

Jay Curriculum: Unit Cover Page

Unit title: Number Sense

Grade Level: 1

Content Area(s): Math

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

Math
A 1, 2
B 2, 3
G 2
K 1

Unit: Number Sense

Brief Summary of Unit/Topic

Summary:

In this unit, students will be introduced to identifying the numbers 0-100, one to one correspondence, number order and formation. They will begin to use these numbers in their day to day activities.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will develop an understanding of number sense and apply it to daily activities.

Students will know:

- Value of digits 0-100
- One to one correspondence to 100
- Number order to 100
- Formation of numbers 0-100

Students will be able to:

- Write numbers 0-100
- Count orally to 100
- Sequence numbers (before, after, between – more and less) through 100
- Count groups of objects with accuracy.

Enduring Understanding/s:

- Numbers will be used in their everyday lives

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Conservations of Number	A1, B2, B3, G2, K1			
Students will demonstrate understanding of 1:1 corr. Thru 100	A1			
Students will demonstrate understanding and perform addition & subtraction of whole numbers	B2, B3			
Students will explore the use of variables in addition & subtraction processes	G2			
Students will understand and use numerals and symbols in reporting data and relationships	K1			
QUIZZES, TESTS, PROMPTS				
Chapter Test – 70%				
Hundred's Grid – 80%				
OTHER:				
Math worksheets				
Teacher observations				
Problem of the Day				
Quick Quiz				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Free exploration of math material
2. Teacher made materials
3. Matching numbers of objects to corresponding number cards
4. Verbal activities using math language
5. Computer software
6. Sequencing number cards
7. Draw identical objects to the number given on a card
8. Dot to dot sheet
9. Math worksheets/text
10. Math games
11. Math books/language
12. Hundredth day of school activities

REFERENCES: