Unit 1 Family Support Materials

Adding, Subtracting, and Working with Data

In this unit, students add and subtract within 10 and answer questions about data.

Section A: Add and Subtract within 10

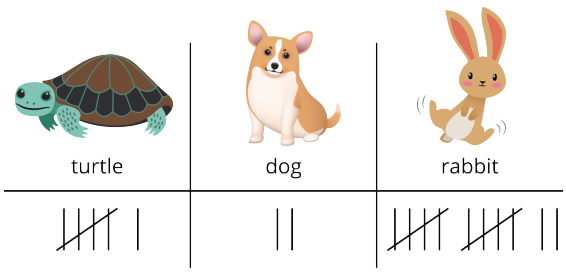
In this section, students add and subtract within 10 while working with a partner during centers. Throughout the school year, students work to develop fluency within 10. At this point, the emphasis is on adding and subtracting 1 or 2.

Section B: Show Us Your Data

In this section, students sort, collect, and organize data about the world around them, including conducting class surveys. Students create representations of data that make sense to them. They describe their categories and tell how many are in each category by counting.

Section C: What Does the Data Tell Us?

In this section, students look at data represented in different ways (pictures, tally marks, numbers) and ask and answer questions.



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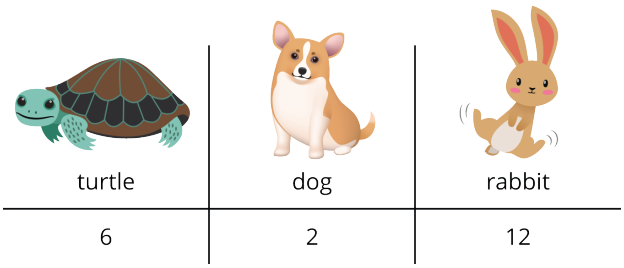
For example, these diagrams show survey data from students who were asked "Which animal would make the best class pet?" One table uses tally marks and one table uses numbers.



turtle	dog	rabbit
6	2	12

Students ask and answer questions such as:

- Which animal got the most votes? (the rabbit)
- How many students voted? (20)
- How many students voted for either the dog or the turtle? (8)

Try it at home!

Near the end of the unit:

1. Ask your first grader addition and subtraction questions for which the answer is 10 or less (For example, $3 + 5$ or $6 - 1$).

   Questions that may be helpful as they work:

   - How could you draw the problem?
   - Could you tell me how to count on or count back to find the answer?

2. After bringing in groceries, ask your first grader to sort the items into categories, to describe the categories, and to make a representation, using drawings, tally marks, or numbers.

   Questions that may be helpful as they work:

   - How did you decide to sort the items?
   - What questions can you answer, based on your representation?

Solution:

1. Answers may vary.
   Sample response:

   - I can draw a group of 3 circles and a group of 5 circles. Together, I drew 8 circles. I can start at 5 and count 3 more: 5, 6, 7, 8.
   - I can draw 6 circles and cross 1 out. I have 5 circles left. I can start at 6 and count back 1: 6, . . . 5.

2. Answers may vary.
   Sample response:

   - I started by thinking about the different categories that represent the items. Then I sorted the items into those groups. Then I counted and recorded

the number of items in each category.

- How many items did we buy in all? How many fruits and vegetables did we buy? How many more canned goods did we buy than snacks?

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