



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:

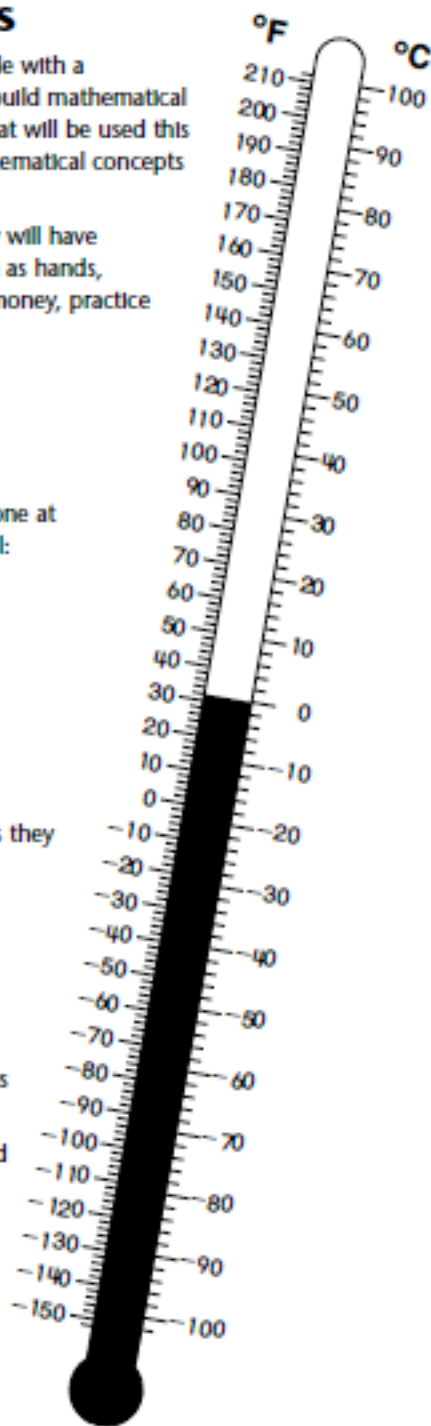


tally A mark used in a count. Tallies let children represent numbers they can count and say, but cannot yet write.

|||| 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:



 food items



 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	
7	
12	
16	
19	

- 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
7. 1 8. 4 9. 10

