



## Unit 1: Establishing Routines

One purpose of this first unit is to help children become comfortable with a cooperative-learning environment in which they work together to build mathematical concepts. Another purpose is to introduce and establish routines that will be used this year and in the grades to come. This unit also reviews various mathematical concepts introduced in Kindergarten.

In Unit 1, children will review counting by 1s, 2s, 5s, and 10s. They will have opportunities to count and record numbers of various objects, such as hands, fingers, eyes, and ears. In addition, they will use pennies to count money, practice writing numbers, and begin to use a thermometer.

## Vocabulary

Important terms in Unit 1:

**Home Link** A suggested follow-up or enrichment activity to be done at home. Each Home Link activity is identified by the following symbol:

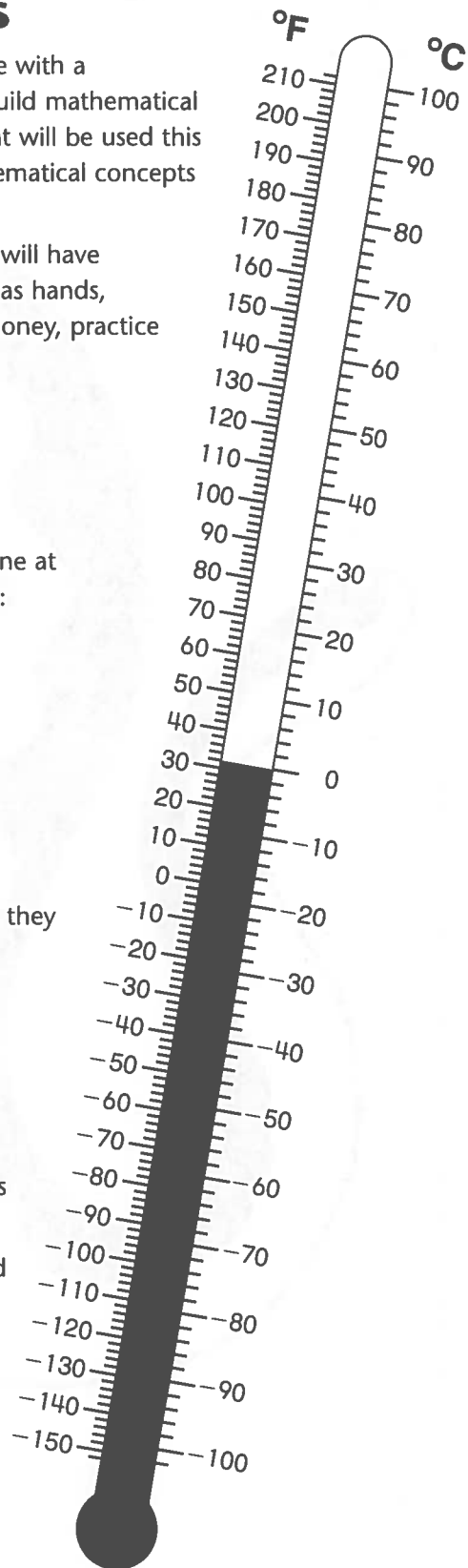


**tally** A mark used in a count. Tallies let children represent numbers they can count and say, but cannot yet write.

HHH III is the tally count  
for the number 8.

**temperature** How hot or cold something is relative to another object or as measured on a standardized scale such as degrees Celsius or degrees Fahrenheit.

**tool kit** A bag or box containing a calculator, measuring tools, and manipulatives often used by children in *Everyday Mathematics*.



## Do-Anytime Activities

To work with your child on concepts taught in this unit, try these interesting and rewarding activities:

- Count orally by 2s, 5s, and 10s when doing chores or riding in the car. Occasionally count down, or back; for example: 90, 80, 70, 60, ...
- Take inventories around the house and while shopping. Have your child keep track of each count using tally marks.

For example, count food items and nonfood items bought at the grocery store:

IIII IIII IIII I  
 food items
 

 IIII II  
 nonfood items

- Listen to and discuss weather reports with your child.

## As You Help Your Child with Homework

As your child brings home assignments, you may want to go over the instructions together clarifying them as necessary. The answers listed below will guide you through the Home Links for Unit 1.

### Home Link 1•9

- Other possible answers include: TV listings, food packages (expiration dates), and clocks.
- 1, 2, 3, 4, 5, 6

### Home Link 1•10

- Sample answer:

Number	Tally Marks
4	IIII
7	IIII II
12	IIII IIII II
16	IIII IIII IIII I
19	IIII IIII IIII IIII

- 1; 2; 4; 6; 8; 9

### Home Link 1•11

- Drawing should be of a Math Exploration.
- 4    3. 7    4. 11

### Home Link 1•12

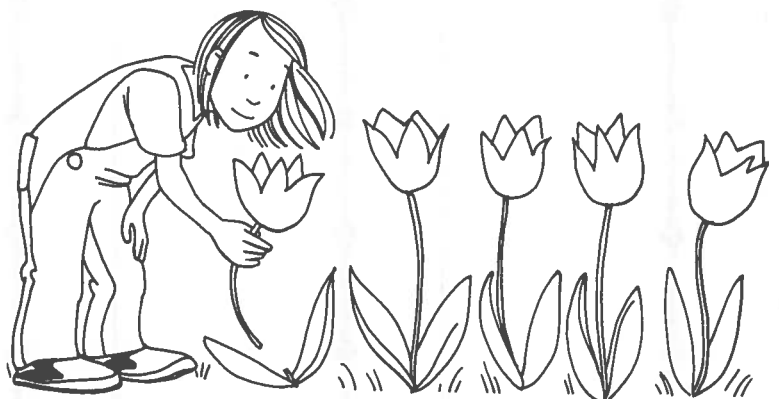
- Other possible answers include: oven, refrigerator, freezer, and thermostat.
- 5    4. 3    5. 2

### Home Link 1•13

- Your child should draw a group of objects.
- Sample number story: There are 5 flowers in the garden. If I pick 1 of them to give to my teacher, how many flowers will be left? Answer: 4 flowers

NOTE: Encourage your child to come up with his or her own way to solve the problem, whether it's thinking logically, drawing pictures, or counting on fingers. As an adult, you know that  $5 - 4 = 1$ , but for your child, coming up with his or her own strategy is more natural than thinking of the number story as  $5 - 4 = 1$ .

- 6    5. 9    6. 15
- 1    8. 4    9. 10



HOME LINK  
1•9

# Calendars



**Family Note** Children might find dates on items like the following: watches, DVD players, newspapers, magazines, and mail with canceled stamps. Every few days, ask your child to look at a calendar and tell you that day's date.

*Please return this Home Link to school tomorrow.*

1. Make a list of places at home that you find the date.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Practice

2. Write the numbers from 1 through 6.

\_\_\_\_\_

## Tally Marks

**Family Note**

Remind your child that the fifth tally mark crosses the other four, as follows: *||||*.

Counting on is an important skill that children practice whenever they count tally marks. Check that your child first counts by 5s for groups of 5 tallies and then counts by 1s. For example, *|||| |||* should be counted as 5, 10, 15, 16, 17, 18. Developing this skill will take some practice.

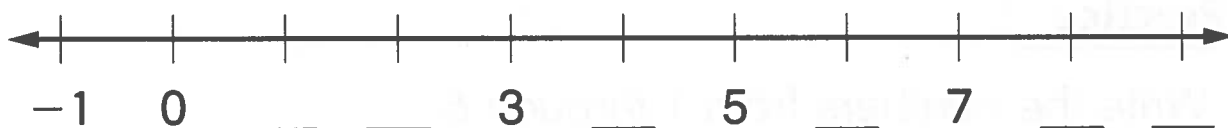
*Please return this Home Link to school tomorrow.*

1. Write 5 numbers. Make tally marks for each number.

Number	Tally Marks
18	<i>        </i>

**Practice**

2. Fill in the missing numbers on this number line.



**HOME LINK**  
**1•11**

# Explorations



**Family Note** Time is set aside regularly in *First Grade Everyday Mathematics* for Exploration activities that involve children in data collecting, problem solving, familiarization with math manipulatives, and games in independent and small-group settings. Children will have the opportunity to participate in several activities during each Exploration session. Please ask your child about our class's mathematics Explorations.

*Please return this Home Link to school tomorrow.*

1. Tell someone at home about your favorite mathematics Exploration. Draw something you did in your Explorations today.

## Practice

Write each number.

2.  $||||$  \_\_\_\_\_

3.  $###||$  \_\_\_\_\_

4.  $######|$  \_\_\_\_\_