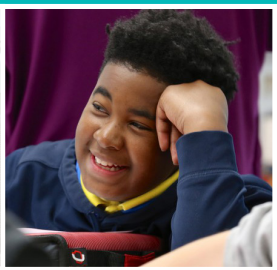
1ST GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS





MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

A FAMILY GUIDE FOR STUDENT SUCCESS

1ST GRADE

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Carey M. Wright, Ed.D., State Superintendent of Education
Kim S. Benton, Ed.D., Chief Academic Officer
OFFICE OF ELEMENTARY EDUCATION AND READING
Published 2016

The MDE would like to thank the following individuals for their expertise, commitment, and time devoted to the development of this guide.

FAMILY GUIDE FOR STUDENT SUCCESS COMMITTEE

Melissa Banks, MAT, NBCT
INSTRUCTIONAL TECHNOLOGY SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Jayda Brantley, M.S., M.Ed., CALT, LDT
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Alicia Deaver, M.S., CCLS
EARLY LEARNING COLLABORATIVE COORDINATOR
MISSISSIPPI DEPARTMENT OF EDUCATION

Beth Garcia, B.S., NBCT
RANKIN COUNTY SCHOOL DISTRICT

Brandy Bell Howell, B.S.
ITAWAMBA COUNTY SCHOOL DISTRICT

Jena Howie, B.A.
YAZOO CITY MUNICIPAL SCHOOL DISTRICT

Janalee J. Leak, M.Ed., Ed.S, NBCT
NORTH TIPPAH SCHOOL DISTRICT

Robin Lemonis, M.Ed., CALT, LDT
DIRECTOR OF STUDENT INTERVENTION SERVICES
MISSISSIPPI DEPARTMENT OF EDUCATION

Paula Nowell Phillips, B.S., NBCT
NORTH TIPPAH SCHOOL DISTRICT

Bobby L. Richardson, M.Ed.
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

Laurie Weathersby, M.Ed., CALT, LDT
INTERVENTION SPECIALIST
MISSISSIPPI DEPARTMENT OF EDUCATION

MISSISSIPPI DEPARTMENT OF EDUCATION
Carey M. Wright, Ed.D.,
State Superintendent of Education

1ST GRADE

STUDENT EXPECTATIONS

Parents are their child's first teachers in life and know their child better than anyone else. Parents have valuable insights into their child's needs, strengths, abilities, and interests. The collaboration of parents and educators is vital in guiding each child toward success. The *Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child's academic growth by reinforcing classroom activities at home. The *Family Guide for Student Success* booklets represent what all students should know and be able to do at the end of each grade level. The achievement of the expectations will help your child meet the assessment standards established by our state. It is only through your support and active participation in your child's education that we form a partnership for success for all the children in Mississippi.

If you have special questions regarding curriculum or school programs, please call your child's school. Do not be afraid to reach out to your child's teacher for additional activities to support mastery of the standards. This guide will help set clear and consistent expectations for your child, build your child's knowledge and skills, and help set high goals for your child.

READING

In first grade, your child will build important reading, writing, speaking, and listening skills. Your child will continue to learn the letters and sounds that make up words. He will think, talk, and write about what he reads in stories, articles, and other sources of information. In his writing, your child will work on putting together clear sentences on a range of topics using a growing vocabulary. Activities in these areas will include:

- Reading stories and showing he understands the lesson or moral of the story.
- Asking and answering questions about a story, including characters, setting, and major events.
- Comparing and contrasting the experiences of different characters.
- Identifying the reasons an author gives to support a point.
- Explaining differences between texts that tell stories and texts that provide information.
- Participating in class discussions by listening, responding to what others are saying, and asking questions.
- Describing people, places, things, and events; expressing feelings and ideas clearly.
- Learning basic rules of spoken and written English.
- Working with others to gather facts and information on a topic.
- Writing to describe an event, provide information on a topic, or share an opinion.

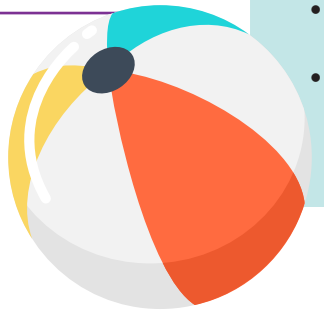
Your child can ask and answer questions about key details in both fiction and nonfiction texts.

- Ask questions to clarify meaning.
- Visualize key elements within the text.
- Ask and answer questions before, during, and after reading.
- With a question in mind, take notes based on reading.

VOCABULARY

FICTION is a story that is make-believe; includes characters, a setting, a problem, and a solution.

NONFICTION is a text that gives true information or facts; includes things such as photographs, charts, or maps.



HELP AT HOME

- Play "Question Toss." Ask a question then toss a ball to your child. He answers the question then asks a related follow-up question and tosses the ball back to you. Repeat.
- Encourage your child to ask questions about the text before, during, and after reading.
- Ask your child questions before, during and after reading a book. Ask questions such as:
  - What do you think will happen next?
  - Where is this story happening?
  - What do you think the problem was in the story and was the problem solved?

Your child can retell stories, including key details, and demonstrate understanding of the central message or lesson.

- Identify the major character, setting, problem, and solution when retelling a story.
- Make connections to a text, based on prior knowledge.
- Identify the main topic of a multi-paragraphed text.
- Demonstrate the ability to understand the main topic of a paragraph.

HELP AT HOME

- Use a story map to identify the characters, setting, problem, and solution.
- Show a picture to your child and ask him to tell you everything he can about the picture.
- After reading a book, have your child start at the beginning and tell the important details and events that happened. Then, retell the middle and end of the story in the same way.

RESOURCES

SAMPLE STORY MAP

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as he reads a story.

BOOK TITLE: _____ AUTHOR: _____

CHARACTERS

SETTING

PROBLEM

SOLUTION

Your child can describe characters, settings, and major events in a story, using key details.

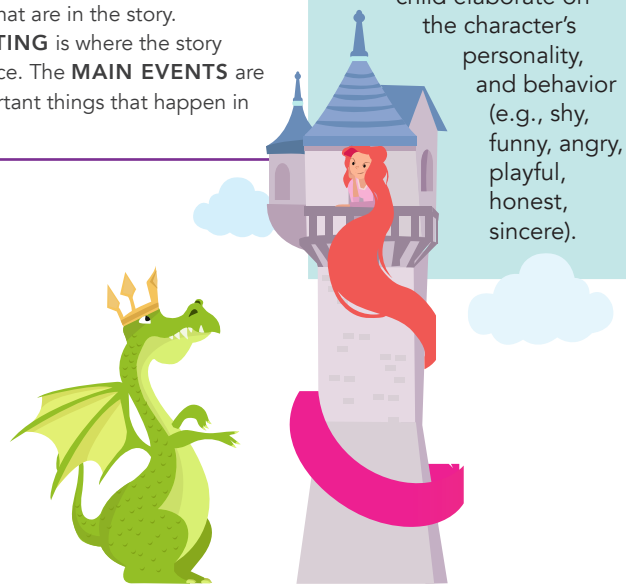
- Identify the characters in a story.
- Orally describe a character.
- Identify basic story elements, as well as major events or challenges, within a story.
- Use prior knowledge to predict what might happen next in the text.
- Establish a connection that relates to the main topic.
- Identify the cause and effect or the problem and solution of the actions, events, or steps and how it relates to the topic.
- Monitor thinking so that he understands when meaning is lost.

VOCABULARY

CHARACTERS are the people or animals that are in the story. The **SETTING** is where the story takes place. The **MAIN EVENTS** are the important things that happen in the story.

HELP AT HOME

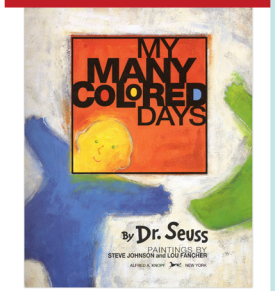
- Ask your child questions before, during and after reading a book. Ask questions such as:
  - "What do you think will happen next?"
  - "Where is this story happening?"
  - "What do you think the problem was in the story and was the problem solved?"
- Ask your child to list several possible outcomes for the story.
- Choose a character from a favorite book or movie and have your child describe his hair color, eye color, face shape, body shape, etc. Then have your child elaborate on the character's personality, and behavior (e.g., shy, funny, angry, playful, honest, sincere).



Your child can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- Understand words that portray different feelings and emotions (e.g., happy, sad, joyful, angry).
- Interpret context by using picture clues to understand feelings or emotions.

RESOURCES



HELP AT HOME

- Read stories that show different feelings, such as Dr. Seuss' *My Many Colored Days*. Discuss the different feelings each color represents.
- Read poems appropriate for first grade. Discuss with your child how the poem makes him feel and what words suggest those feelings.
- After reading a book, ask your child how that book made him feel and what part of the book made him feel that way.

Your child can explain major differences between books that tell stories (fiction) and books that give information (nonfiction), drawing on a wide range of text types.

- Compare and contrast books that tell a story (fiction) and those that give information (nonfiction).
- Understand informational text features (e.g., table of contents, headings, captions, diagrams).
- Understand that books that tell stories include poems, fables, fantasy, etc.

HELP AT HOME

- Using a storybook and an informational book, flip through the pages. Notice the visual differences between the two books. Explain to your child what each book has that is similar and different.

VOCABULARY

COMPARE refers to how things are the same.

CONTRAST refers to how things are different.

Your child can identify who is telling the story at various points in a text.

- Identify the characters that are in the story.
- Identify the narrator.
- Understand the points at which the characters are having conversations.
- Understand that the author's purpose can be to entertain, share information, or persuade someone to do something.

VOCABULARY

A **NARRATOR or SPEAKER** is the person who is telling the story.

HELP AT HOME

- Read several stories where characters are having conversations between each other. Stop while reading and discuss who is talking at different points.
- Read fractured fairy tales, such as "The True Story of the Big Bad Wolf," as well as the original version of the fairy tale, "The Three Little Pigs." Discuss the different points of view and who is telling their side of the story.

Your child can use illustrations and details in a story to describe its characters, setting, or events.

- Identify characters, setting, problem, and, solution.
- Understand that illustrations and drawings give information that supports the written text.
- Use visual cues found in the illustrations and drawings to infer, predict, and draw conclusions about the text.

VOCABULARY

To **PREDICT** is to guess at what you think will happen next, based on the information that you already know.

INFERRING means to "read between the lines" rather than just think about what information is given to you directly within the text.

HELP AT HOME

- Before reading, do a "picture walk" through a book with your child. Look at each illustration and discuss what might be happening. Then read the book to see if your predictions were correct. Compare your predictions to what actually happened.
- Show your child an illustration (picture) in a book. Have your child describe what is happening in the picture.
- Using illustrations from a book, have your child predict what different things could happen next.

Your child can identify the main topic and retell key details of a text.

- Understand the difference between main idea and key details.
- Use text features and/or illustrations to determine main idea and details.

HELP AT HOME

- After reading a book, have your child sum up the book in one or two sentences. Have him decide what the entire story was about. Then have your child give details that support the main idea of the story.
- For longer books, have your child tell the main idea and key details in each chapter, rather than the entire book.

Your child can compare and contrast the adventures and experiences of characters in stories.

- Identify the characters in the story.
- Compare (tell what they have in common).
- Contrast (tell how they are different).

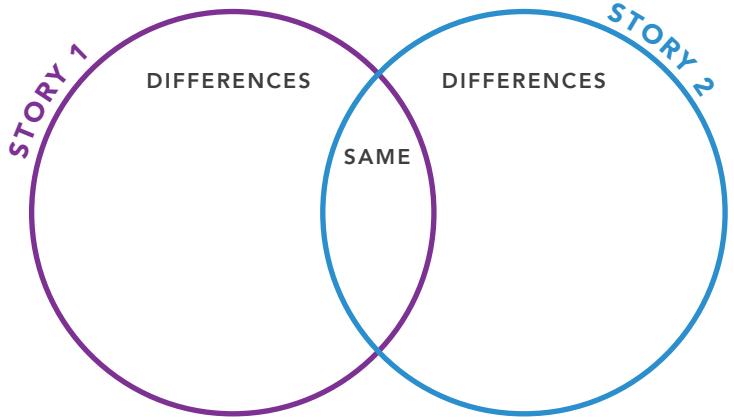
HELP AT HOME

- Read two stories that have the same character. For example, read two different versions of "The Gingerbread Man." Have your child compare and contrast the adventures that "The Gingerbread Man" has in both stories. How are they the same and different?
- Use a Venn diagram to compare and contrast the two versions of the story.
- After reading, have your child compare and contrast two characters from the same story. For example, after reading "The Three Billy Goats Gruff," have your child compare and contrast the billy goats and the troll.

RESOURCES

SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after he reads two stories.



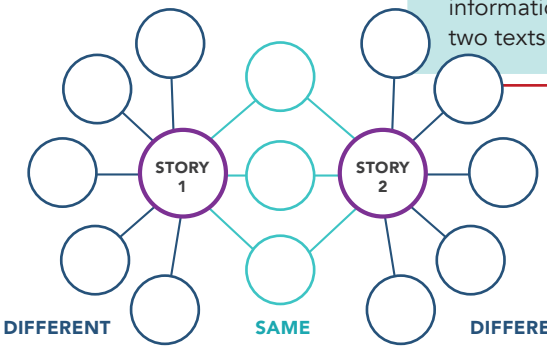
Your child can describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Use background knowledge and experiences to understand the text.
- Understand authors write about real people, events, and ideas in an informational text.

RESOURCES

SAMPLE DOUBLE BUBBLE

Using a sheet of notebook paper or construction paper, make a simple double bubble map for your child to complete after he reads two stories.



HELP AT HOME

- Read a variety of different types of stories involving multiple characters with interactions between other characters.
- Read two informational texts that have similar themes. Discuss the connection between the two texts.
- Use a double bubble map to organize your information from the two texts.

Your child can ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- Use background knowledge and experiences to convey meaning of unfamiliar words in a text.
- Understand that questions often begin with who, what, when, where, why, and how.
- Make notes, while reading, when he has questions about the meaning of a word that needs to be clarified.

HELP AT HOME

- Have your child re-read text and/or read ahead, to clarify the meaning of an unfamiliar word found in texts.

Your child can know and use various text features to locate key facts or information in a text.

- Understand the difference between informational or nonfiction text and fictional text.
- Understand text features assist readers in locating information quickly.
- Understand text features are used to share additional information in a text.
- Use text features in order to gain full understanding of informational text, readers must use text features.

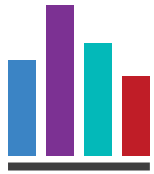
HELP AT HOME

- Explore different forms of nonfiction text (e.g., newspaper/magazine articles, biographies, informational/historical text). Identify the different text features that the author uses.
- Discuss with your child the important information that each text structure adds to the text.
- Write down information learned from text features to clarify understanding.

TEXT FEATURES

Common text features include:

- Photographs
- Captions
- Labels
- Illustrations
- Maps
- Indexes
- Glossary
- Diagrams
- Table of Contents
- Charts and graphs
- Icons



Your child can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- Understand the difference between pictures and words.
- Identify important details contained in pictures or other illustrations.
- Understand that words and pictures work together to provide information.

HELP AT HOME

- While reading, divide a sheet of paper into two columns. Use one column for information found within the text and the other column to record information learned through the text features.

Your child can identify the reasons an author gives to support points in a text.

- Recall details from a text.
- Determine what are considered relevant and irrelevant details.

HELP AT HOME

- Use a graphic organizer to help organize and summarize a text and organize the supporting details.

INTERNET RESOURCES

Visit these websites to find different types of graphic organizers:

- http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension
- http://www.eduplace.com/graphicorganizer/
- http://www.scholastic.com/teachers/collection/graphic-organizers

Your child can identify basic similarities in, and differences between, two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Identify similarities (compare) and differences (contrast) between objects, characters, texts, etc.

HELP AT HOME

- Using two nonfiction books that have a similar topic (e.g., "How to" books that describe the process of how something is made), have your child compare the two texts, point out similarities in procedures, illustrations, or processes.
- Use graphic organizers to record and organize information in comparing and contrasting the two texts.

Your child can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- Know the difference between a capital letter and a lowercase letter.
- Understand that all sentences begin with a capital letter and end with correct punctuation.
- Understand that a series of words makes up a sentence.

HELP AT HOME

- Using a newspaper article, use a highlighter or marker to highlight the capital letters in the text.
- Write several simple sentences on a piece of paper. Have your child decide which punctuation mark needs to be placed at the end of the sentence.
- Using any book, have your child "frame" a sentence using two fingers. Place one finger at the beginning of the sentence and one at the end of the sentence.

Your child can distinguish long from short vowel sounds in spoken single-syllable words.

- Know the sounds of the letters of the alphabet.
- Differentiate between vowels and consonants.
- Understand that vowels can have more than one sound.
- Understand that vowels have different pattern rules.
- Understand the rules of language that make a vowel long or short.

HELP AT HOME

- Have your child associate a short vowel sound to a key word, such as: i = igloo, a = apple, o = octopus, u = umbrella, e = elephant.
- Print a vowel pattern and vowel teams chart for your child. This will help him associate a key word to the long vowel patterns found in words.

Your child can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- Know the sounds of the letters of the alphabet.
- Understand that letters blend together to create words.
- Identify consonant blends (e.g., bl, st, gr).
- Decompose words into their basic sounds.

VOCABULARY

INITIAL SOUND: beginning sound
MEDIAL SOUND: middle sound
FINAL SOUND: ending sound

HELP AT HOME

- Give your child a simple C-V-C (consonant – vowel – consonant) word or other one syllable word (e.g., cat, hop, sip, stop, jump). Have your child unblend the word into its individual sounds.
- Try giving your child the sounds of a C-V-C word (pausing one second between each sound). Have your child blend the sounds together to produce a word.

Your child can segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- Know the sounds of the letters of the alphabet.
- Understand that sounds/letters are placed in sequential order to produce readable words.
- Understand that syllables are parts that a word is broken into.
- Understand that words can be changed by changing the initial, medial, or final sound (e.g., cat to bat).

HELP AT HOME

- Have your child listen to a spoken word and produce each individual sound that makes up that word.
- Using counters (e.g., buttons, pennies, cubes), move a counter up to represent each sound in the word (e.g., c-a-t = 3 counters, j-u-m-p = 4 counters).

Your child can understand the spelling-sound correspondences for common consonant digraphs.

- Know the sounds of each letter of the alphabet.
- Understand that some letters can be joined together to make one sound.

INTERNET RESOURCES

A list of common digraphs can be located on the Internet.

HELP AT HOME

- Print a digraph chart of the most common digraphs. This will help your child associate a key word and picture with each of the digraphs.
- Have your child practice unblending words that contain digraphs and writing them correctly.

Your child can understand final -e and common vowel team conventions for representing long vowel sounds.

- Understand vowel patterns and vowel teams in order to decode words.
- Apply word analysis skills to decode unfamiliar words.

RESOURCES

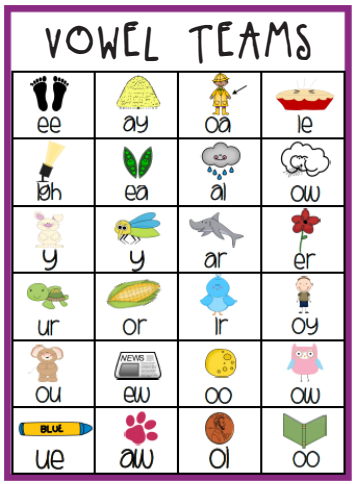


Image from http://chaplinschool.org/academics/classrooms/grade-2-mrs-rossi/2nd-grade-resources-reading-foundational-skills/

HELP AT HOME

- Give your child a word card with simple C-V-C words that when an "e" is added to the end, the word changes (e.g., cap = cape, hat = hate, hop=hope, cut = cute). Have your child use a magnetic letter or cut out letter "e" and place at the end of the word card. Say the new word with the long vowel sound.

VOWEL TEAMS

- They come as a team.
- Two vowels next to each other.
- Two letters that come to together to make one sound.
- Some vowel teams can be spelled more than one way (e.g., ai-r**ai**n; ay-h**ay**).

Your child can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- Know the sounds of the letters of the alphabet.
- Distinguish between vowels and consonants.
- Understand that each syllable must have a vowel sound.
- Understand vowel patterns and vowel teams.

HELP AT HOME

- Call out any word to your child and have him clap the syllable pattern (e.g., hip-po-pot-a-mus = 5).
- Write a word on a card or paper. Have your child try to find where to divide the word between the syllables (e.g., helicopter = hel / i / cop / ter).

Your child can read words with inflectional endings.

- Read through the entire word.
- Understand suffixes -s, -es are added to nouns to mean more than one.
- Understand suffix -ing is added to a verb to mean it is happening now.
- Understand that -ed is added to a verb to mean that it has already happened.

VOCABULARY

INFLECTIONAL ENDINGS are letters added to the end of a base word that changes the word's meaning (e.g., bats, wishes).

HELP AT HOME

- Using a magazine, or newspaper article, have your child use a highlighter to locate words that contain a suffix.
- Write a simple base word on a card. Have your child add a suffix to the word to change the meaning of the word (e.g., plant + s = plants, plant + ed = planted, plant +ing = planting). To extend the learning have your child produce a sentence with the newly created words to help him understand when each is used and how they are different.

Your child can recognize and read grade appropriate irregularly spelled words.

- Understand that some words cannot be decoded (unblended) in order to read and do not follow predictable patterns.

HELP AT HOME

- Using "Fry's First 100-Word List," create flashcards for unpredictable word pattern words. Starting with 5-10 cards, practice reading these cards until your child has reached mastery. When your child has reached mastery on a card, replace that card with a new word to learn. Review cards that have been achieved weekly.

FRY SIGHT WORD LIST 1-100

Ranked by Frequency/Grouped by Five
"These are the most common words in English, ranked in frequency order. The first 25 make up about a third of all printed material. The first 100 make up about half of all written material."
(Fry & Kress, 2006, p.51)

LIST 1	LIST 2	LIST 3	LIST 4	LIST 5
the	in	he	as	at
of	is	was	with	be
and	you	for	his	this
a	that	on	they	have
to	it	are	I	from
LIST 6	**LIST 7**	**LIST 8**	**LIST 9**	**LIST 10**
or	but	we	there	she
one	not	when	use	do
had	what	your	an	how
by	all	can	each	their
word	were	said	which	if
LIST 11	**LIST 12**	**LIST 13**	**LIST 14**	**LIST 15**
will	many	some	him	two
up	then	her	into	more
other	them	would	time	write
about	these	make	has	go
out	so	like	look	see
LIST 16	**LIST 17**	**LIST 18**	**LIST 19**	**LIST 20**
number	my	call	find	get
no	than	who	long	come
way	first	am	down	made
could	water	its	day	may
people	been	now	old	part

Your child can read grade level text with purpose, understanding, accuracy, appropriate rate, and expression on successive readings.

- Demonstrate an understanding of a text when it is read aloud.
- Understand that a reader has a purpose when reading.
- Read with fluency and expression.

HELP AT HOME

- When reading aloud to your child, demonstrate the different voices and emotions of each character through your tone of voice and expressions.
- Create a printed copy of a text for your child. Have him use crayons, markers or highlighters to highlight the sections of text that show someone is speaking (usually in quotations). Then have your child read the text paying close attention to the expression he uses when he gets to these sections.

STAGES OF READING DEVELOPMENT

EARLY EMERGENT READERS are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

EMERGENT READERS are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

EARLY FLUENT READERS are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

FLUENT READERS read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. For the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.

Your child can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Understand that text needs to be read with accuracy in order to support comprehension.
- Reading a text multiple times helps the reader with accuracy, rate, expression, and understanding.

HELP AT HOME

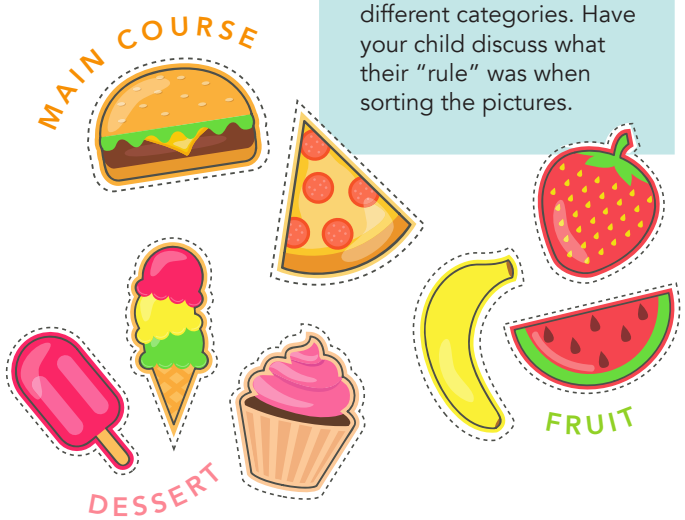
- Read texts aloud.
- Read a portion of a text multiple times to confirm understanding.

Your child can sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

- Understand that words can be grouped together based on different attributes.

HELP AT HOME

- Write several words on index cards that fit into 2-3 categories (e.g., animals, food, colors). Have your child sort the cards into their correct categories.
- Use pictures cut from a magazine and have your child sort the pictures into different categories. Have your child discuss what their "rule" was when sorting the pictures.



Your child can distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

- Understand that some words can have several meanings.
- Understand synonyms are words that have similar meanings.

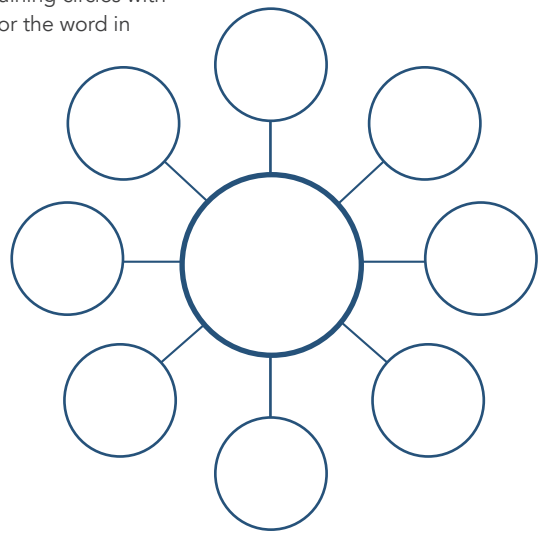
HELP AT HOME

- Create a word bubble in the middle of a piece of paper. Write a word in the bubble that can have several synonyms. Have your child come up with as many words as possible that have a similar meaning. (e.g., big = large, gigantic, enormous, massive, huge).

RESOURCES

SAMPLE WORD BUBBLE

Using a sheet of notebook paper or construction paper, make a simple word bubble as shown below. Write a word in the center bubble. Fill the remaining circles with synonyms for the word in the center.



MATHEMATICS

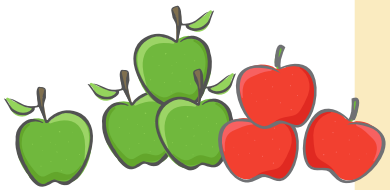
In first grade, your child will work with whole numbers and place value, including grouping numbers into tens and ones as he learns to add and subtract up through 20. Your child will also use charts, tables, and diagrams to solve problems. Activities in these areas will include:

- Adding numbers together that total up to 10 or less and subtracting from numbers up through 10 quickly and accurately.
- Understanding the rules of addition and subtraction (e.g., 5 + 2 = 2 + 5).
- Solving word problems that involve adding or subtracting numbers up through 20.
- Understanding what the different digits mean in two-digit numbers (place value).
- Comparing two-digit numbers using the symbols > (greater than), = (equal to) and < (less than).
- Understanding the meaning of the equal sign (=) and determining if statements involving addition and subtraction are true or false (e.g., Which of the following statements are true? 3 + 3 = 6, 4 + 1 = 5 + 2).
- Adding one and two-digit numbers together.
- Measuring the lengths of objects using a shorter object as a unit of length.
- Putting objects in order from longest to shortest or shortest to longest.
- Organizing objects into categories and comparing the number of objects in different categories.
- Dividing circles and rectangles into halves and quarters.

In addition, your child will begin to write about the math he is learning by answering questions about how he solves problems and understands things.

Your child can 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).

- Know numbers 0 – 20.
- Understand the symbols for addition (+) and subtraction (-).
- Use math strategies for adding and subtracting to solve problems.
- Understand that math problems can be solved in more than one way.



HELP AT HOME

- Use everyday life situations to create story problems for your child. For example, while buying groceries, have your child get 3 red apples and 4 green apples. Have him create a math sentence to solve. While at a restaurant, have your child determine how many more chairs are needed to seat everyone. Practice these types of real-world problems often.

Your child can solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

- Know numbers 0 – 20.
- Understand the symbols for addition (+) and subtraction (-).
- Use math strategies for adding and subtracting to solve problems.
- Understand that math problems can be solved in more than one way.
- Add with 5 fluently.
- Understand the part-part-whole relationship.

HELP AT HOME

- Place three sets of colored counters on the table. Have your child create a three number math equation that represents the sets of counters.
- Use everyday situations to make story problems for your child. For example, have your child count the cans of different types of vegetables in the pantry.

Your child can apply properties of operations as strategies to add and subtract.

- Know numbers 0 – 20.
- Understand the symbols for addition (+) and subtraction (-).
- Use math strategies for adding and subtracting to solve problems.
- Understand that math problems can be solved in more than one way.
- Add with 10 fluently.
- Understand that numbers in an addition sentence do not have to be added in the order they are presented.

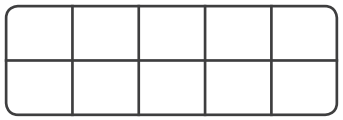
HELP AT HOME

- Using counters, create a simple addition problem (8 + 5). Using the same group of counters, have your child separate the counters by making a group of 10 and then adding the rest. Help your child to understand that numbers can be grouped differently but they still equal the same as what the number sentence was originally.
- Have your child use a ten frame (2 rows of 5 boxes) to visually see a math fact.

RESOURCES

TEN FRAME AND COUNTERS

On a sheet of notebook paper or construction paper, draw a ten frame. Use small objects such as buttons, stones, or bottle caps as counters.



ADDITION AND SUBTRACTION STRATEGIES

COUNTING ON
Start with the largest number and count forward.

COUNTING BACK
Start with the largest number and count backward.

DOUBLES
A number is doubled (e.g., 3 + 3, 7 + 7).

DOUBLES PLUS 1
The doubled fact, 8 + 8, then add 1 (e.g., 8 + 9 = 17).

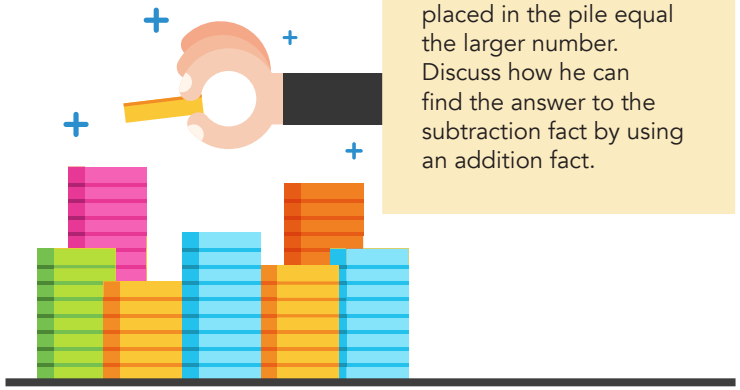
MAKING 10
Use two numbers to make ten (e.g., 6 + 4, 8 + 2).

Your child can understand subtraction as an unknown addend problem.

- Know addition facts within 20.
- Understand "counting on" to find the difference.
- Understand that addition is the inverse of subtraction.

HELP AT HOME

- Use a ten frame (see page 25 for an example) to visually see the subtraction fact and how many more counters would be needed to complete the problem.
- Give your child a simple subtraction fact (10 - 8). Have your child place counters in his hand for the smaller number (8). Then "count on" to the bigger number (10) by placing the additional counters (2) needed in a pile. Show your child that the number of counters that he has in his hand, plus the counters that he placed in the pile equal the larger number. Discuss how he can find the answer to the subtraction fact by using an addition fact.



Your child can relate counting to addition and subtraction.

- Know how to count to 100.
- Count forward from any number.
- Use "counting on" for addition and "counting back" for subtraction.

HELP AT HOME

- Call out any number between 0 - 100 to your child. Have him verbally start counting from the number either counting up or counting back.

Your child can add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

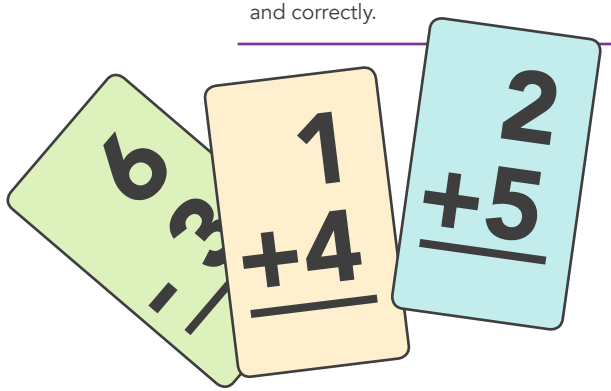
- Know numbers 0 – 20.
- Know addition facts 0 – 10.
- Understand that numbers can be broken into two parts to create a number sentence.
- Understand how to reason with numbers abstractly.
- Know common addition strategies (e.g., doubles, doubles +1, making 10).

HELP AT HOME

- Use flash cards in order to practice math fact fluency.
- Help your child remember different strategies that he has learned. By using these strategies, your child will become more fluent in learning math facts.
- Use a ten frame to visually see the math fact. (See page 25 for an example of a ten frame.)

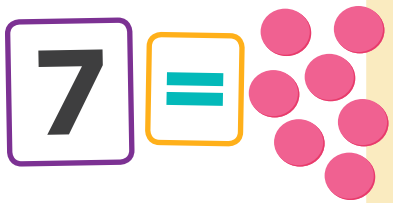
VOCABULARY

FLUENCY is remembering math facts quickly and correctly.



Your child can understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

- Understand that the equal sign (=) means "the same."
- Understand the concept of true and false.
- Know addition and subtraction facts up to 10.
- Understand that number sentences can be written in different orders (e.g., 5 = 3 + 2, 2 + 3 = 5, 3 + 2 = 5).



HELP AT HOME

- Place a number card on one side of an equal sign. Have your child count out that many counters. Then have him count out the same amount of counters for the other side of the equal sign. Discuss how these are now equal or the same. Do this with several different numbers. To enhance this game, place two addition or subtraction sentences on both sides of the equal sign then have your child determine if they are equal.

Your child can determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

- Know numbers 1 – 20.
- Know addition and subtraction facts within 10.
- Understand symbols used in a number sentence (+, - , =).
- Understand that addition and subtraction are inverse operations.

HELP AT HOME

- Write several math facts on index cards. Cover one of the numbers with a sticky note (e.g., 8 + __ = 11 or 5 = ___ + 2). Have your child determine the missing number to make the equation true.

Your child can count to 120, starting at any number less than 120. Your child can also read and write numerals and represent a number of objects with a written numeral.

- Know how to count to 100 by ones and tens.
- Write numbers from 0 – 20.
- Understand that numbers represent quantities.

HELP AT HOME

- Create a set of number cards 0 - 100. Have your child draw a card and begin counting forward from that number until you call stop. Then have your child draw another number and continue counting forward.
- Using a hundred chart, have your child locate a number on the chart. Then give him a second number in which to stop counting. Have your child begin counting, while pointing to the number that he is saying until he reaches the second number.

RESOURCES

HUNDRED CHART
Print a hundred chart or create your own on a sheet of notebook paper or construction paper.

HUNDRED CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Your child can understand that the two digits of a two-digit number represent amounts of tens and ones.

- Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones – called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Understand that a number represents a quantity.
- Understand how to decompose a number into tens and ones (place value).

HELP AT HOME

- Using straws, create a number 0 - 100 by counting out that many straws. Using a rubber band, bundle each group of ten. Practice counting the bundles by 10's then counting the remaining straws (60 + 8 = 68).
- Hand your child bundles of 10 straws and some individual straws. Have your child count out the number by counting by tens and then adding on the rest.

Your child can compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

- Understand that a number represents a quantity.
- Understand place value or numbers in two and three digit numbers.
- Identify if a group of objects are greater, less, or equal to another group of objects.
- Understand comparison symbols > (greater than, < (less than), = (equal to).

RESOURCES

PLACE VALUE

HELP AT HOME

- Write down two numbers between 0 - 100. Have your child use a yellow crayon to highlight the number in the tens place. This will help him see the numbers clearly in order to compare. Have your child highlight the ones place in a different color.
- Play "Greater or Less Than." Make three cards, one with the less than (<) sign, one with the greater than (>) sign and one with an equal (=) sign. Then play a game in which you put down two numbers written on index cards. Ask your child to put the correct sign between the numbers and do this as fast as possible.

Your child can add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Your child can also relate the strategy to a written method and explain the reasoning used.

- Use strategies for solving basic addition facts within 20.
- Fluently add within 10.
- Understand the part-part-whole relationship.
- Understand that when adding two-digit numbers, you add the tens with the tens and the ones with the ones.

HELP AT HOME

- Write an addition problem on a piece of paper vertically. Place a sheet of paper over the tens place, where only the numbers in the ones place are showing. Have your child add the ones place first then shift the paper over to cover the ones place showing only the tens place. Have your child then add the tens place.
- Have your child practice using problem solving strategies that he has learned (e.g., counting on, counting back, making a ten, doubles facts, doubles +1)

Your child can mentally find 10 more or 10 less than the number, without having to count and can explain the reasoning used.

- Count to 100 by 10's.
- Understand place value.
- Understand when adding (counting on) the total will be larger than what you started with and when subtracting (counting back) the total will be less than what you started with.
- Understand that counting mentally means without pencil/paper or other manipulatives.

HELP AT HOME

- Begin by using a 100 chart. Place a counter or coin on a number. Have your child count up or count back 10. Help him understand that ten more than a number is the number directly beneath the number he started with and that ten less will be the number directly above the number he started with.
- Show your child that when adding or subtracting 10 from a given number, that only the tens place will change. The ones place will remain the same.

HUNDRED CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43		45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Your child can subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Your child can relate the strategy to a written method and explain the reasoning used.

- Know how to count by 10's to 100.
- Compose and decompose numbers through 19.

HELP AT HOME

- Using a hundred chart, choose any number and place a coin on that number. Have your child count back 10 spaces. Help your child understand that 10 less than a number on a hundred chart is the number right above.
- Write a number from 0 - 100 on a marker board. Have your child count back 10 and write the new number.

Your child can order three objects by length and compare the lengths of two objects indirectly by using a third object.

- Understand length is used to determine how long an object is.
- Describe the length of an object using terms such as longer, smaller, shorter, etc.
- Understand that when comparing the length of objects, the objects must be lined up at the same point (starting point).

HELP AT HOME

- Choose two similar objects that have different lengths. Have your child line them up evenly at a starting point. Using a third object, have your child use it to compare the measurements of the other two objects. For example, use a baby spoon to compare and contrast the lengths of a teaspoon and serving spoon.

Your child can express the length of an object as a whole number of units, by laying multiple copies of a shorter object (the length unit) end to end. Your child can understand that the length measurement of an object is the number of same size length units that span it with no gaps or overlaps.

- Understand length is used to determine how long an object is.
- Describe the length of an object using terms such as longer, smaller, shorter, etc.
- Understand that when comparing the length of objects, the objects must be lined up at the same point (starting point).

HELP AT HOME

- Using different objects (e.g, paperclips, blocks, straws, coins), have your child measure random objects found around the house. Discuss with your child how the length changes based on what object is used to measure.

Your child can tell and write time in hours and half-hours using analog and digital clocks.

- Understand the difference between an analog clock and a digital clock.
- Know how to count by 5's from 0 – 60.
- Understand halves and a whole.
- Understand that the "short hand" tells the hour and the "long hand" tells the minutes.

HELP AT HOME

- Using a paper plate, have your child label the plate like a clock face. Punch a hole in the center of the clock and place two pipe cleaners (one for the hour hand and one for the minute hand) in the hole. Have your child practice counting by 5's as he moves the minute hand around the clock.
- Using your paper plate clock, call out times to the hour and half hour and have your child move the hands on the clock to the correct time. Use the clock to show your child a time and have him tell you what time the clock says.

Your child can organize, represent, and interpret data with up to three categories. Your child can ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

- Count objects to answer the question "How many?"
- Use terms such as "more than," "less than," and "equal to."
- Sort objects into given categories.
- Understand that each category represents a separate set of data.

HELP AT HOME

- Help your child create a graph. This graph could be any information (e.g., boys/girls, pets, favorite super hero). Have your child answer questions based on the graph he created (e.g., How many pets do we have in all? How many more boys are there than girls?).

Your child can distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Your child can build and draw shapes to possess defining attributes.

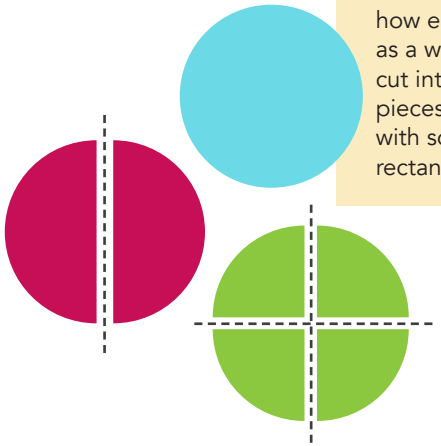
- Identify basic shapes (e.g., circle, square, triangle, rectangle and hexagon).
- Know the attributes of basic shapes.
- Sort shapes based on their attributes.

HELP AT HOME

- Cut out several different shapes (e.g., circles, squares, triangles, etc.) in several different sizes and colors. Have your child sort the shapes based on different attributes. Have him discuss what defining attribute was used to sort the shapes.
- Compare the sizes of different objects. Ask your child which object is larger, smaller, and smallest. Ask your child to order some of his toys in size order.

Your child can divide circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Your child can describe the whole as two of, or four of the shares.

- Understand for these examples that decomposing into more equal shares creates smaller shares.
- Understand that "equal" means "the same."
- Know that shapes can be decomposed into smaller shapes.



HELP AT HOME

- Cut three circles, squares, and rectangles out of construction paper. Have your child draw a line to divide one circle in half, and one into fourths and leave one whole and then cut on each line. Discuss with your child how each circle started as a whole but was then cut into smaller equal pieces. Repeat the activity with squares and then rectangles.

NOTES

NOTES

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

MTSS

Multi-Tiered System of Supports

Mississippi Department of Education
359 North West Street
P. O. Box 771, Suite 203
Jackson, Mississippi 39205-0771
(601) 359-3511
www.mdek12.org/ESE



MTSS

Multi-Tiered System of Supports