

1st Grade EDM Support for Focus Strand: Functions and Relationships

Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand.
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Power Lessons:

F&R-1: 3.1

F&R-2: 3.8, 3.9, 9.3

F&R-3 & 4: 1.13, 2.13, 5.8

F&R-5: 5.3, 5.6

Games:

High Roller (F&R 3; Unit 2)

Domino Top-It (F&R 3; Unit 3)

Top-It with Relation Symbols (F&R 5; Unit 5)

Addition Top-It (F&R 3; Unit 6)

Tric Trac (F&R 3; Unit 6)

Attribute Train Game (F&R 1; Unit 7)

Open Response Items (Assessment Handbook):

All Open Response Items address F&R – 4 (Solve problems using words, symbols, or drawings

Unit 6: *Necklace Patterns* (F&R 2)

Unit 9: *Number Grid Patterns* (F&R 2)

Minute Math +

Basic Routines p. 5-24; Use a graphic organizer for number stories p.79-157 (such as Start-Change-End). Write the number model with a box or “?” for the unknown.

Assessment Assistant:

Everyday Math Grade1 Goals:

Patterns, Functions, and Algebra:

Goal 1: *Patterns and Functions*

Goal 2: *Algebraic Notation*

Goal 3: *Properties of Arithmetic*

Reinforcement Suggestions from Maintaining Concepts and Skills in Differentiation Handbook

F&R - 2

- Have children shade shapes to complete and continue patterns. See the Readiness activity in Lesson 3.1. (Unit 3)
- Use Frames-and Arrows masters in A and B on pages 128 and 129 of the Differentiation Handbook to create practice problems. (Unit 3) (Unit 7) (Unit 10)
- Use the Frames-and-arrows masters A and B on pages 128 and 129 of the Differentiation Handbook to create practice problems with addition rules.
- Have children use rules to add and subtract on a calculator. See the Readiness activity in Lesson 5.12. (Unit 5)
- Use the “What’s My Rule?” master on page 130 of the Differentiation Handbook to create practice problems. (Unit 5) (Unit 6) (Unit 7) (Unit 9) (Unit 10)
- Have children assemble a number grid from separate pieces. See the Readiness activity in Lesson 9.1. (Unit 9)
- Have children play *Pin the Number on the Number Grid*. See the Readiness activity in Lesson 9. 3. (Unit 9)
- Have children play *Attribute Train Game*. (Unit 10)
- Have children use the Number Grid master on page 132 of the Differentiation Handbook to shade skip counting patterns. (Unit 10)

F&R – 4

- Have children write addition and subtraction number stories. They can draw and complete diagrams to go with the stories. See the Readiness activity in Lesson 5.5. (Unit 5)
- Have children model number stories with situation diagrams. See the Readiness activity in Lesson 5.5. (Unit 5)

- Have children play *Top-It* and *Addition Top-It* and record number sentences for several rounds. (Unit 5)

F&R – 5

- Have children play the *digit Game* and for each round record their number and their partner's number with $>$, $<$, or $=$ placed correctly between the two numbers. (Unit 9)