

MATH NEWS

Grade 1, Module 3, Topic D

1st Grade Math

Ordering and Comparing Length Measurements as Numbers

Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 3 of Eureka Math (Engage New York) covers Ordering and Comparing Length Measurement as Numbers. This newsletter will discuss Module 3, Topic D.

Topic D. Data Interpretation.

Words to know

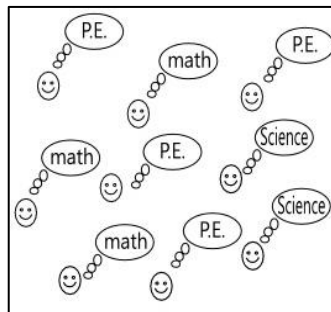
- Organize
- Sort
- Graph
- Collect
- Represent

In Lesson 10

Students work as a class to collect, represent, and interpret personally relevant data. They will begin to organize data on a graph and begin to ask question about the number of data points in a given category.

A group of people were asked “What is your favorite class?” Organize the data using tally marks.

Math	
P.E.	
Science	



How many people like Math? 3 people like Math
 How many people like Science? 2 people like Science
 How many people like P.E.? 4 people like P.E.
 What subject do people like the least? Science
 Write a number sentence that tells the number of people interviewed. $3 + 4 + 2 = 9$

OBJECTIVE OF TOPIC D

- 1 Collect, sort, and organize data, then ask and answer questions about the number of points.
- 2 Ask and answer varied word problem types about a data set with three categories.

Focus Area– Topic D

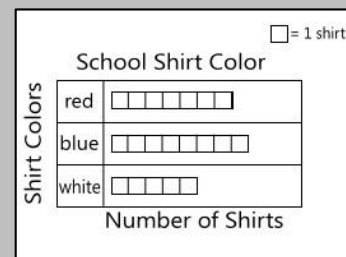
Data Interpretation

In Lesson 11

Students begin to work independently to collect, sort, organize and represent data. Students will be given a list of possible questions to ask others. The student will decide on three different answer choices then ask classmates to answer the questions. Next, they will organize the data and organize it on a chart.

In Lesson 12

Students begin to interpret information presented in the graphs by exploring compare with difference unknown problems. The question chosen is “What shirt color is your favorite?”



Write a number sentence to show how many fewer students wore white shirts than red shirts. $7 - 5 = 2$

In Lesson 13

Students will again interpret data sets to ask and answer various questions and word problems.

How many more students like red shirts than white shirts? 2

How many students were polled in all? 20

How many fewer students voted for red shirts than blue shirts? 1

How many more students would need to vote for white shirts to have the same number votes as red shirts? 2

