Mathematics **Brunswick School Department**

Grade 1
Unit 5: Number Sense

Essential Understandings	▪ Numbers represent quantity.
Essential Questions	▪ How does one know how many objects are in a set? ▪ How can numbers be expressed, ordered, and compared? ▪ What are different ways to count? ▪ How does one use skip counting to count by 1s, 5s and 10s to 100 and 2s to 20? ▪ What is an ordinal number? ▪ What is place value? ▪ How does one divide an object or a set of objects into equal parts? ▪ Why estimate?
Essential Knowledge	▪ The total number of objects in a set can be found by counting. ▪ Whole numbers can be used to describe and compare quantities. ▪ Counting finds the answer to how many. ▪ Numbers have patterns when one counts. ▪ Place value is used to represent numbers. ▪ Ordinal numbers show position. ▪ There are quantities less than a whole. ▪ Objects and sets of objects divided in half have two equal parts. ▪ Objects and sets of objects divided in thirds have three equal parts. ▪ Objects and sets of objects divided in fourths have four equal parts. ▪ Estimation is a way to get a reasonable answer.
Vocabulary	▪ <u>Terms</u>: ○ recognize, digit, tens, ones, estimate, greater than, less than, equal, skip-counting, place value, tens, ones, ordinal number, fraction, half, fourth, third, whole, part

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Essential Skills	▪ Demonstrate one to one correspondence when counting sets up to 100. (I, R, A) ▪ Identify and write numerals in ascending and descending order to 100. (I, R, A) ▪ Identify and write numbers greater or less than a given number up to 100. (I, R, A) ▪ Write randomly dictated numbers to 100. (I, R, A) ▪ Make and match a set up to 100 to a correct numeral. (I, R, A) ▪ Recognize odd and even numbers to 20. (I, R, A) ▪ Rote count numbers 0-100 in ascending and descending order. (I, R, A) ▪ Count by 1s, 5s, and 10s to 100. (I, R, A) ▪ Count by 2s to 20. (I, R, A) ▪ Demonstrate and use ordinal numbers. (I, R) ▪ Identify and use the symbols >, <, and = to compare two numbers to 100. (I, R, A) ▪ Identify and record the number of tens and ones in a set of objects to 100. (I, R, A) ▪ Write the number of tens and ones for a given number. (I, R, A) ▪ Write the number represented by tens and ones. (I, R, A) ▪ Identify, read, and write one half, one fourth, and one third of a whole in area and set models. (I, R) ▪ Estimate quantities of objects up to 100. (I, R, A)
Related Maine Learning Results	A. Number Whole Number A1.Students understand and use number notation and place value to 1000 in numerals. a. Read and write numbers to 1000 using numerals. b. Recognize the place values of digits in numbers (hundreds, tens, and ones). c. Compare and order one-digit, two-digit, and three-digit numbers. D. Algebra Functions and Relations D3.Students understand how to create, identify, describe, and extend patterns given a pattern or rule. b. Describe, extend, and create growing patterns.