

## Mathematics

### Unit 5: Number Sense

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Numbers represent quantity.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can numbers be expressed, ordered, and compared?</li> <li>How does one use skip counting to count by 2s and 25s to 100?</li> <li>What is place value?</li> <li>How does one divide an object or a set of objects into equal parts?</li> <li>Why estimate?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Whole numbers can be used to describe and compare quantities.</li> <li>Numbers have patterns when one counts.</li> <li>Place value is used to represent numbers.</li> <li>Numbers can be decomposed into parts.</li> <li>Fractions can be used to name parts of a whole object, sets of objects or length.</li> <li>Objects and sets of objects divided in half have two equal parts.</li> <li>Objects and sets of objects divided in thirds have three equal parts.</li> <li>Objects and sets of objects divided in fourths have four equal parts.</li> <li>Estimation is a way to get a reasonable answer.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms:</u> <ul style="list-style-type: none"> <li>thousands, thirds, ascending, descending, decompose, fourths, halves, estimation</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Identify and write numerals in ascending and descending order to 199. (I, R, A)</li> <li>Identify and write numbers greater or less than a given number up to 1000. (I, R, A)</li> <li>Write randomly dictated numbers to 1000. (I, R, A)</li> <li>Make and match a set up to 1000 to a correct numeral. (I, R, A)</li> <li>Recognize odd and even numbers to 100. (I, R, A)</li> <li>Rote count to 199 in ascending and descending order. (I, R, A)</li> <li>Count by 2s and 25s to 100. (I, R, A)</li> <li>Demonstrate and use ordinal numbers. (A)</li> <li>Identify and use the symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> to compare two numbers to 1000. (I, R, A)</li> <li>Identify and record the number of hundreds, tens and ones in a set of objects to 1000. (I, R, A)</li> <li>Write the number of hundreds, tens, and ones for a given number. (I, R, A)</li> <li>Write the number represented by hundreds, tens, and ones. (I, R, A)</li> <li>Identify, read, write, and illustrate one-half, one-third, and one-fourth of a whole or a set up to 20 in area, set, and length models. (I, R, A)</li> <li>Estimate quantities of objects greater than 100. (I, R, A)</li> <li>Decompose 2 and 3 digit numbers into their place value and parts. (I, R, A)</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p>A. Number Whole Number A1.Students understand and use number notation and place value to 1000 in numerals.</p> <ul style="list-style-type: none"> <li>a. Read and write numbers to 1000 using numerals.</li> <li>b. Recognize the place values of digits in numbers (hundreds, tens, and ones).</li> <li>c. Compare and order one-digit, two-digit, and three-digit numbers.</li> </ul> <p>Rational Number A3.Students recognize unit fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{3}</math>.</p> <p>D. Algebra Functions and Relations D3.Students understand how to create, identify, describe, and extend patterns given a pattern or rule.</p> <ul style="list-style-type: none"> <li>b. Describe, extend, and create growing patterns.</li> </ul>
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