Welcome to Parent Curriculum Night!

What will you get out of tonight's presentation?

- An understanding of how reading and math are taught in your child's first grade class
- Strategies and activities to take with you to help your child at home

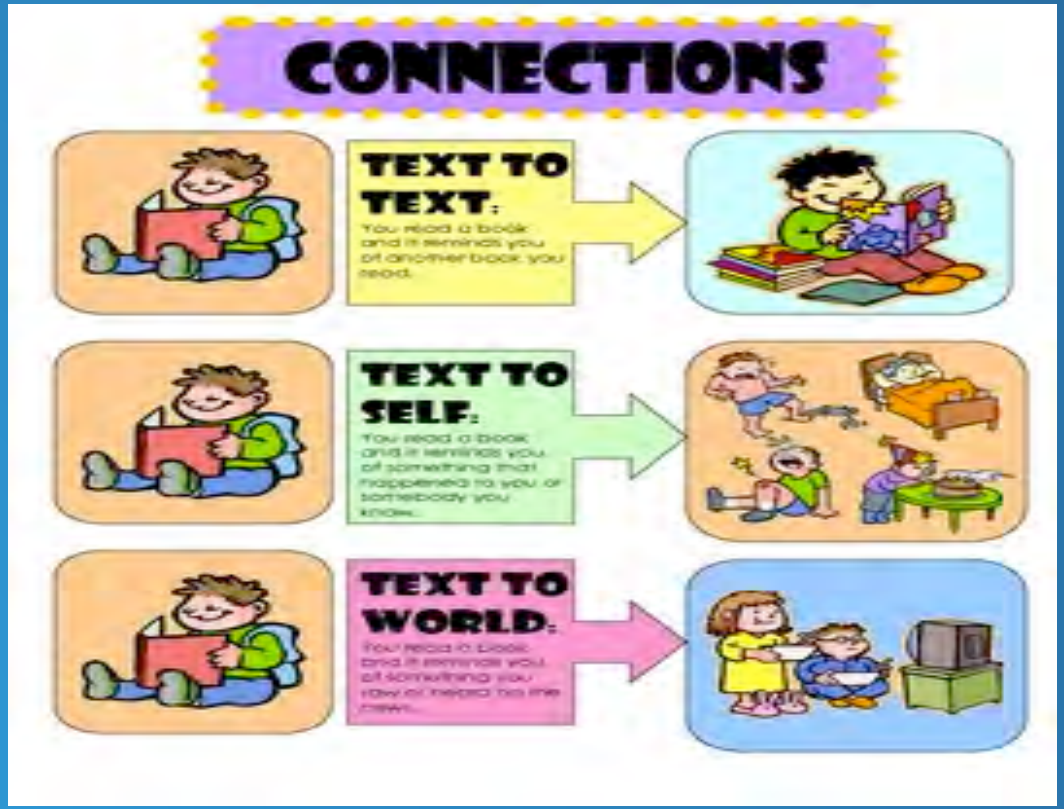
Brief overview….

READING

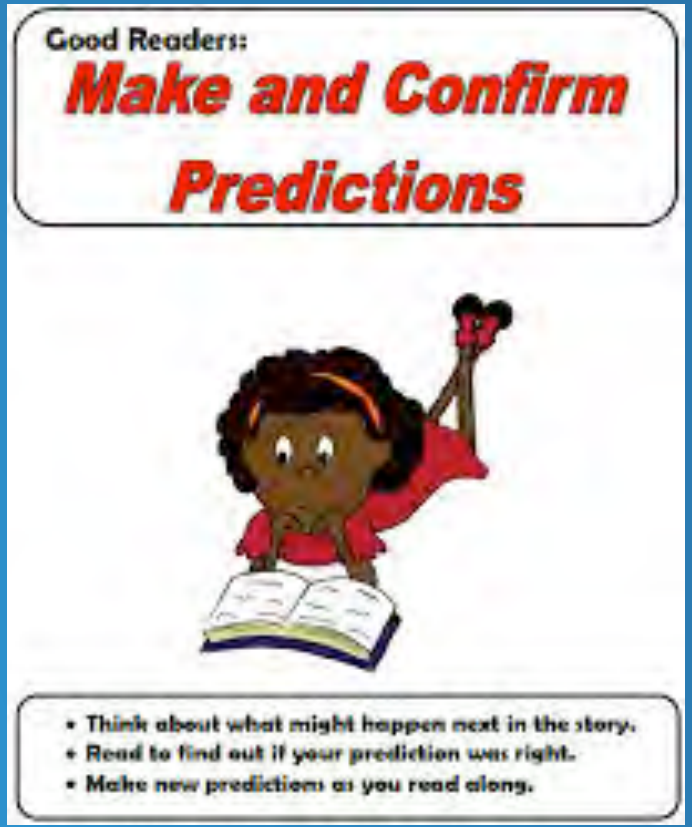
When you read you...

-Make Connections
-Make Predictions
-Visualize
-Summarize
-Evaluate
-Ask Questions

Making Connections



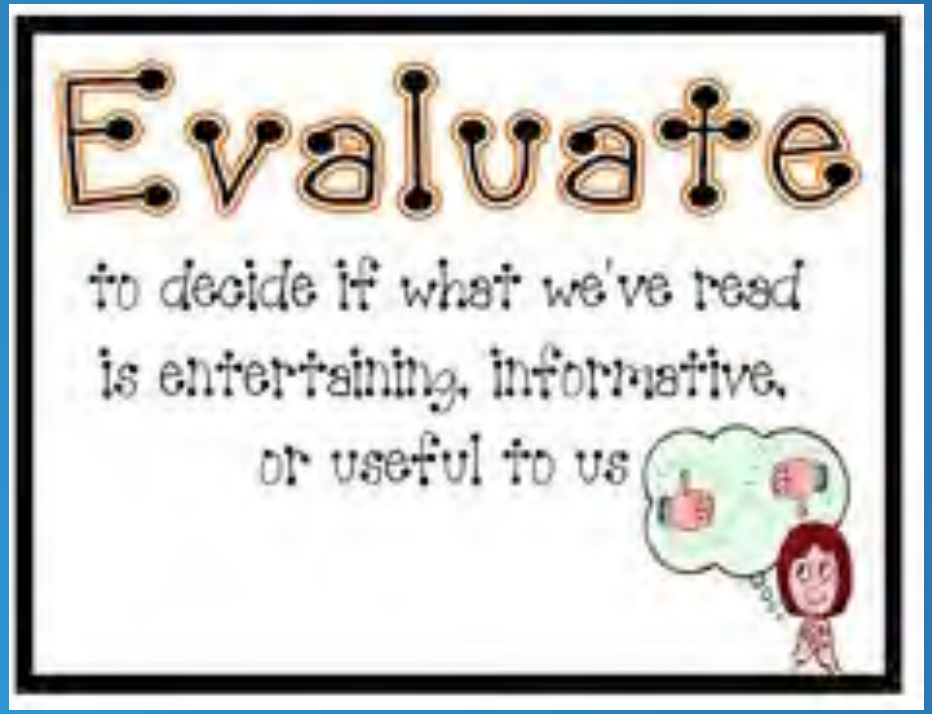
Making Predictions



Visualizing

Summarizing

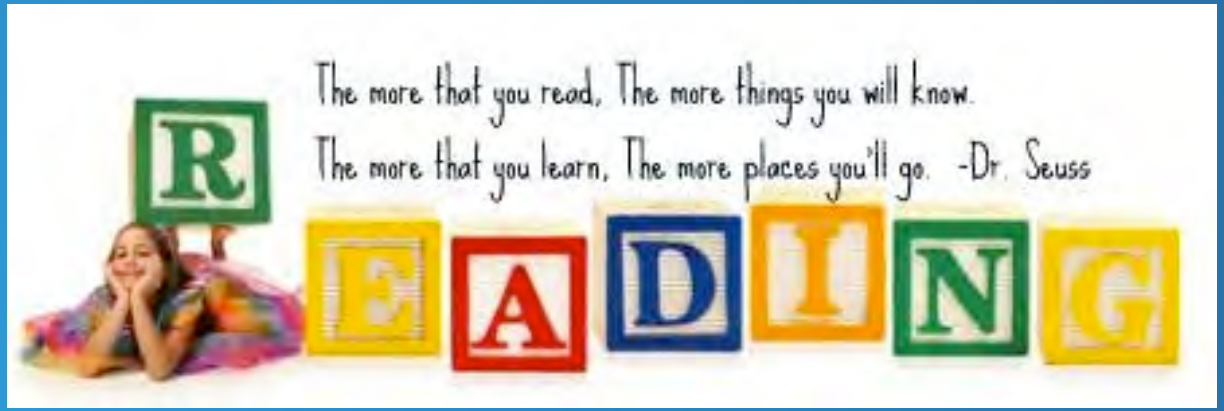
Evaluate


Evaluate
to decide if what we've read
is entertaining, informative,
or useful to us

Questioning

Where can you go to learn more about reading comprehension strategies?

http://elaparentsupport.weebly.com/



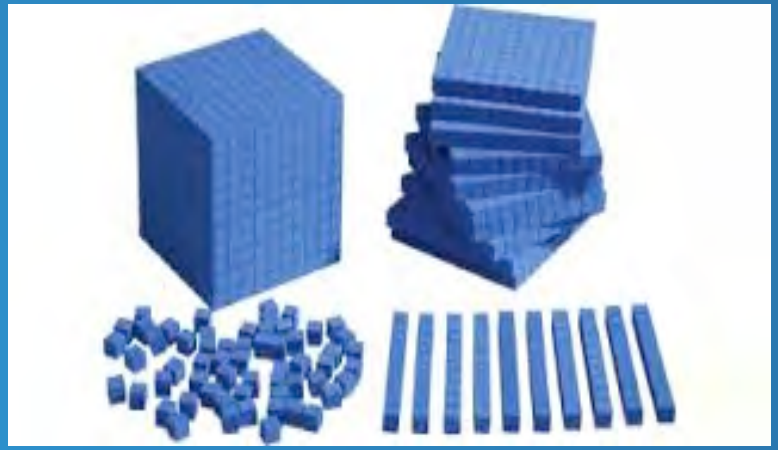
MATH

When you solve math problems you...

- Use base ten models
- Decompose numbers
- Draw models
- Use number lines

Base Ten

- Place Value
- Ones, Tens, Hundreds



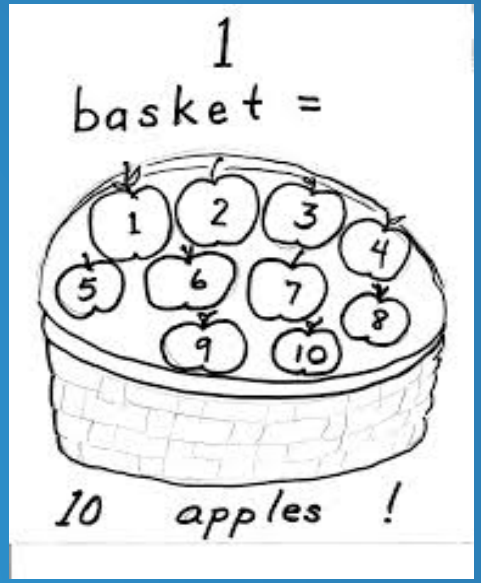
Decompose Numbers

- Expanded Form

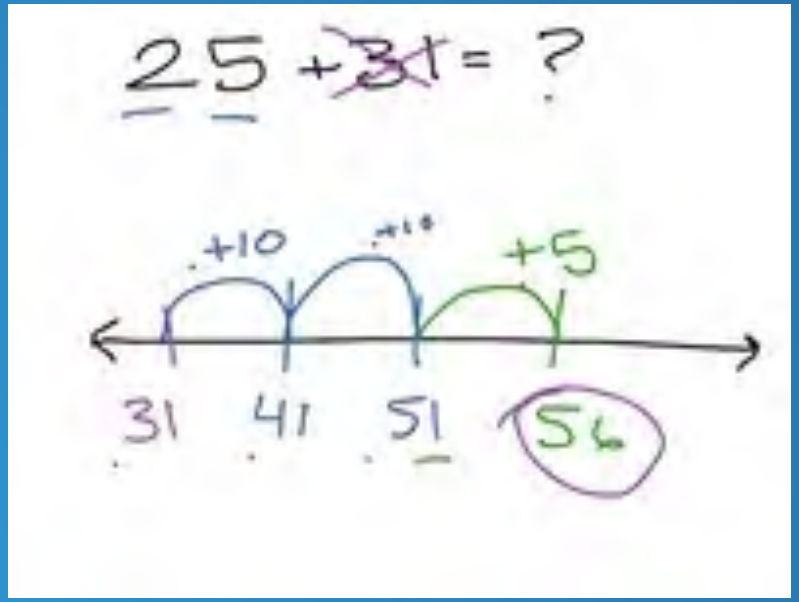
$$
\begin{aligned}
248 &= 200 + 40 + 8 \\
+345 &= 300 + 40 + 5 \\
\hline
&\quad 500 + 80 + 13 \\
&\quad 500 + 93 \\
&\quad 593
\end{aligned}
$$

Draw Models

- Pictures, diagrams



Number Lines



Where can you go to learn more about additional math strategies?

https://smart.wikispaces.hcpss.org/SMART+Pages

Using Questioning as a Comprehension Strategy In First Grade

When you think of questioning, what kind of questions do you think of asking?

When children are very young, our focus is on literal understanding… as they grow we want to get to the deeper meaning.

Questions are used throughout the first grade curriculum in various ways.

Grade 1 Common Core State Standards that relate to Non-Fiction

CCSS.ELA-Literacy.RI.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.2
Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-Literacy.RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Questions for Reading Non-Fiction

- What fact (or facts) did you enjoy learning about the most?
- Of the information you learned, which would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to find out about this topic?
- What pictures or illustrations did you find interesting? Why?

Grade 1 Common Core State Standards that relate to Fiction

CCSS.ELA-Literacy.RL.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-Literacy.RL.1.9
Compare and contrast the adventures and experiences of characters in stories.
CSS.ELA-Literacy.SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Questions for Reading Fiction (Setting)

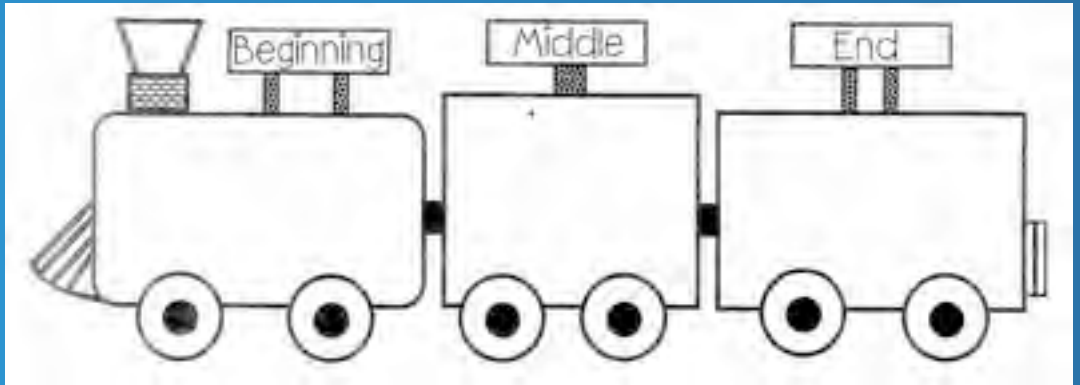
- Where does this story take place?
- Tell me what this place was like.
- When did this story take place?
- Have you ever been to a place like this? If not, would you like to visit a place like this? Why or why not?

Questions for Reading Fiction (Problem/Solution)

- Who has a problem in this story?
- Describe the problem this character had.
- Was the problem solved? How?
- Did this same problem ever happen to you? What happened? How did you solve it?

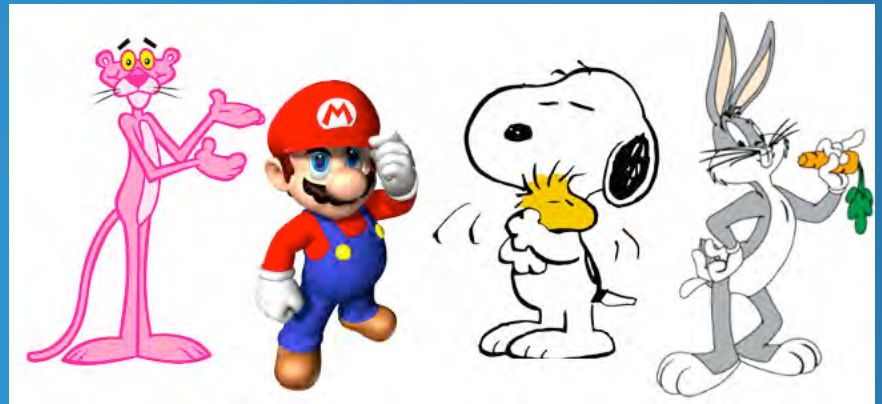
Questions for Reading Fiction (Plot/Main Idea)

- What was the plot or main idea of the story?
- How did the story begin?
- What happened in the middle of the story?
- How did this story end?
- Can you think of another way this story might have ended?



Questions for Reading Fiction (Characters)

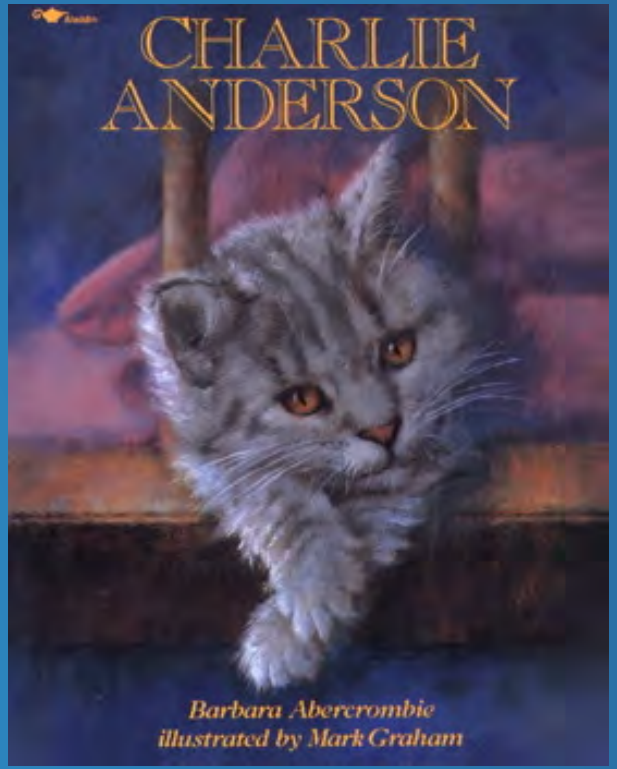
- Who are the main characters in your story?
- Choose a character and tell why she/he is important.
- Do any of the characters change? In what way?
- Do you agree with the main characters? Why/why not?
- What would you do if you were that character?



Read Aloud

Charlie Anderson

By: Barbara Abercrombie



Before Reading

- Who do you think Charlie Anderson is?
- What do you think the cat is doing in this picture?
- How do you think the cat feels?
- What do you predict this book will be about?
- Do you have a cat or know anyone with a cat?

During Reading

- Using the picture clues, where is this story taking place? What time of year is it? How do you know?
- Why do you think the girls named him Charlie? What do you think he's going into the woods to do?
- Is there any food that you like heated up? Why do you think he is getting fatter?
- Where do you think he was? How do you think the girls felt? How would you feel if you were in the girls shoes?
- Do you think it's really Charlie? Or is this a different cat named Anderson?
- How could the girls prove that it's Charlie?

After Reading

- Why did Charlie get fatter and fatter?
- Why does Charlie have two names?
- What are some words to describe Charlie Anderson?
- At the beginning of the story, the girls thought Charlie went to the woods each day after breakfast, but where did he really go? How do you know?
- What do Sarah and Elizabeth have in common with Charlie Anderson?
- Charlie was a lucky cat to have two families that love him. Can you tell about a time you felt lucky?
- Do you think Charlie Anderson prefers staying with the girls or the man and woman better? Why?
- What do you think was the moral or lesson of the story?

What can you do at home?

Beach Ball Blast ~ Write a question on each of the colored sections from examples shared during this evening on the ball (a sharpie works best). Toss the ball to your child and wherever their right thumb lands is the question they will need to answer.

Oh No!~ Put question cards in a brown bag, along with cards that say, “Oh No!” If child answers question correctly, they get to keep the card. If not, they put the card back. If child pulls out an “Oh No!” card, they must put ALL of their cards back in the bag. The player with the most cards at the end wins!

Board Game~ Ask child a question. If child answers correctly, he rolls the dice and moves his piece on the board.

Tower Stack~ Use blocks, Dixie cups, etc. Ask child a question. If he answers correctly, he gets to stack a block/cup. Try to see how many blocks he can stack without the tower falling over.

Q & A Index Cards ~ Write questions on index cards. Place them face down and take turns answering questions about the text. If the person answers the question correctly, they may keep the card. If not, the card goes back face down. Whoever has the most cards at the end wins!

Fishing~ Lay question cards on the table/floor and “fish” for questions. If child answers correctly, he can keep the card.

Question Lollipops~ Write questions on popsicle sticks. If child answers question correctly, they keep the lollipop.

Dice Game~ Write *Who, What, Where ,When, Why, How* on each side of a paper dice. Child rolls dice and parent/other player asks the child that type of question. On their turn, child can also come up with each type of question.

Dice Game #2 ~ Assign each number on the dice a specific question. The child rolls the dice and answers the question assigned to the number rolled.

Magic Hat~ Pull questions out of a hat. Child sees how many they can answer without getting any incorrect.

Game Show Host~ Use a brush or other object to use as a "microphone." Ask a question into the mic and have your child answer into the mic. If child gets answer correct, they get a point.

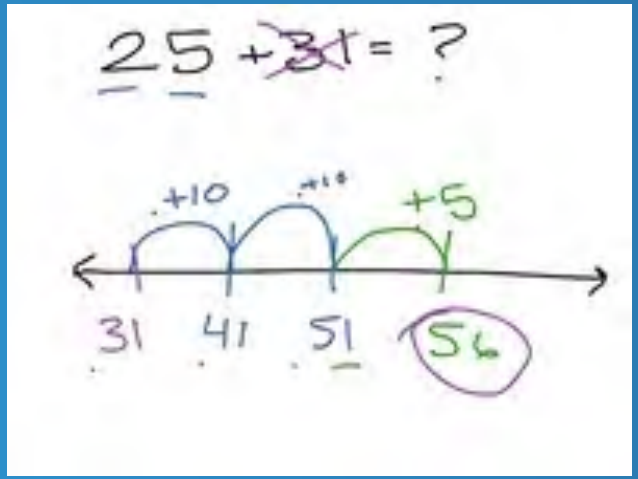
Thank you for coming and supporting your child in Reading!

If you have any questions please feel take a sticky note and place it on the parking lot on the back board before you leave.

5 Minute Break

Up Next: Math

NUMBER LINES AND DECOMPOSING NUMBERS IN FIRST GRADE



Number lines are used throughout the first grade curriculum in various ways.

-Number sense
-Adding and Subtracting two digit numbers
-Problem solving with one and two step problems

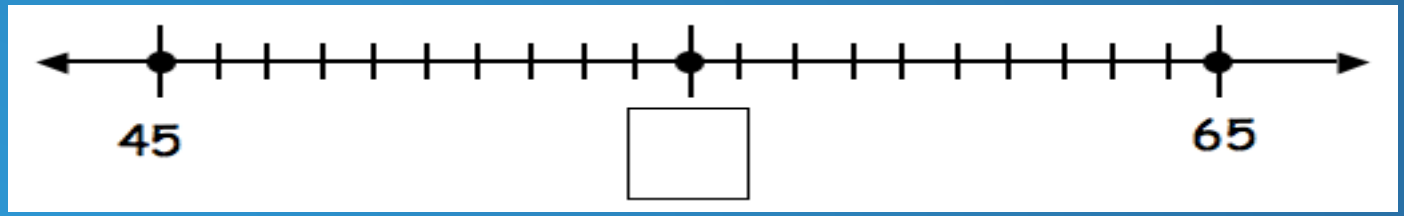
Number Sense

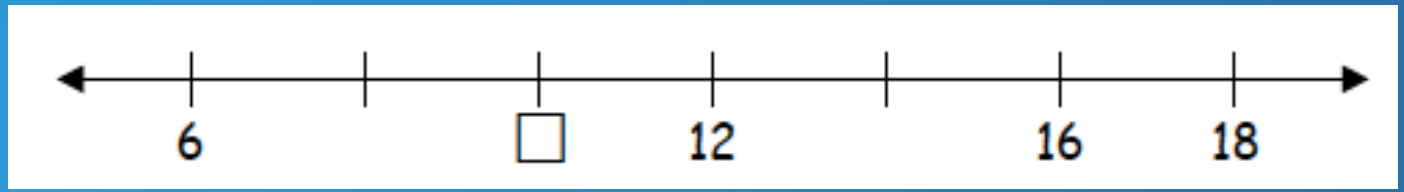
1.NBT. 1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Examples:

Given a number line with equal spaces, the students will fill in missing numbers.





Operations & Algebraic Thinking

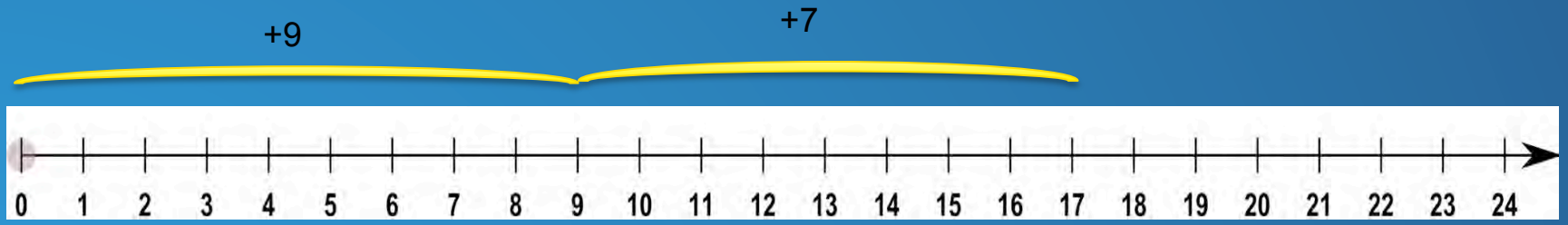
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

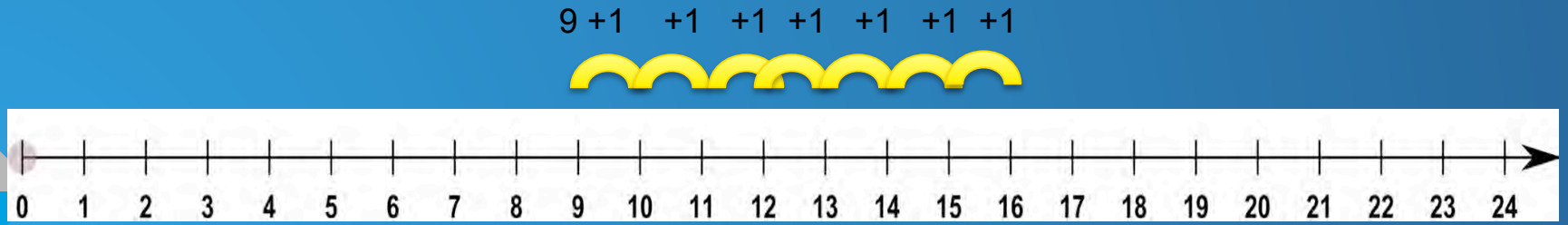
1.OA. 5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Examples:

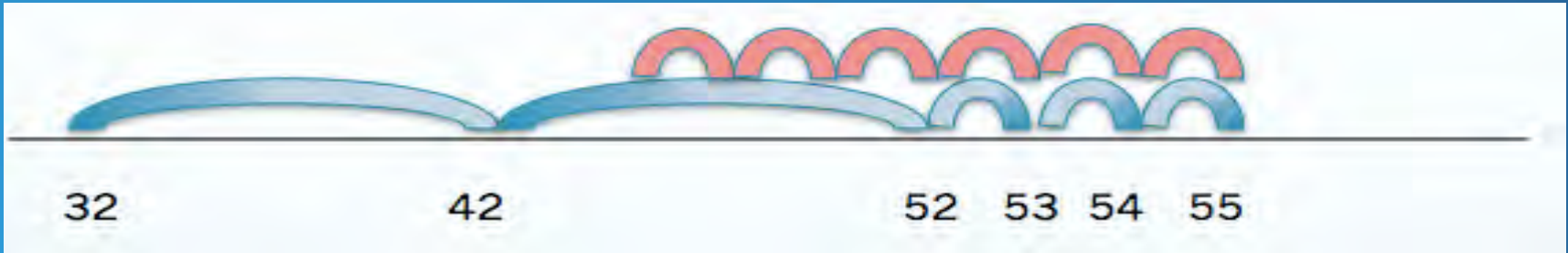
9+7=16





Example

Sarah has 32 marbles. She gets 23 more for her birthday. While she was playing with them she lost 6. How many marbles does Sarah have left?



What can you do at home?

“Human Number Line”

-Take a piece of yarn or tape and make a “human number line”.
-Label the two ends with numbers of your choice using sticky notes or index cards.
-Tell your child a number and have them stand where that number would be represented on the number line.
*Important: Have your child **explain** why he/she chose that spot.

A step further…
Change the endpoints on the number line and have your child place the **same** number in it’s new spot. Then, have your child **explain** their answer.

What can you do at home?

Spinner Game

-Use a spinner with +/-1, +/-2, +/-10, +/- 0
-Have your child pick a number and place it on the number line (To choose a number they can roll dice, pick a number card, or choose a random number from their brain).
-Have your child spin the spinner and provide the number that would be +/-1, +/-2, etc. than the given number.
-Then, have your child place the number accordingly on the number line.

What can you do at home?

Addition/Subtraction Dice

Roll an addition or subtraction problem by rolling dice. The first number rolled represents the starting number. The second number rolled represents the number that will be added or subtracted. Have your child create a number line to solve the problem.
*Challenge your child to do this activity using two digit numbers.

What can you do at home?

Story Problems

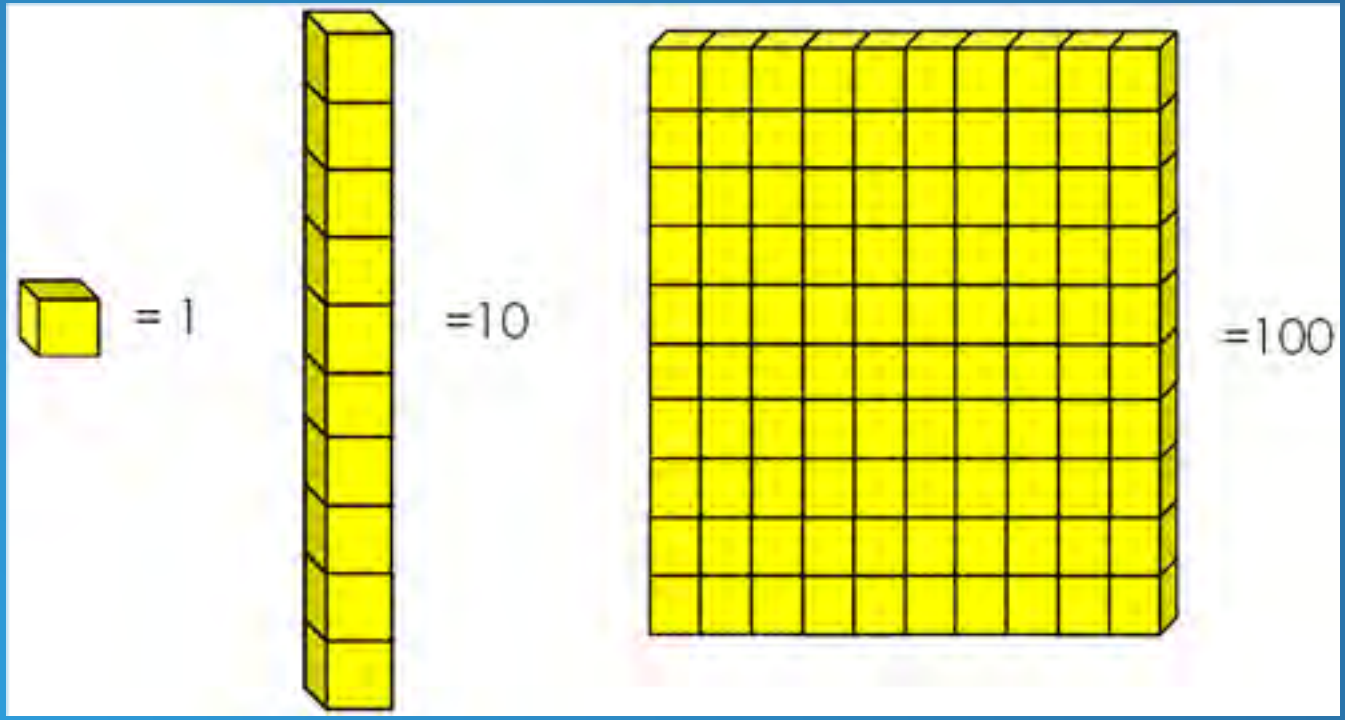
-Create a story problem using the name of your child and family/friends and incorporate their interests into the story.
-Have them use a number line to solve it.

Reverse Story Problems

-Represent an addition or subtraction problem on a number line and have your child create a story problem that matches it.

You can do similar activities using toy cars, dolls/action figures, game pieces, etc. for your child to move on a number line. ☺

Base Ten



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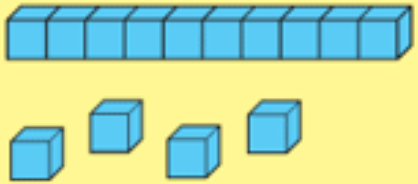

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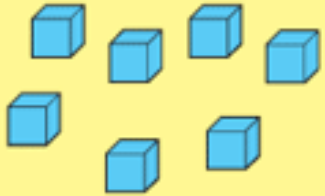

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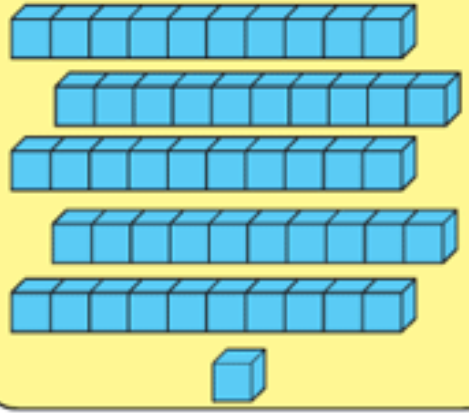

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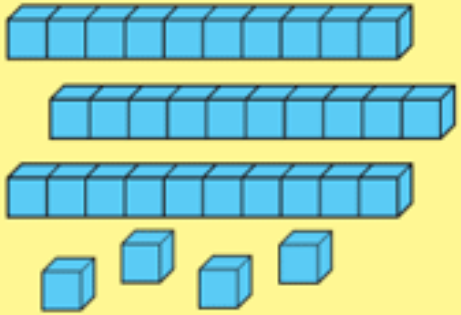

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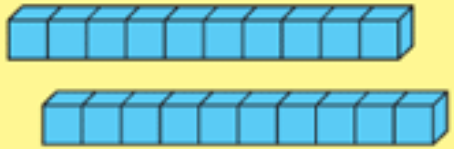

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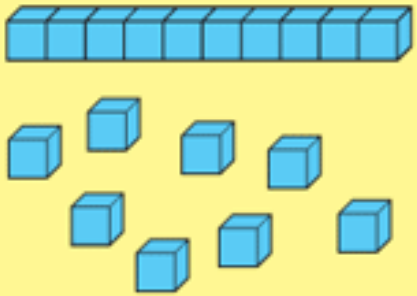
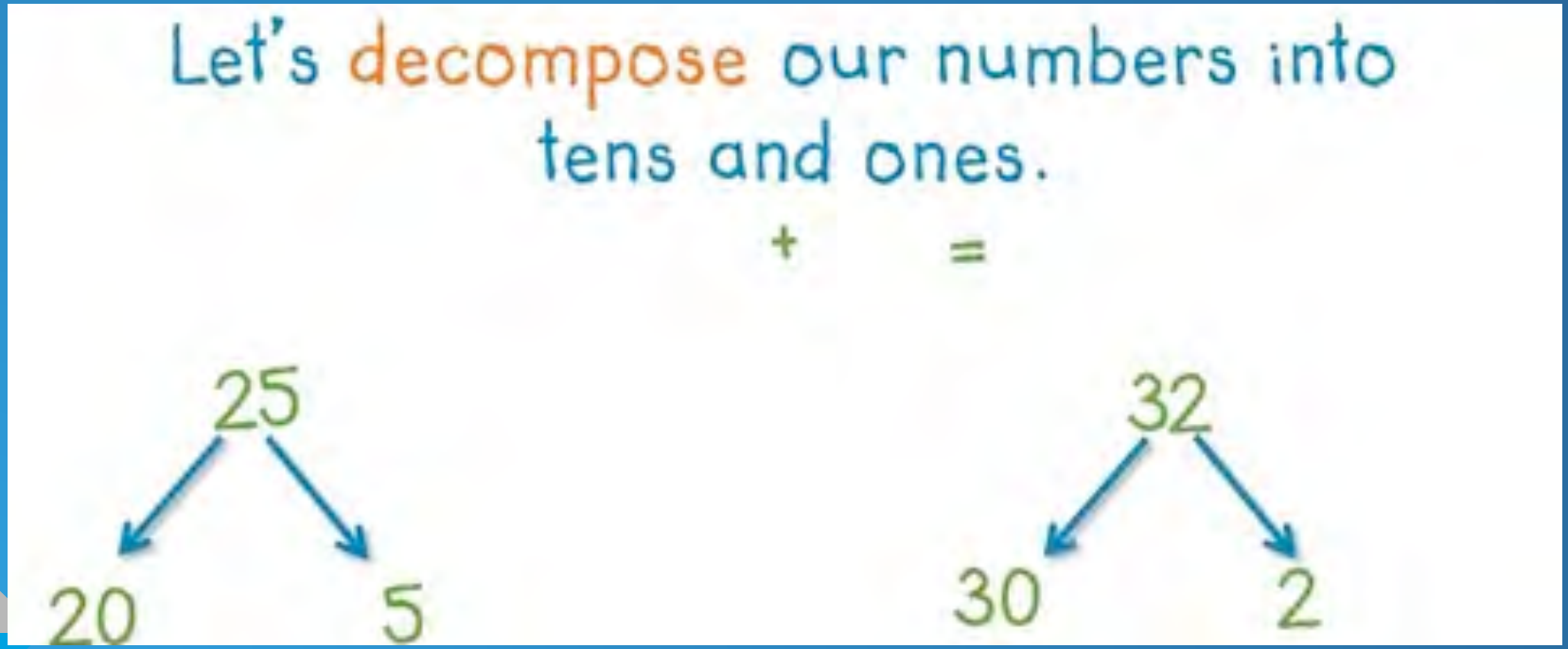


Break apart numbers into tens and ones



Adding by Decomposing

Equation: 18+11=_____

Step 1: Break apart each number into tens and ones

18	11
10 + 8	10 +1

Step 2: Add tens together. Add “friendly” numbers together

18
10 + 8

11
10 +1

10 + 10= 20
8 + 1= 9

Step 3: Add sums together.

20 + 9 = 29

18+11= 29

	18	11
Step 1	10 + 8	10 +1

Step 2

10 + 10= 20

8 + 1= 9

Step 3

20 + 9 = 29

Now you try!

1. 62+25
2. 58 + 32
3. 43+19

Subtracting using Decomposition

Equation: 57- 23 =____

1. Break apart tens and ones for each number:

2. Subtract tens place: 50-20=30
3. Subtract ones place: 7-3= 4
4. Put the tens and ones together: 30+4=34

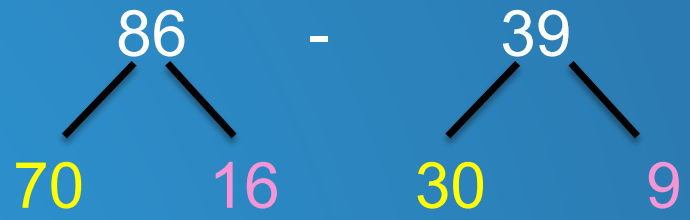
Answer: 34

How to Subtract without Regrouping:

Equation: 86 - 39= ____

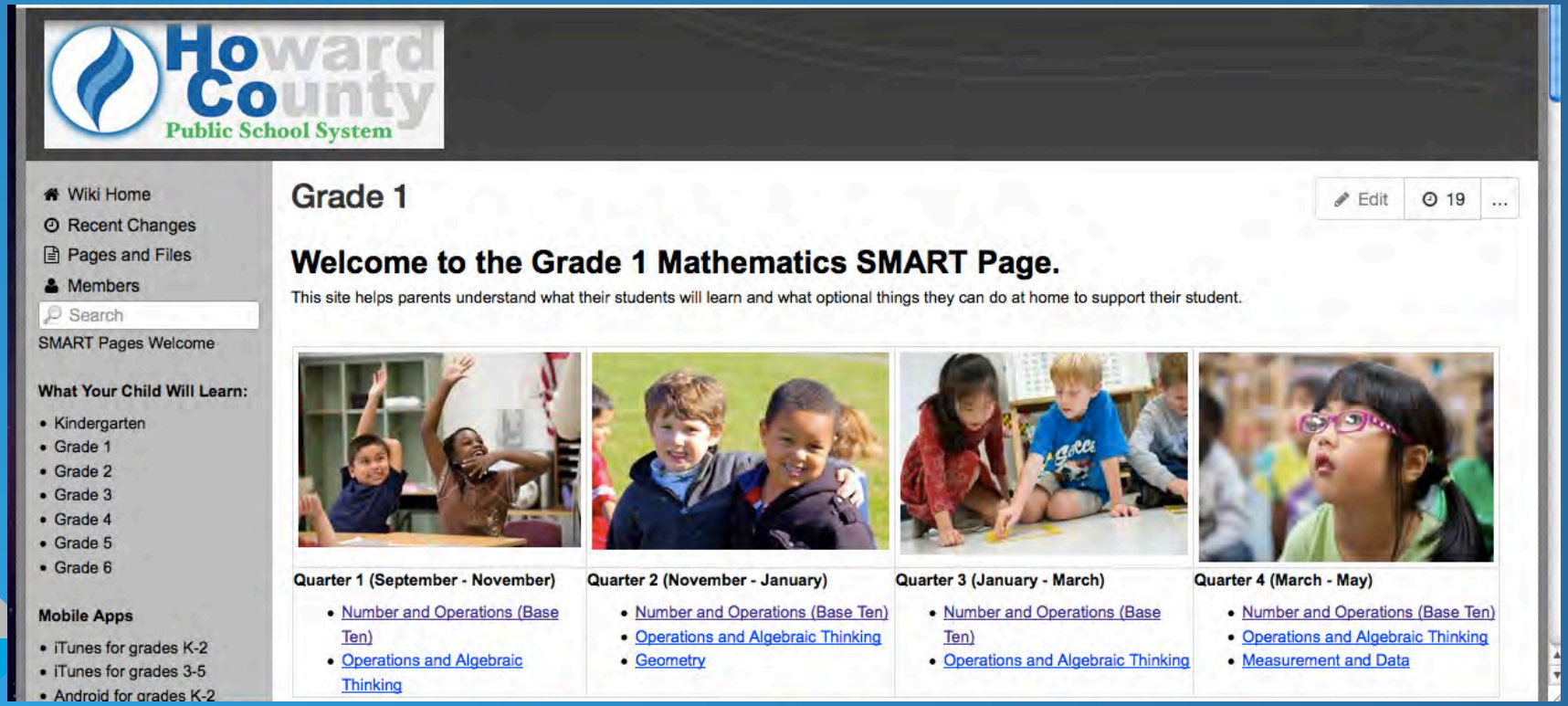
1. Break apart tens and ones for each number:

*Make sure there are enough “ones” in the first number, so that the “ones” in the second number can be subtracted.



2. Subtract the tens place: 70 - 30= 40
3. Subtract the ones place: 16 - 9=7
4. Put the tens and ones together: 40 + 7= 47

Visit the Howard County Math SMART pages.



Diigo – Sign in

- Strategic Plan
- Top 10 Things to Know about Maryland College and Career Ready Standards
- Top 10 Things to Know about Testing 2014 (MSDE)
- Information about the Common Core State Standards
- Information about the PARCC Assessments
- PARCC Videos by MPT and MSDE
- College and Career Advantage
- Resources for Parents
- HCPSS District Math Night
- HCPSS International Parent Night

Activities At Home

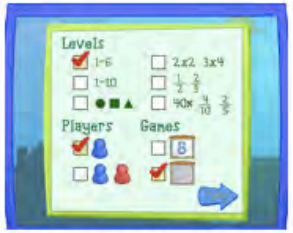
- Count objects such as jellybeans in a bowl, pennies in a jar, cheerios in a baggie, etc.
- Find numbers in newspapers, magazines, or on items around the house.
- Practice counting with your student while doing various activities-driving in the car, jumping rope, waiting in line at a store, etc.
- Divide a deck of cards evenly between players. Each player flips over a card, the player with the highest card wins the cards. Continue until one player has all cards in the deck.
- Put different items into groups and talk about which group has more or less items using the terms greater than and less than.
- Roll dice and create numbers. Say what is 10 more or 10 less than that number.

Learning Links

Ten Frames

Compare Numbers

Make Combinations of Ten



Equivalent Numbers

Thank you for coming and supporting your child in Math!

If you have any questions please feel take a sticky note and place it on the parking lot on the back board before you leave.

Please take a moment to fill out the survey.