

LETTER HOME

Welcome to First Grade

Dear Family Member:

Our class will use a curriculum called *Math Trailblazers*[™]. The curriculum meets national recommendations for improving mathematics education in our schools.

We will create a mathematics classroom where students work together on meaningful and challenging tasks and discuss their ideas with their peers, teacher, and family. You will receive a letter at the beginning of every unit that updates you on the math concepts and skills your child is learning. At times, I will ask you to participate by sending small items to school, playing a math game with your child, or helping with homework assignments.

In the first unit, *Welcome to First Grade*, your child will count classroom objects, use links to compare lengths of objects, and explore a math facts strategy called counting on. For example, when counting a nickel and two pennies your child might say, “Five, six, seven,” instead of starting with “one.”

You can help by providing additional mathematics opportunities at home.

- **Numbers in Print.** Encourage your child to identify numbers on signs, in the newspaper, on the phone, and on a calendar. When your child identifies a number, ask a question about that number, for example, “What comes after eight?”
- **Play the Train Game.** Your child will learn how to play this game in Lesson 3. Each of the two players will need 10 counters of the same color (e.g., red and green blocks, black and white beans, pennies and dimes). Two players work together to build one train of 10 counters. Player 1 starts by choosing 1, 2, or 3 counters. Players take turns choosing to add 1, 2, or 3 counters at a time to the train. Students must say the number of cubes in the train after their turn. Whoever places the tenth counter and finishes the train is the winner.






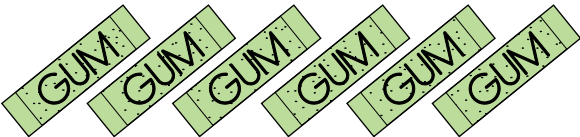

I look forward to working with your child. Please feel free to contact me with any questions, concerns, or comments.

Sincerely,

Peter's Pockets

Peter emptied his pockets on the table. He sorted the items. Help Peter count them.



Items	Number I Counted
	
	
	
	
	

Show how you counted the buttons.

**Peter's Pockets
Feedback Box**

	Expectation	Check In	Comments
Count a collection of 0–10 objects.	E1		
Identify the quantity of a small collection of objects without counting.	E2		
Count on from a given number.	E4		
Read and write numbers to 10.	E5		

In My Home








Dear Family Member:

Your child is learning to count objects. Help your child complete the table below. Your child can draw a picture of the object or write the name out in words.

Thank you for your cooperation.

Count objects around your home. Add some of your own objects. Write or draw each object in the table below. Record the number counted.

Object I Counted	Number
Doors 	
Pets 	
Clocks  	
Sinks 	

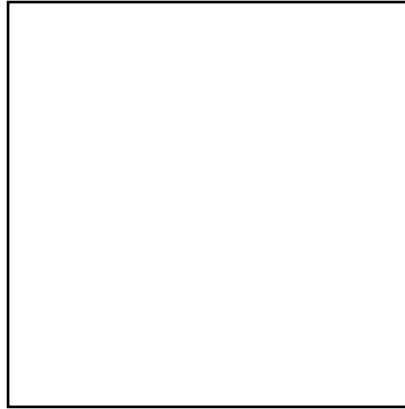
Number Book: Dot Patterns 0–12

Name _____

Date _____

Dot Pattern 0







0	0	0
0	0	0

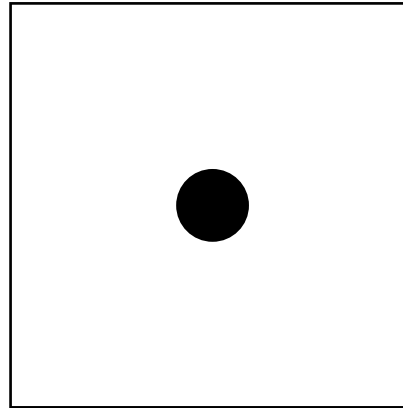


Name _____

Date _____

Dot Pattern 1

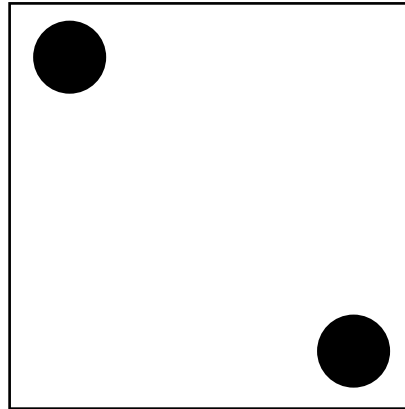


Name _____

Date _____

Dot Pattern 2

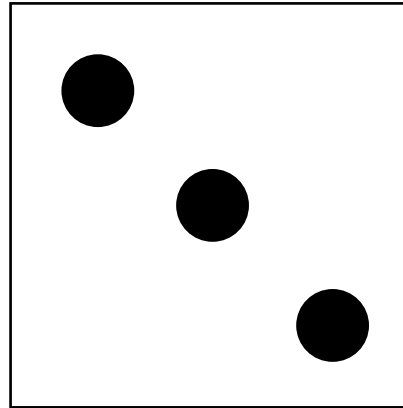
2	2	2
2	2	2



Name _____ Date _____

Dot Pattern 3

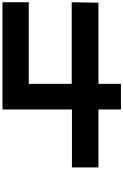
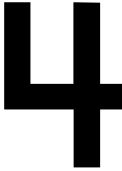
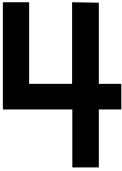


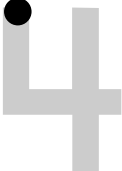
3	3	3
3	3	3

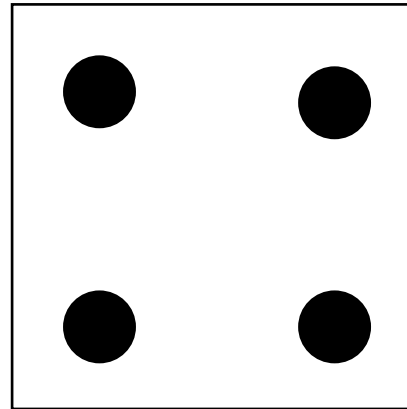


Name _____

Date _____

Dot Pattern 4

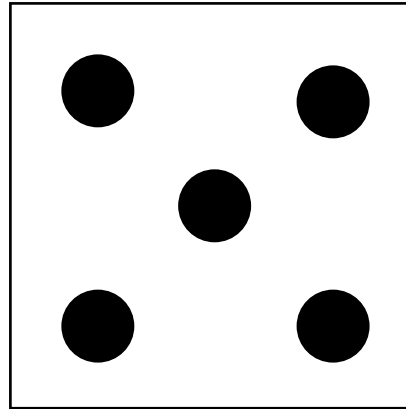


Name _____

Date _____

Dot Pattern 5

5	5	5
5	5	5

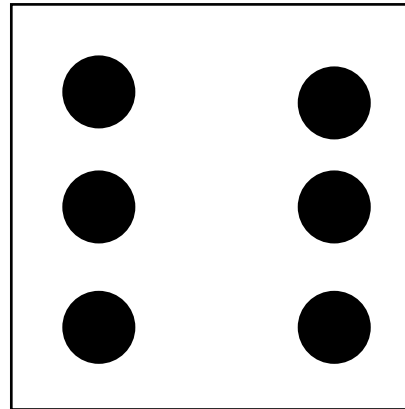


Name _____

Date _____

Dot Pattern 6

6	6	6
6	6	6

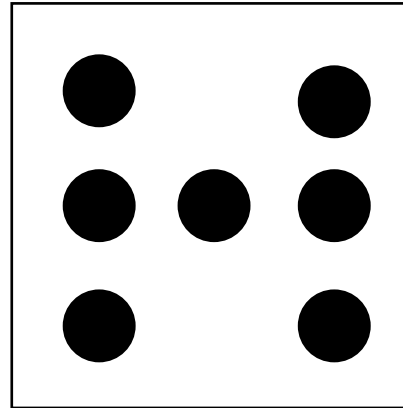


Name _____

Date _____

Dot Pattern 7

7	7	7
7	7	7

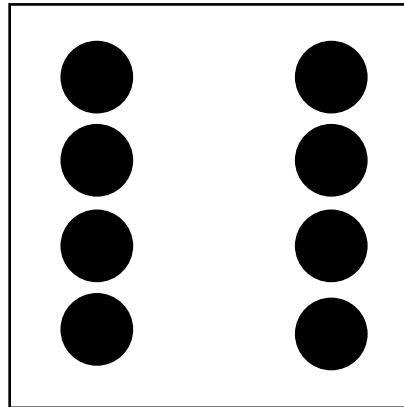


Name _____

Date _____

Dot Pattern 8

8	8	8
8	8	8

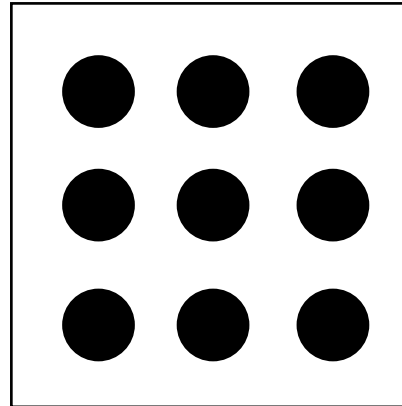


Name _____

Date _____

Dot Pattern 9

9	9	9
9	9	9

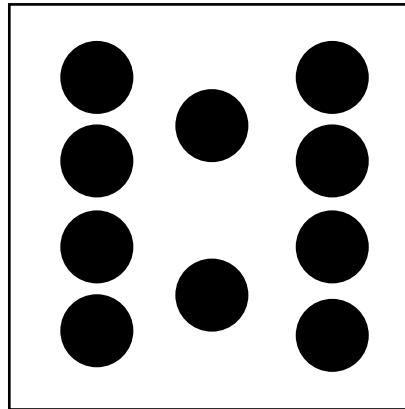


Name _____

Date _____

Dot Pattern 10

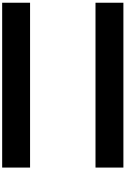
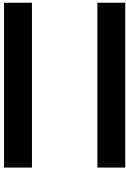

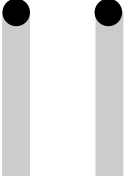
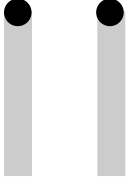
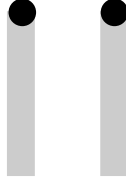
10	10	10
10	10	10

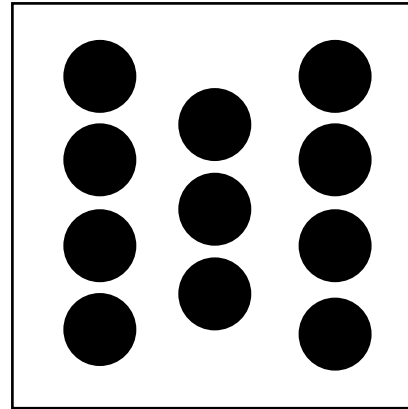


Name _____

Date _____

Dot Pattern 11

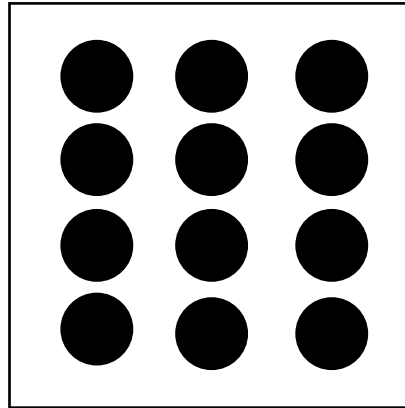


Name _____

Date _____

Dot Pattern 12

12	12	12
i2	i2	i2



Name _____

Date _____

Counting On

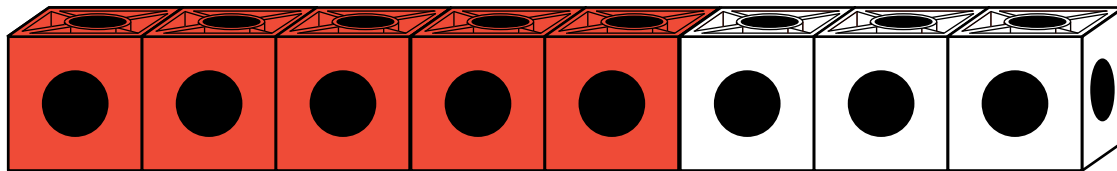


Dear Family Member:

In class your child counted the number of cubes in “trains” of connecting cubes. Help your child complete the homework below. Ask your child to show you how he or she counted the cubes (or cars) in the trains. (Be sure to count the engine.) Students have practiced using a “counting-on” strategy. They begin counting from a certain number rather than beginning from 1. Five is a good number to begin on.

Thank you for your cooperation.

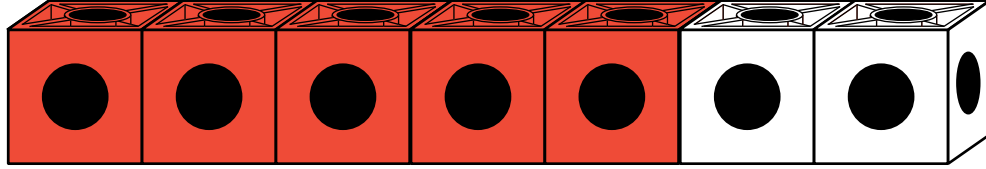
Color the cubes that are not shaded. Write the number of cubes in the whole train.
Color the empty cars in the circus trains. Write the number of cars in the whole train.

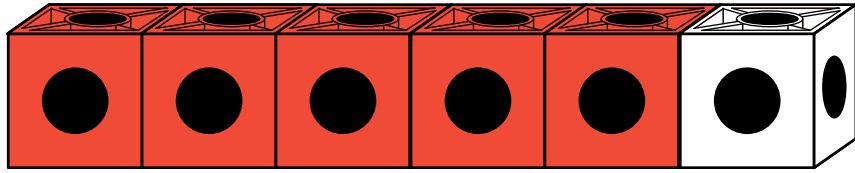
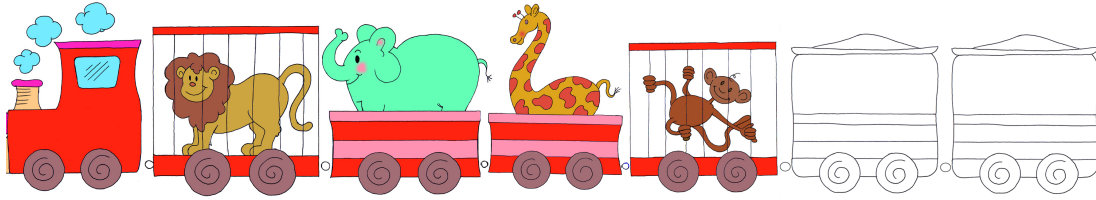


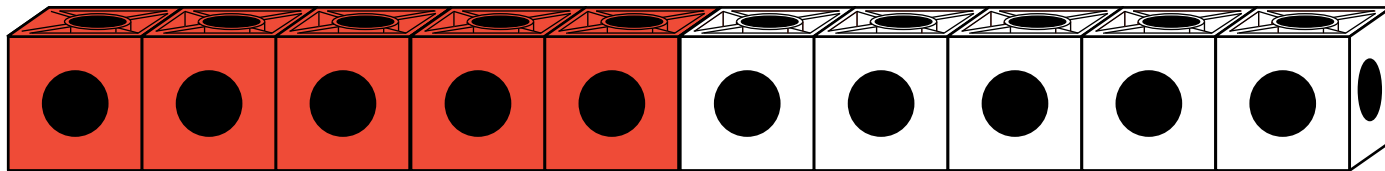
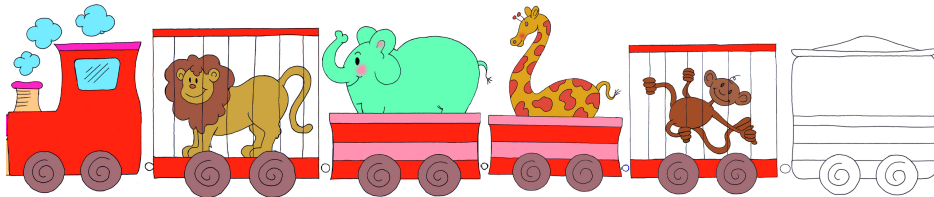


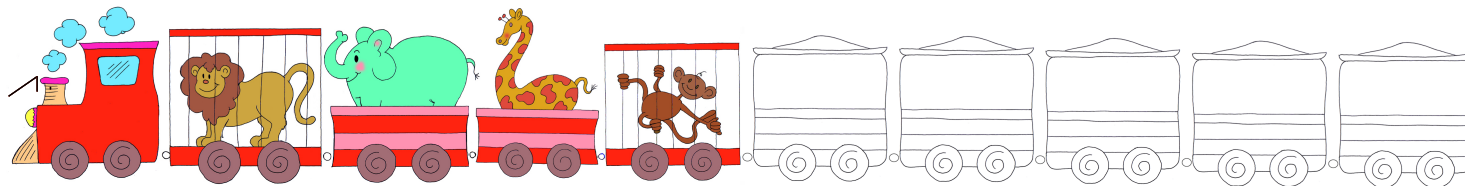
Name _____

Date _____







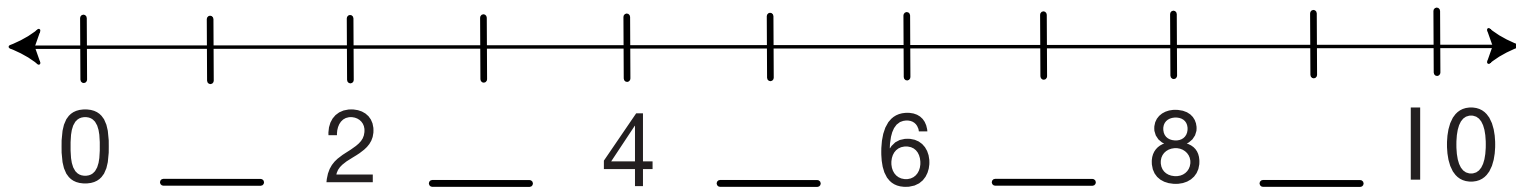
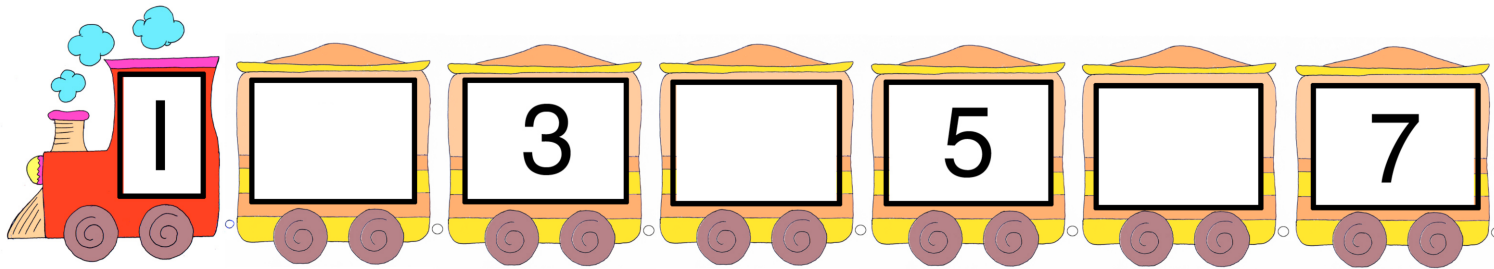
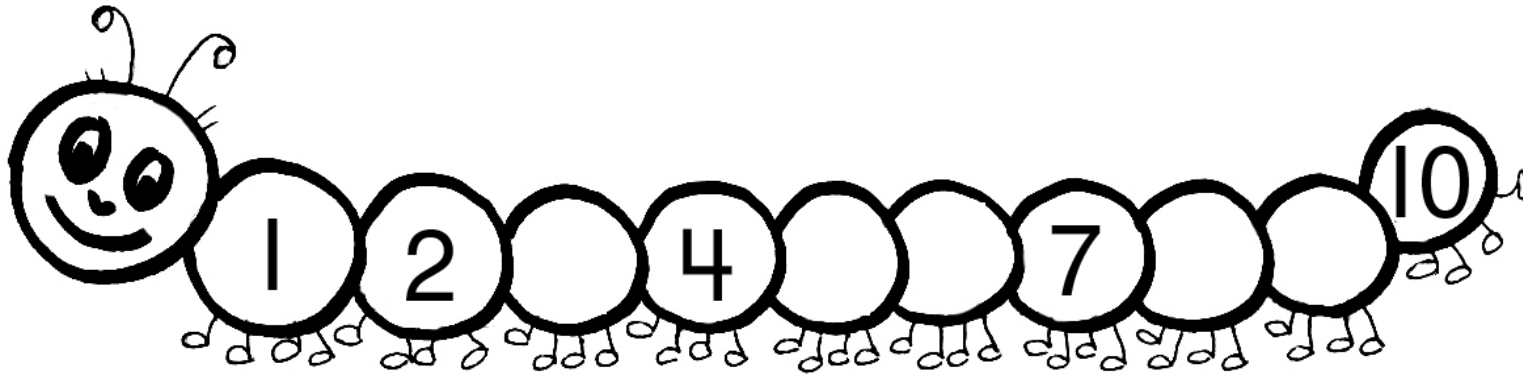


Name _____ Date _____

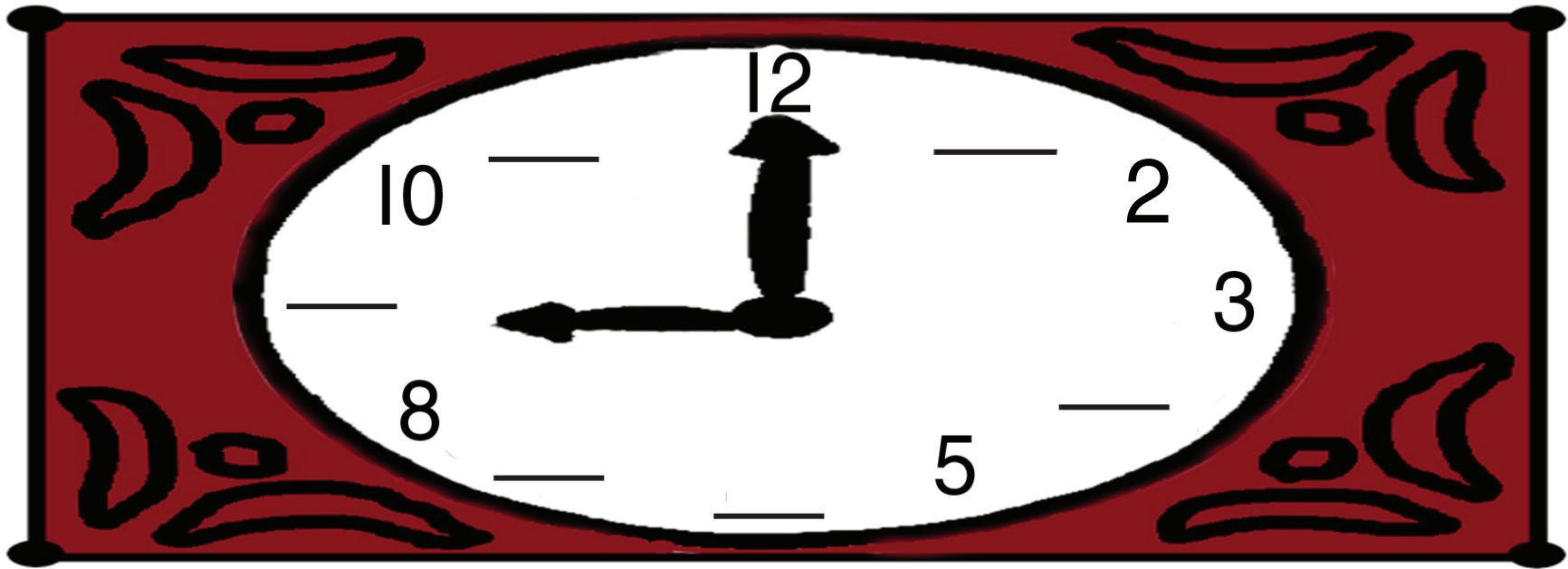
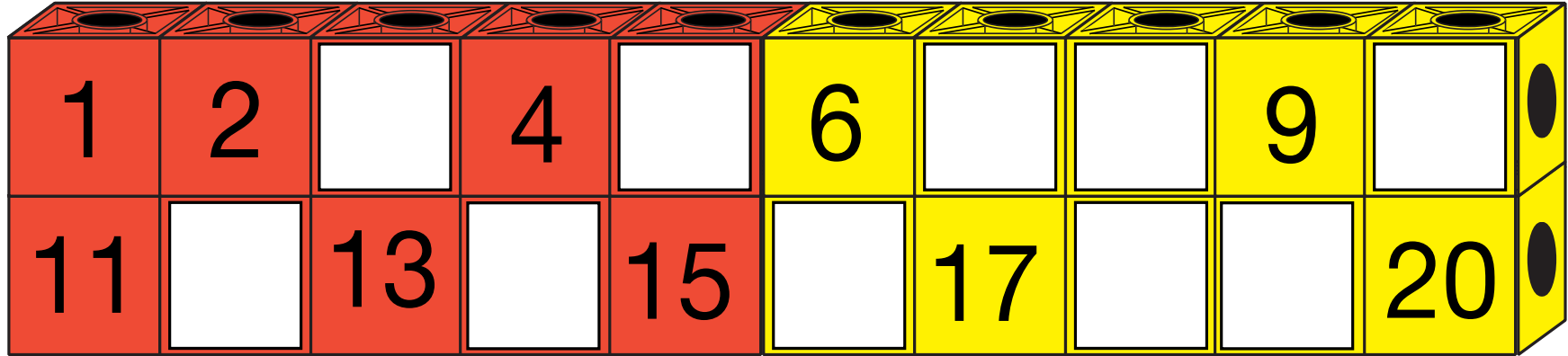
Writing Numbers



Write the missing numbers.



Name _____ Date _____



Measuring with Ten Links

Compare the length of each object with ten links. Is the object's length more than, less than, or about the same as ten links? Circle your answer.

Object	Circle One
	More than Less than About the same
	More than Less than About the same
	More than Less than About the same
	More than Less than About the same
	More than Less than About the same
	More than Less than About the same

Six Links at Home



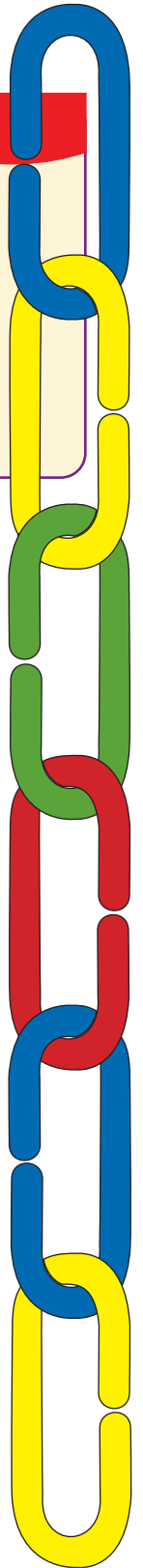
Dear Family Member:

We are studying the ideas of more than, less than, and about the same. Please help your child complete the table below. Your child should write the name or draw a picture of five household objects in the left-hand column.

Thank you for your help.

Compare the length of each object with the six links on the right. Is the object's length more than, less than, or about the same? Circle your answer.

Object	Circle One
	More than Less than About the same
	More than Less than About the same
	More than Less than About the same
	More than Less than About the same
	More than Less than About the same



Weekend Weather

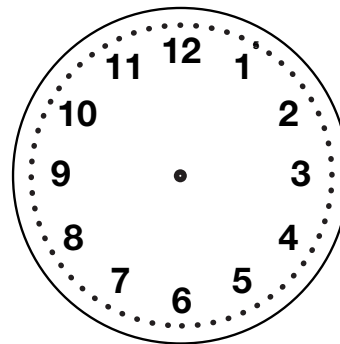


Dear Family Member:

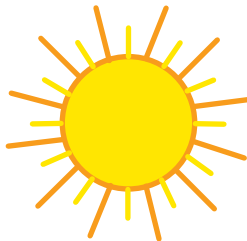
Throughout this month, your child will observe and record sky conditions as part of a study of weather. Please help your child record the weekend skies as either sunny, partly cloudy, or cloudy. It is important that the observation be made at the indicated time.

Thank you for your help.

Time of Day



On Saturday, it is:



On Sunday, it is:

