Mathematics Grade 1, Unit Plan

Unit 2: Everyday Uses of Numbers

Established Goals: Mathematics Grade Level Content Expectations

N.ME.01.01	Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd. I.1.E.1, IV.1.E.1, IV.1.E.2, IV.2.E.3 **Secure**
N.ME.01.05	Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller. IV.1.E.1, IV.3.E.1, II.2.E.1 Developing
N.MR.01.10	Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve. V.1.E.1, V.2.E.2 Developing
M.UN.01.02	Compare measured lengths using the words shorter, shortest, longer, etc. II.3.E.1 Developing
M.UN.01.03	Tell time on a twelve hour clock face to the hour and half hour. II.3.E.1, II.3.E.4 Developing
M.UN.01.04	Identify the different denominations of coins and bills. II.3.E.1 Developing
M.UN.01.05	Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel. IV.1.E.1, IV.3.E.1, II.2.E.1 Developing
M.UN.01.06	Tell the amount of money: in cents up to $1, in dollars up to $100. Use the symbols $ and ¢. IV.1.E.1, IV.1.E.2 Beginning/Developing
M.PS.01.07	Add and subtract money in dollars only or in cents only. II.3.E.1 Beginning/Developing
N.MR.01.13	Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: ☐ + 2 = 7 and 10 - ☐ = 6. V.2.E.1, V.2.E.3 Beginning

Understandings	**Essential Questions**
• Calendars and clocks are measures of time in real world contexts (sequence in stories). • Exchanging money enhances computation skills needed to solve real life problems.	• Why are there coins with different values? • How is counting money alike (and different from) counting numbers? • What is time?

Students will know…	Students will be able to…
• Essential vocabulary terms • Number grids • Various uses of numbers. • Complements of ten. • Unit labels for numbers. • Time on the hour. • Pennies and nickels • Number models • Number stories	• Calculate the values of various combinations of pennies and nickels. • Find complements of 10. • Solve addition and subtraction number stories • Count up and back by ones on the number grid. • Tell time to the nearest hour. • Exchange pennies for nickels. • Count by 2s to 40. Count by 5s to 50.

<table>
<tr><th colspan="2">Assessment Evidence</th></tr>
<tr><td>Performance Tasks
Draw the hour hand and the minute hand on a clock to indicate a given time.
Tell the given time.
Write the value of coin combinations.
Show the same amount with fewer coins.</td><td>Other Evidence:
Oral and written responses to the Essential Question
Exit slips
Slate Assessments
Alternative Assessment Options
Project 3: Pumpkin Math (Oct.)</td></tr>
<tr><td>Key Concepts
Number grids
Complements of ten
Analog clocks
Telling time
Counting pennies and nickels
Number models
Number stories</td><td>Instructional Resources

The University of Chicago School Mathematics Project. Everyday Mathematics-First Grade Teacher’s Lesson Guide Volume 1 Unit 2: Everyday Uses of Numbers. Chicago, IL; SRA/McGraw Hill, 2004

Everyday Mathematics Games
Lesson 2.3
Two-Fisted Penny Addition TE pg.98
Lesson 2.10
Penny-Nickel Exchange TE pg.133
Coin Top-It TE pg.134
Lesson 2.11
Penny-Drop Addition TE pg.136
Nickel/Penny Grab TE pg.138
Lesson 2.12
High Roller TE pg.142
Oakland Schools Curriculum Unit Plan First Grade Mathematics; July 20, 2005</td></tr>
<tr><td colspan="2">Accommodations</td></tr>
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