

Content Emphasized in Grade 1



In *Everyday Mathematics*, children develop a broad background by learning concepts and skills in all these six content strands. The first-grade program emphasizes the following content.

Number and Numeration

Counting; reading and writing numbers; investigating place value of whole numbers; exploring fractions and money

Operations and Computation

Learning addition and subtraction facts, fact families, and extended facts; beginning informal work with properties of numbers and problem solving

Data and Chance

Collecting, organizing, and displaying data using tables, charts, and graphs

Measurement and Reference Frames

Using tools to measure length, capacity (quarts, liters), and weight; using clocks, calendars, timelines, thermometers, and ordinal numbers such as *fifth* and *tenth*

Geometry

Exploring 2-dimensional shapes (squares, triangles, rectangles) and 3-dimensional shapes (pyramids, cones, prisms)

Patterns, Functions, and Algebra

Exploring attributes, patterns, sequences, relations, and functions; finding missing numbers and rules in problems; studying properties of operations (addition and subtraction)

For a lesson-by-lesson view of the way children learn this content, see the Grade 1 Content by Strand Poster.

Do-Anytime Activities for Grade 1



These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	<ul style="list-style-type: none"> ♦ Have your child help create a number line (0–15) outside with sidewalk chalk. Call out a number and have your child jump on that number. Make up directions such as “Hop to the number that is two less” or “Jump to the number that is four more.” Give a few more directions, and then have your child call out directions while you jump. If you don’t have chalk, use paper, crayons, and fingers. ♦ Divide a deck of cards evenly between you and your child and put the cards facedown. For each turn, players flip their top card faceup and decide who has the larger number. That player collects both cards. Continue playing until the deck has been used. Play a second round, but have the player with the smaller number take both cards. You may assign points to Aces, Kings, Queens, and Jacks or remove them.
Unit 2	<ul style="list-style-type: none"> ♦ Have your child create tally marks in batches of five until you say “Stop.” Then skip count by 5s to see how many marks were written. ♦ Let your child count the dollars and coins in your wallet. Together, brainstorm the items that you can buy.
Unit 3	<ul style="list-style-type: none"> ♦ Count orally by 2s, 5s, and 10s, sometimes starting at numbers other than 0. ♦ Choose a time “on the hour” (7:00, 2:00), and help your child set an analog clock or watch to that time.
Unit 4	<ul style="list-style-type: none"> ♦ Have your child measure various objects in the house using his or her hand spans (outstretched fingers). Before measuring, estimate how many hand spans it will take to cover the object, then compare the estimate with the actual number. ♦ Practice writing numerals with various objects: pens, markers, crayons, paint, sand. Or form numerals using cotton balls, craft sticks, toothpicks, or rocks.
Unit 5	<ul style="list-style-type: none"> ♦ Have your child create and tell you a number story that goes with a given number sentence, such as $4 + 2 = 6$. ♦ Create number stories that involve two or more items. For example, “I want to buy a doughnut for 45 cents and a juice box for 89 cents. How much money do I need?” (\$1.34)

Unit 6	<ul style="list-style-type: none"> ◆ Label each cup of an egg carton with the numbers 0–11. Put two pennies in the carton, close the lid, and shake it up. Using the numbers of the two sections the pennies landed in, make up and solve addition and subtraction problems. ◆ Use Fact Triangles to practice addition by covering the sum. Practice subtraction by covering one of the other numbers.
Unit 7	<ul style="list-style-type: none"> ◆ Look for geometric shapes around the house, in the supermarket, on buildings, and on street signs. Help your child use geometric names for the shapes, such as triangle, square, rhombus, hexagon, and so forth. ◆ Help your child use paper and scissors to make various shapes such as rhombus, hexagon, trapezoid, pentagon, square, or circle. Take turns holding up each shape and naming them. After naming all of the shapes, make a design.
Unit 8	<ul style="list-style-type: none"> ◆ Gather a dollar bill, a five dollar bill, and lots of change. Name an amount of money, such as “one dollar and 26 cents,” and have your child use the real money to show you that amount. Try a few more and then switch roles. ◆ With your child, cut food, such as pizza, celery, carrots, sandwiches, pies, or green beans into halves, thirds, fourths, fifths, and so on. If you are cutting more than one of the same item, look at the pieces to compare the fractional parts. Ask questions such as “Which is bigger: the halves or the thirds?”
Unit 9	<ul style="list-style-type: none"> ◆ Say a 2- or 3-digit number. Have your child identify the actual value of the digit in each place. For example, in the number 952, the value of the 9 is 900; the value of the 5 is 50; and the value of the 2 is two 1s, or 2. ◆ Take out various measuring cups and line them up. Ask your child, “Which holds more: $\frac{1}{2}$ cup or $\frac{1}{3}$ cup? $\frac{1}{4}$ cup or $\frac{1}{3}$ cup? Which holds less: $\frac{1}{3}$ cup or $\frac{2}{3}$ cup?” If your child can’t determine which holds more, fill the measuring cups with water and pour the water into clear glasses to compare the amounts.
Unit 10	<ul style="list-style-type: none"> ◆ Pick three single-digit numbers. Ask your child to write the smallest number and largest number using all three digits. For example, using 4, 2, and 7, the smallest number is 247 and the largest number is 742. ◆ Have your child name a temperature that is hot, cold, and mild. Using a map of the United States, discuss with your child states that are hot, cold, have temperatures in the teens in the winter, have temperatures over 100 degrees in the summer, and so on.