use manipulatives to tell and write time for important events during the school day. Order events based on when events occur (brush teeth before going to bed). Gather and record data in an organized fashion Interpret data; ask and answer questions, construct and defend conclusions using data. 	<ul style="list-style-type: none"> Use vocabulary such as rectangle, triangle, cube and cone to describe 2- and 3-dimensional figures. Use manipulatives or drawings to sort, classify and compose these figures in a variety of ways. Use fractional vocabulary like "half of" or "fourths" when dividing geometric figures. 	
Parents can support by providing opportunities to: <ul style="list-style-type: none"> Make up addition and subtraction stories when doing tasks around the house ("You put away 5 toys and you have 3 left. With how many toys did you start?"). Pick a number; ask your child, "How many more to get to 10?" Choose a number; ask your child to write it in another way ($7 = 5 + 2$, $7 = 4 + 3$, $6 + 1 = 7$, or $7 = 10 - 3$). 	<ul style="list-style-type: none"> Create base 10 models out of beans or macaroni glued to craft sticks or coffee stirrers bundled in tens (or other items) and say things like, "Show 63."  <ul style="list-style-type: none"> Write a 2-digit number and ask your child, "How many tens and ones are there?" Play number riddles, "I have 23 ones and 3 tens; who am I?" (Answer: 53.) "If you give me 3 more tens, I will be 87." (Answer: 57.) 	<ul style="list-style-type: none"> Measure the length of household items using various smaller items (feet, shoes, books, etc.). Practice telling the time on both digital and analog clocks. Ask questions such as, "Is play time before dinner or after dinner?" 	<ul style="list-style-type: none"> Draw geometric shapes with your child. Have your child describe real-world geometric objects ("A house is made up of a triangle on top of a rectangle", "A car has circular wheels and rectangular windows"). 	

First Grade Students:

- Solve word problems with addition and subtraction with sums up to 20.
- Understand the equal sign when writing equations to represent an addition or subtraction problem.
- Read, write, and count from any number within 120.
- Extend their understanding of place value to the ten's and one's place, and apply when comparing two-digit numbers.
- Measure, compare, and order objects by length.
- Organize, represent, and interpret data up to three categories.
- Name geometric figures and divide circles and rectangles into 2 or 4 equal shares.

Resources:

Sacramento City Unified School District

<http://www.scusd.edu/commoncoredept>

- ✓ Links to documents for California (CCS) Common Core Standards, including videos for the Standards for Mathematical Practice

Parent-Teacher Association

<http://www.pta.org/446.htm>

- ✓ Parent Guides including key items that children should be learning in mathematics in each grade.

California Department of Education

<http://www.cde.ca.gov/re/cc/index.asp>

- ✓ Informational flyers provide overviews and highlights of the Math CCS
- ✓ Handouts for parents on transitioning to CCS
- ✓ Link to *Council of Great City Schools Parent Roadmaps*
- ✓ Links to *Smarter Balanced Assessments*

How Parents Can Support:

- Put away dishes, socks or toys in groups of ten with your child. Periodically, ask them how many more before they get to ten.
- Play games with your child such as checkers, dominoes, cards, Sorry!, Connect Four, or other board games.
- Have your child describe three events that would occur before lunch, dinner or bed time.
- Encourage your child to be persistent if a problem seems difficult.
- Share how you use math in your daily life.
- When your child gets stuck on homework, some questions to ask are:
 - 1) Can you tell me what you know now?
 - 2) What do you need to find out?
 - 3) Can you make a drawing or picture to get started?
 - 4) Can you show me what you did that didn't work?

Created by Sacramento City Unified School District

How Things Have Changed:

Expectations of students have changed a great deal with the adoption of the Common Core State Standards in Mathematics. While getting the right answer is still a great achievement, students are now required to think mathematically, communicate their thinking, and justify their reasoning while continuing to develop a greater level of understanding of how math works.

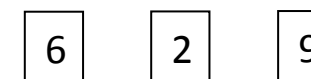
Previous California Standards Assessment:

Identify the tens digit in the number 57.

Answer: 5

Common Core Standards Assessment:

Create the largest two-digit number you can make using the cards below.



Answer: 96.