# Mathematics
## Unit 5: Number Sense

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| **Essential Understandings** | ▪ Numbers represent quantity. |
| **Essential Questions** | ▪ How can numbers be expressed, ordered, and compared?<br>▪ How does one use skip counting to count by 2s and 25s to 100?<br>▪ What is place value?<br>▪ How does one divide an object or a set of objects into equal parts?<br>▪ Why estimate? |
| **Essential Knowledge** | ▪ Whole numbers can be used to describe and compare quantities.<br>▪ Numbers have patterns when one counts.<br>▪ Place value is used to represent numbers.<br>▪ Numbers can be decomposed into parts.<br>▪ Fractions can be used to name parts of a whole object, sets of objects or length.<br>▪ Objects and sets of objects divided in half have two equal parts.<br>▪ Objects and sets of objects divided in thirds have three equal parts.<br>▪ Objects and sets of objects divided in fourths have four equal parts.<br>▪ Estimation is a way to get a reasonable answer. |
| **Vocabulary** | ▪ <u>Terms</u>:<br>  o thousands, thirds, ascending, descending, decompose, fourths, halves, estimation |
| **Essential Skills** | ▪ Identify and write numerals in ascending and descending order to 199. (I, R, A)<br>▪ Identify and write numbers greater or less than a given number up to 1000. (I, R, A)<br>▪ Write randomly dictated numbers to 1000. (I, R, A)<br>▪ Make and match a set up to 1000 to a correct numeral. (I, R, A)<br>▪ Recognize odd and even numbers to 100. (I, R, A)<br>▪ Rote count to 199 in ascending and descending order. (I, R, A)<br>▪ Count by 2s and 25s to 100. (I, R, A)<br>▪ Demonstrate and use ordinal numbers. (A)<br>▪ Identify and use the symbols >, <, and = to compare two numbers to 1000. (I, R, A)<br>▪ Identify and record the number of hundreds, tens and ones in a set of objects to 1000. (I, R, A)<br>▪ Write the number of hundreds, tens, and ones for a given number. (I, R, A)<br>▪ Write the number represented by hundreds, tens, and ones. (I, R, A)<br>▪ 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)<br>▪ Estimate quantities of objects greater than 100. (I, R, A)<br>▪ Decompose 2 and 3 digit numbers into their place value and parts. (I, R, A) |

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| **Related Maine Learning Results** | A. Number<br>    Whole Number<br>    A1.Students understand and use number notation and place value to 1000 in numerals.<br>        a.  Read and write numbers to 1000 using numerals.<br>        b.  Recognize the place values of digits in numbers (hundreds, tens, and ones).<br>        c.  Compare and order one-digit, two-digit, and three-digit numbers.<br>    Rational Number<br>    A3.Students recognize unit fractions including 1/2, 1/4, and 1/3.<br>D. Algebra<br>    Functions and Relations<br>    D3.Students understand how to create, identify, describe, and extend patterns given a pattern or rule.<br>        b.  Describe, extend, and create growing patterns. |