



**Bluebonnet
Learning**
K-5 Math
EDITION 1

ENGLISH

K-5 Math Family Guide

TEACHER EDITION

Family Guide

K–5 Math

Acknowledgment

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice

These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.



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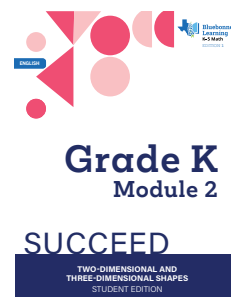
Dear Families,

Bluebonnet Learning K–5 Math is a comprehensive and clearly sequenced suite of materials that equips students with the knowledge and tools outlined in the Texas Essential Knowledge and Skills (TEKS) and guides students to be thinkers and doers of mathematics.

These high-quality instructional materials tell math as a story that builds lesson by lesson throughout each grade. The story balances procedural fluency with a deep conceptual understanding of how math works.

Your involvement in your student's education can have a significant impact on their success in school. So the instructional materials also include family support resources that will help you support your student at homework time. These resources include the following:

HOMEWORK HELPERS: A lesson-level resource that provides step-by-step explanations of how to solve problems similar to those found in the *Bluebonnet Learning K–5 Math* homework assignments. There is a Homework Helper to accompany every homework assignment in the instructional materials. Homework Helpers can be found in the homework text, *Succeed Student Edition*.



BLUEBONNET LEARNING K–5 MATH

COURSE GUIDE

1

Grade K Module 1 Tips for Families

Key Concepts Overview

Focus: TEKS K.A.1, K.A.2, K.A.3, K.A.4, K.A.5, K.A.6, K.A.7, K.A.8, K.A.9, K.A.10, K.A.11, K.A.12, K.A.13, K.A.14, K.A.15, K.A.16, K.A.17, K.A.18, K.A.19, K.A.20, K.A.21, K.A.22, K.A.23, K.A.24, K.A.25, K.A.26, K.A.27, K.A.28, K.A.29, K.A.30, K.A.31, K.A.32, K.A.33, K.A.34, K.A.35, K.A.36, K.A.37, K.A.38, K.A.39, K.A.40, K.A.41, K.A.42, K.A.43, K.A.44, K.A.45, K.A.46, K.A.47, K.A.48, K.A.49, K.A.50, K.A.51, K.A.52, K.A.53, K.A.54, K.A.55, K.A.56, K.A.57, K.A.58, K.A.59, K.A.60, K.A.61, K.A.62, K.A.63, K.A.64, K.A.65, K.A.66, K.A.67, K.A.68, K.A.69, K.A.70, K.A.71, K.A.72, K.A.73, K.A.74, K.A.75, K.A.76, K.A.77, K.A.78, K.A.79, K.A.80, K.A.81, K.A.82, K.A.83, K.A.84, K.A.85, K.A.86, K.A.87, K.A.88, K.A.89, K.A.90, K.A.91, K.A.92, K.A.93, K.A.94, K.A.95, K.A.96, K.A.97, K.A.98, K.A.99, K.A.100, K.A.101, K.A.102, K.A.103, K.A.104, K.A.105, K.A.106, K.A.107, K.A.108, K.A.109, K.A.110, K.A.111, K.A.112, K.A.113, K.A.114, K.A.115, K.A.116, K.A.117, K.A.118, K.A.119, K.A.120, K.A.121, 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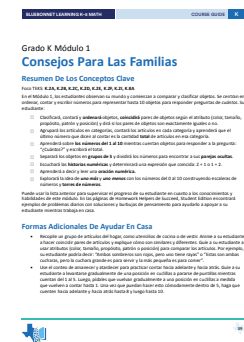
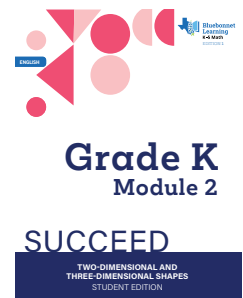
Queridas familias:

Los materiales de instrucción de Matemáticas K–5 Bluebonnet Learning son un conjunto de materiales con una secuencia clara e integral que les da a los estudiantes el conocimiento y las herramientas detalladas en Conocimientos y Destrezas Esenciales de Texas (TEKS, por sus siglas en inglés) y los guía para ser pensadores que ponen en práctica las matemáticas.

Estos materiales de instrucción de alta calidad enseñan matemáticas contando una historia que se desarrolla en las lecciones a lo largo de cada grado. En la historia se combina la fluidez del procedimiento y la profunda comprensión conceptual de cómo funcionan las matemáticas.

Como parte de la familia, usted es clave para el éxito de la educación de su estudiante. Por eso, estos materiales de instrucción también incluyen un conjunto de recursos para las familias que lo ayudarán a apoyar a su estudiante a la hora de hacer la tarea. Estos recursos incluyen lo siguiente:

HOMEWORK HELPERS: Este recurso para las lecciones brinda explicaciones paso a paso sobre cómo resolver problemas semejantes a los que aparecen en la tarea de *Matemáticas K–5 Bluebonnet Learning*. Hay una **Homework Helpers** que acompaña cada tarea de los materiales de instrucción. Usted puede encontrar la **Homework Helpers** en nuestro libro impreso de tareas, *Succeed, Student Edition*.



HOJAS DE CONSEJOS PARA LAS FAMILIAS: Estas hojas de consejos organizadas por módulo incluyen modelos matemáticos y estrategias de matemáticas, y brindan vocabulario clave y maneras que puede apoyar a su estudiante en casa. Están disponibles en inglés y en español. Las familias pueden utilizar el Resumen de Conceptos Clave para ayudar a supervisar el progreso de su estudiante en cuanto a los conocimientos y habilidades aprendidos en cada módulo.

Los materiales de instrucción de *Matemáticas K–5 Bluebonnet Learning* se basan en el principio de que los estudiantes necesitan saber más que solo lo que funciona a la hora de resolver un problema: necesitan entender por qué funciona. Los materiales de instrucción van más allá de los hechos y las fórmulas, enseñan a los estudiantes a pensar en las matemáticas conceptualmente.

Atentamente,

El equipo de Matemáticas K–5



Giving Students a Choice of Tools to Solve Math Problems

Research-based strategies support a balance of procedural fluency and conceptual understanding for optimal student learning. Students should engage with a variety of strategies for problem solving as a way to increase the tools in their toolbox. As students learn multiple math strategies, it increases their ability to flexibly, efficiently, and accurately problem solve while also gaining a deeper understanding of mathematics and how to use it in daily life.

Consider the following three examples.

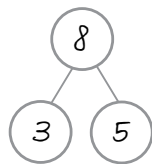
Example 1

NUMBER BONDS

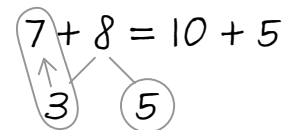
Add 998 and 337.

Instead of first learning a series of complex steps to solve a problem such as $998 + 337$, students use number bonds to make this problem simpler.

First, students learn to break numbers into small, manageable units.



Then, students can see that $7 + 8$ is the same as $10 + 5$.



$$7 + 8 = 15$$

Once students understand the concept of number bonds and how to use them in computation, they can quickly solve a more complex problem, such as $998 + 337$. As illustrated above, the first step is to make 998 a more manageable number. Notice that 998 is close to 1,000; we just need to add 2. We can get the 2 from 337 by using a number bond: $337 - 2 = 335$.

The two numbers are now 1,000 and 335, which even young students can quickly add to get 1,335, the same sum as $998 + 337$. This method is faster, and the student gains practice in conceptual math.

$$998 + 337 = 1,000 + 335$$

Example 2

STRIP DIAGRAMS

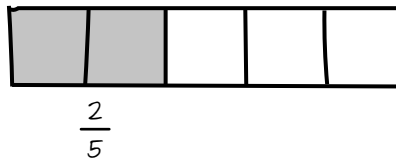
Zoe had some stamps. She gave $\frac{2}{5}$ of the stamps to Lionel. She used $\frac{1}{3}$ of the remaining stamps to mail thank-you notes. She has 14 stamps left. How many stamps did Zoe have when she started?

This problem is difficult to solve if you only know the algebraic approach. But by using strip diagrams, a Grade 5 student can solve it in under a minute.

IN KINDERGARTEN, students learn the basic approach of dividing numbers into units, starting with concrete examples such as apples, blocks, or stamps.

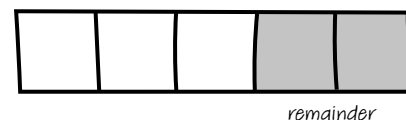
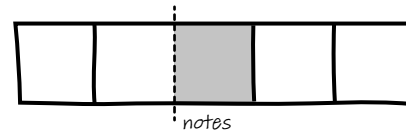
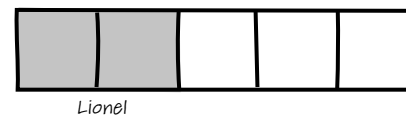
$$\begin{array}{ccc} \square & \square & + \quad \square \quad \square \quad \square = \quad \square \quad \square \quad \square \quad \square \quad \square \\ 2 \text{ stamps} & & 3 \text{ stamps} & & 5 \text{ stamps} \end{array}$$

IN GRADE 3, students learn the concept of fractions. For example, saying *two stamps out of every five stamps* is the same as saying $\frac{2}{5}$ of the total number of stamps.



BY GRADE 5, students can use strip diagrams to easily solve the stamp problem in four steps.

1. Zoe gave $\frac{2}{5}$ of her stamps to Lionel, so you know that the original amount can be divided into 5 units. You also know that Lionel got 2 of those units, so 3 units remain.
2. You know that $\frac{1}{3}$ of the remainder—1 of the 3 units—was used to mail thank-you notes.
3. The problem tells you that Zoe has 14 stamps left over, so you know the remaining 2 units total 14. You also know that the units are the same size. 14 divided by 2 is 7 stamps in each remaining unit.
4. You began with 5 equal units in the strip diagram. Since each unit represents 7 stamps, multiply 7 stamps by 5 units to get the answer of 35 stamps. Zoe started with 35 stamps.



2 units = 14
1 unit = 7



Example 3

VISUALIZING FRACTIONS

Which is greater, $\frac{1}{3}$ or $\frac{1}{4}$?

Many people incorrectly assume that $\frac{1}{4}$ is the greater fraction. After all, 4 is greater than 3, so doesn't that make $\frac{1}{4}$ greater than $\frac{1}{3}$? No, it does not.

One approach, usually taught in Grade 3, is to find the common denominator, which in this case is 12. To compare the fractions, you must convert them so the both have a denominator of 12.

First, multiply $\frac{1}{3}$ by $\frac{4}{4}$ to get $\frac{4}{12}$.

Next, multiply $\frac{1}{4}$ by $\frac{3}{3}$ to get $\frac{3}{12}$.

Finally, see that $\frac{4}{12}$ (or $\frac{1}{3}$) is bigger than $\frac{3}{12}$ (or $\frac{1}{4}$).

You arrived at the answer, but it took computational steps. Instead, try visualizing the problem to get the solution faster. Grab a pencil and paper. Draw a bar and divide it into thirds $\left(\frac{1}{3} + \frac{1}{3} + \frac{1}{3}\right)$.



Draw another bar of the same size and divide it into fourths $\left(\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}\right)$.



The units in the top bar are obviously bigger than the units in the bottom one, making it visually clear that $\frac{1}{3}$ is greater than $\frac{1}{4}$.

Conclusion

We limit our students if we give them only one set of tools to solve math problems. The three examples above show what is possible when students learn multiple approaches.

Dar a los estudiantes una variedad de herramientas para resolver problemas matemáticos

Las estrategias basadas en la investigación ayudan a lograr un equilibrio entre la fluidez de los procedimientos y la comprensión conceptual para optimizar el aprendizaje de los estudiantes. Los estudiantes deberían aplicar una variedad de estrategias para resolver problemas, y así añadir más herramientas a su caja de herramientas. A medida que los estudiantes aprenden diversas estrategias matemáticas, aumenta la capacidad que tienen para resolver problemas de forma flexible, eficiente y precisa, a la vez que se adquiere una comprensión más profunda de las matemáticas y de cómo aplicarlas en la vida cotidiana.

Considere los siguientes tres ejemplos.

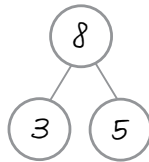
Ejemplo 1

VÍNCULOS NUMÉRICOS

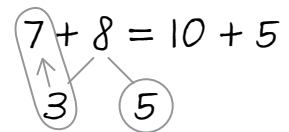
Suma 998 and 337.

En lugar de aprender primero una serie de pasos complejos para resolver un problema como $998 + 337$, los estudiantes usan los enlaces numéricos para simplificar este problema.

Primero, los estudiantes aprenden a separar números en unidades más pequeñas y más manejables.



Luego, los estudiantes pueden ver que $7 + 8$ es igual que $10 + 5$.



$$7 + 8 = 15$$

Una vez que los estudiantes comprenden el concepto de vínculos numéricos y cómo usarlos en cálculos, pueden resolver rápidamente un problema más complejo, como $998 + 337$. Como se ilustró anteriormente, el primer paso es hacer de 998 un número más manejable. Observe que 998 está cerca de 1,000; sólo necesitamos sumarle 2. Podemos obtener el 2 de 337 usando un vínculo numérico: $337 - 2 = 335$.

Los dos números ahora son 1,000 y 335, que incluso los estudiantes más pequeños pueden sumar rápidamente para obtener 1,335, la misma suma de $998 + 337$. Este método es más rápido y hace que el estudiante adquiera práctica en las matemáticas conceptuales.

$$998 + 337 = 1,000 + 335$$



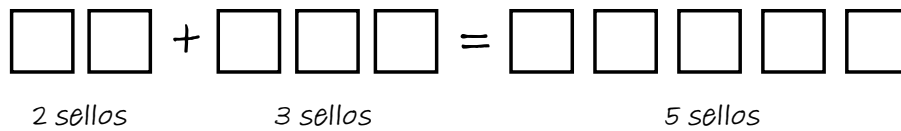
Ejemplo 2

DIAGRAMAS DE TIRAS

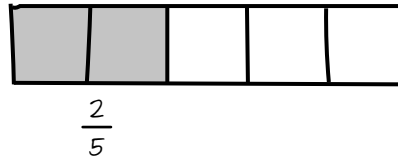
Zoe tenía algunos sellos postales. Le dio $\frac{2}{5}$ de los sellos a Lionel. Luego, usó $\frac{1}{3}$ de los sellos restantes para enviar notas de agradecimiento. Ahora le quedan 14 sellos. ¿Cuántos sellos postales tenía Zoe cuando comenzó?

Este problema es difícil de resolver si sólo se conoce el enfoque algebraico. Sin embargo, usando diagramas de tiras, un estudiante de 5.º grado puede resolverlo en menos de un minuto.

EN KINDERGARTEN, los estudiantes aprenden el enfoque básico de dividir números en unidades, comenzando con ejemplos concretos como manzanas, bloques o sellos.

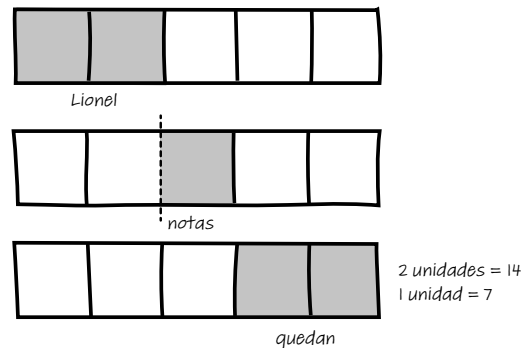


EN 3.º GRADO, los estudiantes aprenden el concepto de fracciones, por ejemplo, al decir que *dos de cada cinco sellos* es lo mismo que decir $\frac{2}{5}$ del número total de sellos.



PARA 5.º GRADO, los estudiantes pueden usar diagramas de tiras para resolver fácilmente el problema de los sellos en cuatro pasos.

1. Zoe le dio $\frac{2}{5}$ de sus sellos a Lionel, por lo que sabemos que la cantidad original puede dividirse en 5 unidades. También sabemos que Lionel obtuvo 2 de esas unidades; por lo tanto, quedan 3 unidades.
2. Sabemos que $\frac{1}{3}$ del resto (1 de las 3 unidades) se usó para enviar por correo notas de agradecimiento.
3. El problema dice que a Zoe le quedan 14 sellos, por lo que sabemos que las 2 unidades restantes suman 14. También sabemos que las unidades son del mismo tamaño. 14 dividido entre 2 es 7 sellos en cada unidad restante.
4. Comenzamos con 5 unidades iguales en el diagrama de tiras. Como cada unidad representa 7 sellos, multiplicamos 7 sellos, por 5 unidades para hallar la respuesta de 35 sellos. Zoe comenzó con 35 sellos postales.



Ejemplo 3

VISUALIZAR FRACCIONES

¿Cuál es mayor: $\frac{1}{3}$ o $\frac{1}{4}$?

Muchas personas suponen incorrectamente que $\frac{1}{4}$ es la fracción mayor. Después de todo, 4 es mayor que 3, entonces, ¿ $\frac{1}{4}$ no debería ser mayor que $\frac{1}{3}$? No, no lo es.

Un enfoque que suele enseñarse en 3.º grado es hallar el denominador común, que en este caso es 12. Al comparar las fracciones, deben convertirse para que ambas tengan un denominador de 12.

Primero, multiplicamos $\frac{1}{3}$ por $\frac{4}{4}$ para obtener $\frac{4}{12}$.

Luego, multiplicamos $\frac{1}{4}$ por $\frac{3}{3}$ para obtener $\frac{3}{12}$.

Finalmente, observamos que $\frac{4}{12}$ (o $\frac{1}{3}$) es mayor que $\frac{3}{12}$ (o $\frac{1}{4}$).

Encontramos la respuesta, pero necesitamos pasos de cálculo. En cambio, tratemos de visualizar el problema para llegar a la solución más rápidamente. Usemos lápiz y papel. Dibujemos una barra y dividámosla en tercios $\left(\frac{1}{3} + \frac{1}{3} + \frac{1}{3}\right)$.



Dibujemos otra barra del mismo tamaño y dividámosla en cuartos $\left(\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}\right)$.



Las unidades de la barra superior son obviamente más grandes que las unidades de la barra inferior, lo que hace que visualmente esté claro que $\frac{1}{3}$ es mayor que $\frac{1}{4}$.

Conclusión

Si a nuestros estudiantes les damos sólo un conjunto de herramientas para resolver problemas matemáticos, los limitamos. Los tres ejemplos anteriores muestran lo que se puede lograr cuando los estudiantes aprenden múltiples enfoques.



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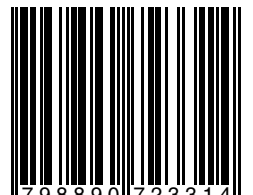
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