Core Focus

- Introducing subtraction and acting out subtraction stories
- Representing subtraction situations and writing subtraction sentences
- Analyzing and identifying 2D shapes

Subtraction

- Students learn about subtraction through a variety of situations that illustrate the idea of “take away”. Students participate in active stories involving ideas such as “flying away”, “walking away”, “jumping away”, and so on.

- In Grade 1, students will learn about other subtraction situations (e.g. comparison and part-part-whole) but “take away” is generally the easiest to learn, which is why it is introduced first.

In Lesson 1, students act out subtraction stories. They show the total group and the quantity taken away.

Take away stories suggest movement (birds fly away, bugs crawl away, and so on), so this type of subtraction is called active. When students begin to work with pictures instead of objects, they learn to "cross out" or "cover" the amount taken away.

In Lesson 2, students draw objects to represent subtraction stories. They cross out the quantity that is taken away.

Ideas for Home

- Have your child count out a small set of objects (3 to 10). Ask them to close their eyes while you place paper or fabric over some of the objects. When they open their eyes, ask them to figure out the number of objects that are covered. Tell your child the starting total if needed.

- Use mathematical language when talking about everyday events. To reinforce subtraction you might say, “There were 4 toys on the ground. We put 3 away and now there is 1 left.” Some ideas to reinforce counting are asking your child to count the number of steps to the sidewalk or count the number of windows that are open, the number that are closed, and the total number of windows.

Glossary

- Students use pennies to act out take away, or subtraction, stories.
• At this early stage of subtraction work, students count the total, notice how many “go away”, and count how many remain.

**Ideas for Home**

• A rectangle is a 2D shape with four sides, four equal corners and two pairs of parallel lines. The most familiar example of a rectangle has two long sides and two short sides (think of the outline of a door). What we typically call a square has all these same features but all four sides are the same length. You will hear your child talk about non-square rectangles and square rectangles to describe these two shapes.

• Play a guessing game with your child to practice the names of common 2D shapes. For example, hints to describe a triangle might be, “I’m thinking of a shape with straight sides; it looks like a tortilla chip; it looks like the roof of a house; it has three corners and three sides. What shape is it?” Take turns with your child to give hints and to name the shape.

**Geometry: 2D Shapes**

• Students continue to work with two-dimensional shapes. They identify the number of sides and the number of corners (angles) of shapes. Students learn that an angle is where two straight sides of a shape join together.

• Students investigate, describe, and then sort 2D shapes by name. They work with circles, triangles, hexagons, squares and rectangles. They learn that squares are a type of rectangle.

**Glossary**

- square rectangle
- triangle
- circle
- non-square rectangle