



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:

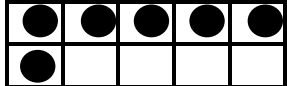

There are some green cubes in this set and some red cubes in this set. Which set has less or is there an equal amount of cubes in each set? (Students are given a set of 7 green cubes and a set of 5 red cubes.)

<p>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.</p> 	<p>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.</p> 	<p>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.</p>
--	---	---

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."

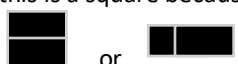
Example Task:

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

<p>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.</p> 	<p>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.</p> 	<p>Student C: (Fluently Add/Subtract) I know that it's 4 because 6 and 4 is the same amount as 10. $6 + 4 = 10$</p>
---	---	---

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."

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



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.)

Expected Behaviors in Math Class

Students will...

- Check into Google Classroom daily for announcements and to receive/turn in assignments.
- Attend live/recorded Zoom learning and support sessions, with the camera on when feasible.
- Consider available tools to help them solve problems (including hands-on tools and technology).
- Use technology and various applications to explore and deepen understanding.
- Explain their thinking and their process to solving a problem.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Decide if their answer is reasonable.
- Use examples and counterexamples to justify a conclusion.
- Apply mathematics to solve problems in everyday life.

How Can I Support My Student in This Course?



Access Google Classroom Daily

- ⇒ Look at the Stream for daily announcements and a weekly schedule.
- ⇒ View the Classwork for assignment information and support.
- ⇒ Accept the Guardian Access request sent to your email address for regular updates on your student's progress.



Encourage Multiple Representations of the Problem

- ⇒ Ask your student to solve the problem in different ways, and to make connections between the different representations.
- ⇒ Ask your student to create visual representations help understand the concepts.



Ask Questions

- ⇒ When your student is stuck, ask him/her questions like: "What is the question in the problem/task?" or "What do you understand/know from the task?" and "How do you know?" Listen while your student explains his/her mathematical reasoning and ask "Does your answer make sense?" based on the context of the problem or task.
- ⇒ Guide your student to participate in small group discussions via Zoom to get questions answered or to send a private message to his/her teacher using Google Classroom.



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.



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 students the right answer, ask them a question or have them draw a picture.



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 Equity & Access Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*