

Mathematics
Unit 5: Number Sense

Essential Understandings	<ul style="list-style-type: none"> ▪ Numbers represent quantity.
Essential Questions	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ 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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<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ 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)
<p style="text-align: center;">Related Maine Learning Results</p>	<p>A. Number Whole Number A1.Students understand and use number notation and place value to 1000 in numerals.</p> <ol style="list-style-type: none"> 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. <p>D. Algebra Functions and Relations D3.Students understand how to create, identify, describe, and extend patterns given a pattern or rule.</p> <ol style="list-style-type: none"> b. Describe, extend, and create growing patterns.