Unit 1: Number Sense-Numbers Within 20

Unit #:	APSDO-00017525	Duration:	12.0 Day(s)	Date(s):	09-06-2016 to 09-06-2016

Team:
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Grades:
1

Subjects:
Mathematics

Unit Focus

In this unit, students review number sense concepts taught in kindergarten around numbers within 20. Number sense is a person'Â's ability to use and understand numbers. Students will describe, classify, and compare objects and numbers. Skills targeted in this unit include writing numbers to 20, concepts of greater than/ less than/equal to, odd and even numbers, skip counting and using tally marks. Literature used in this unit include: <u>Tally OÂ'Mally.</u> Primary instructional materials for this unit include On Core and Everyday Mathematics.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
Common Core *Mathematics: K* • Count to 100 by ones and by tens. *CCSS.MATH.CONTENT.K.CC.A.1* • Count forward beginning from a given number within the known sequence (instead of having to begin at 1). *CCSS.MATH.CONTENT.K.CC.A.2* • Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). *CCSS.MATH.CONTENT.K.CC.A.3* • Understand the relationship between	**T1** (T10) Describe, classify, and compare objects/numbers and sets of objects/numbers. **T2** (T11) Use descriptions to clarify and/or solve problems. **T3** (T53) Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense.

	Meaning	
	Understandings	**Essential Questions**
	U1 (U100) Objects and sets of objects can be given numerical descriptions. **U2** (U103) The same value can be represented in multiple ways. **U3** (U104) Mathematics is a universal language that uses assumed and logical	**Q1** (Q100) How do I describe this object/number or set of objects/numbers? **Q2** (Q101) How do I classify/compare objects or sets of objects? **Q3** (Q103) What is the value of this number/relationship and how can I represent

numbers and quantities; connect counting to cardinality. *CCSS.MATH.CONTENT.K.CC.B.4*
- Count to answer how many? questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 120, count out that many objects. *CCSS.MATH.CONTENT.K.CC.B.5*
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. *CCSS.MATH.CONTENT.K.CC.C.6*
- Compare two numbers between 1 and 10 presented as written numerals. *CCSS.MATH.CONTENT.K.CC.C.7*

Mathematics: 1

- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. *CCSS.MATH.CONTENT.1.MD.C.4*
- Attend to precision. *CCSS.MATH.MP.6*
- Reason abstractly and quantitatively. *CCSS.MATH.MP.2*

statements to describe the world.
U4 (U512) Mathematicians use diagrams, symbols, and terms to describe problems or situations
U5 (U550) Attention to detail, such as specifying units of measure and labeling, leads to clarity in expressing mathematical information.

it in different ways?
Q4 (Q512) What information is needed and how do I use it to solve a problem?
Q5 (Q550) Did I use clear language (symbols, labels, terms, units of measure and significant digits) to explain my reasoning to others?

Acquisition of Knowledge and Skill	
Knowledge	**Skills**
	S1 Identify and write numbers 0 - 20 **S2** Identify numbers before and after a given number (0-20) **S3** Distinguish if a number is odd or even **S4** Skip count by 5 and 10 **S5** Compare numbers using <, >, or =