



About the Mathematics in This Unit (page 1 of 2)

Dear Family,

We are using the Investigations in Number, Data, and Space curriculum to teach math this year. The work in this first unit, *Counting, Coins, and Combinations*, lays the groundwork for the mathematics we will do all year. We will focus on counting, combining and breaking numbers apart in different ways, and understanding addition and subtraction. We will solve addition and subtraction problems and work with coins and coin values. Our class will also work on telling time to the hour and on three sets of addition combinations: Make 10, Plus 1, and Plus 2.

Throughout the unit, students work toward the following goals.

BENCHMARKS/GOALS	EXAMPLES
Count a set of objects up to 60 in at least one way.	"1, 2, 3, ... 58, 59, 60." "10, 20, 30, 40, 50, 60." "There are 60 pennies."
Determine the difference between two numbers (up to 45).	There are 29 cookies. Are there enough cookies for everyone in our class to have one? How many would be left over?
Interpret addition and subtraction story problems (read a story problem and determine what needs to be figured out).	Kira had 10 marbles. Jake gave her 12 more. How many marbles does Kira have now?
Have at least one strategy for solving addition and subtraction (as removal) story problems.	$16 - 7 =$ "16. Take away 7...15, 14, 13, 12, 11, 10, 9. There are 9 left." " $16 - 6 = 10$. Take away 1 more is 9."

(continued)



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BENCHMARKS/GOALS	EXAMPLES		
Demonstrate fluency with the Plus 1, Plus 2, and Make 10 addition combinations.	$7 + 3 =$	$5 + 1 =$	$5 + 2 =$
	$6 + 4 =$	$6 + 1 =$	$2 + 8 =$
	$5 + 5 =$	$1 + 9 =$	$2 + 7 =$
Understand what it means to double a quantity.	I have a Magic Pot that doubles anything you put in it. If I put 10 pencils in, how many pencils would come out?		

In our math class, students engage in math problems and activities. They are frequently asked to share their thinking about a given problem. Most important is that children accurately solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions. In the coming weeks, you will receive more information about our work in this unit as well as suggestions for activities to do at home. We are looking forward to creating a mathematical community in our classroom.