WE'RE ALL IN QUIRE FORM SPIRE

Family Math Newsletter

Kindergarten

We are building on our understanding of numbers to 5 by counting to 10. We continue to work on counting a group of items without skipping or double counting any of the items. When counting a group of items, we are working on identifying the last number counted as the number that represents that group without having to recount.

Games such as Uno, Go Fish, and Memory are great activities to reinforce these skills.

First Grade

We are learning all about money to $1 with coins using the ¢ (cent) symbol and $100 with dollar bills using the $ (dollar) symbol. Coins include pennies, nickels, dimes, and quarters. Dollars include one, five, and ten dollar bills.

Playing games such as monopoly or life that involve money are great activities to reinforce these skills. Additionally, expose your child to real coins and dollars frequently.

Second Grade

We are learning how to add and subtract withing 20 using multiple strategies such as Count Up/Back, Make a 10, Think Addition (for subtraction), Compensation, and Doubles/Near Doubles. The last page of this newsletter has an overview of the strategies.

Ask your child how they solve an addition or subtraction problem and have them teach you their strategies.

School District of Osceola County

October 2022

Third Grade

We are continuing to work on multiplication and connect our knowledge of multiplication to division.

At home split items into groups. For example, if you have 12 jellybeans, have your child split them into four groups. Consider using an egg carton, like shown below, for easy grouping. Relate this to the division problem $12 \div 4 = 3$.

Fifth Grade

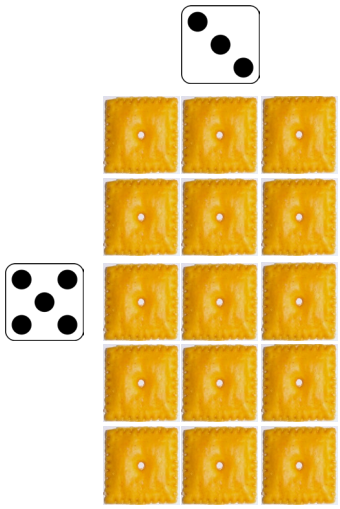
We are expanding our knowledge of place value with whole numbers to represent decimal numbers and compare decimal numbers.

At home, have your child build a decimal number with cards and say the number they made.

Fourth Grade

We are applying our knowledge of addition, subtraction, multiplication, and division to perimeter and area.

Roll two dice or pick two cards. Then use square items such as Cheez-Its to make a rectangle. Find the area and perimeter.



Area = 5 x 3 = 15 square units
Perimeter = 5 + 3 + 5 + 3 = 16 units

Sixth Grade

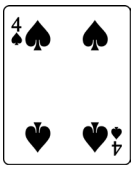
We are learning about integers and how to add, subtract, multiply, and divide them.

Games such as integer war can support this learning at home. To play integer war, the red cards are negative, and the black cards are positive. You can play by flipping over one card as normal to compare integers or flip over two cards each and add or multiply them.

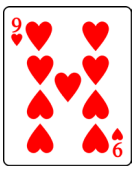
Integer War

Positive 4 is greater than Negative 9 so Player A gets the cards.

Player A

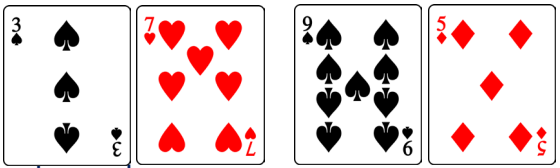


Player B



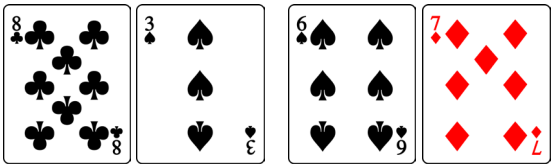
Integer Addition War

$3 + (-7) = -4$
$9 + (-5) = 4$
Positive 4 is greater than Negative 4 so Player B gets the cards.



Integer Multiplication War

$8(3) = 24$
$6(-7) = -42$
Positive 24 is greater than Negative 42 so Player A gets the cards.



Seventh Grade

We are continuing to learn about proportional relationships and how to represent proportional relationships as a table, graph, and equation.

When shopping with your child ask questions such as, "How much would 3 apples cost if one is $0.49?" or "If 4 rolls of toilet paper is $2.99, how much would 16 rolls cost?"

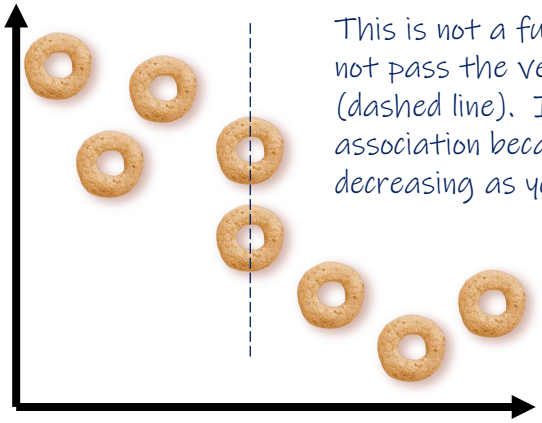
Algebra 1 & Geometry

Aleks is an online adaptive program that targets the individual needs of students. While Aleks will be incorporated into the math block, students can also work on this program at home to continue to address weaknesses and build on strengths.

Eighth Grade

We are learning about functions and scatterplots. This unit builds on student understanding of the coordinate plane and introduces new vocabulary (function, domain, range, positive association, negative association, no association) to describe the relationship between points plotted on a coordinate plane.

At home, use Cheerios as points on a graph and ask your child to describe it using the vocabulary listed above. Then give them the description and have them create a graph that matches your description.



This is not a function because it does not pass the vertical line test (dashed line). It is a negative association because the points are decreasing as you move right.

Spotlight on New High School Credit Math Courses

With the new standards came new high school credit math courses. In this edition, we will continue to highlight one of the new courses.

Math for College Statistics

This course builds on statistics concepts from middle school and Algebra 1 while preparing students for college statistics or AP Statistics. It is not a pre-requisite for AP Statistics. Students who want to strengthen their statistics skills before taking AP Statistics, who are looking for a future career in the Humanities (Personal Trainer, Social Media Manager, HR Specialist, Teacher, Editor, Speech and Language Therapist) or Social Sciences (Political Scientist, Criminology, Archaeologist, Lawyer), or who are looking to enroll in a trade school or 2-year college, should look at enrolling in this course in the future.

Other High School Courses

Khan Academy is an online adaptive program that targets the individual needs of students to support their preparation for SAT and ACT. While Khan will be incorporated into the math block, students can also work on this program at home.

Upcoming Tests for High School Students

SAT Day – October 12
12th Grade Students

ACT Day – October 18
11th Grade Students

PSAT/NMSQT Day – October 25
10th Grade Students

Strategies for Addition & Subtraction

Make a Ten

In Make a Ten for addition, you take from one addend (number in an addition problem) and give it to the other addend to make it ten.

$8 + 5$ (2)

$10 + 3 = 13$

So, $8 + 5 = 13$

In Make a Ten for subtraction, you decompose the number being subtracted so that it will make a ten when you subtract one part and then subtract the rest.

$13 - 5$

$13 - (3 + 2)$

$13 - 3 = 10$

$10 - 2 = 8$

So, $13 - 5 = 8$

Compensation

In compensation for addition, you think of one of the addends as 10 and then adjust at the end to compensate for the change at the beginning.

$9 + 7$

$10 + 7 = 17$

10 was 1 more than 9 and 17 is one more than 16 so $9 + 7 = 16$.

In compensation for subtraction, you adjust both numbers by the same amount to make the first addend a friendly number (10 or 20) and then subtract.

$13 - 6$

-3 -3

$10 - 3 = 7$

Count Up/Back

In Count Up or Count Back, you start at the first number in the problem and then count up (addition) or (back) with the second number in the problem.

$7 + 6 = 13$

7, 8, 9, 10, 11, 12, 13

$7 - 6 = 1$

7, 6, 5, 4, 3, 2, 1

Think Addition (Subtraction Only)

In Think Addition, you think of what would be missing if it was an addition problem.

$18 - 12$

$12 + ? = 18$

$12 + 6 = 18$

$18 - 12 = 6$

Doubles/Near Doubles

In Doubles, you know what the number plus itself is.

$6 + 6 = 12$

In Near Doubles, you think of the two addends as the double problem it is close to and then adjust at the end.

$7 + 8$

$7 + 7 = 14$

$14 + 1 = 15$

So, $7 + 8 = 15$

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OSCEOLA MATH