



Unit Plan

Representing Numbers in Different Ways

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Alignments:

Grade Levels

1st Grade

Related Academic Standards

CC.2.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects.

CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.

Assessment Anchors

Eligible Content

Big Ideas

- Mathematical relationships among numbers can be represented, compared, and communicated.
- Mathematical relationships can be represented as expressions, equations, and inequalities in mathematical situations.

Concepts

- Numerical Sequence
- Place Value

Competencies

- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- Read and write numerals up to 120 and represent a number of objects with a written numeral.

Objectives

In this unit, students will gain a deeper understanding of place value. Students will:

- read and write two-digit numbers.
- compare two-digit numbers.

Essential Questions

- How is mathematics used to quantify, compare, represent, and model numbers?
- How are relationships represented mathematically?

Related Unit and Lesson Plans

- Using Base-Ten Blocks to Name Two-Digit Numbers
- Using Base-Ten Blocks to Represent Two-Digit Numbers
- Comparing and Ordering Two-Digit Numbers

Related Materials & Resources

The possible inclusion of commercial websites below is not an implied endorsement of their products, which are not free, and are not required for this unit.

- http://www.abcya.com/base_ten_fun.htm
- http://www.abcya.com/base_ten_bingo.htm
- <http://www.learningbox.com/base10/BaseTen.html>
- <http://www.ictgames.com/sharknumbers.html>
- http://www.abcya.com/numerical_order.htm
- http://www.abcya.com/place_value_hockey.htm

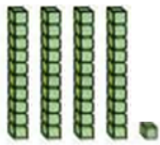
- http://www.bbc.co.uk/bitesize/ks1/maths/number_ordering/play/
- <http://www.sadlier-oxford.com/math/enrichment/gr2/ch2/0202b.htm>
- <http://www.hbschool.com/activity/elab2004/gr4/2.html>

Formative Assessment

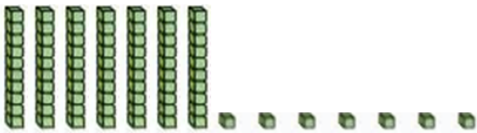
View

Short-Answer Items

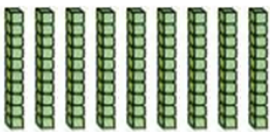
Which number do the base-ten blocks show?



Which number do the base-ten blocks show?



Which number do the base-ten blocks show?



Show 42 by drawing base-ten blocks.

Show 86 by drawing base-ten blocks.

Show 40 by drawing base-ten blocks.

Write $<$, $>$, or $=$.

65 _____ 65

Write $<$, $>$, or $=$.

68 _____ 86

Write $<$, $>$, or $=$.

54 _____ 55

Put these numbers in order from least to greatest.

42 44 41 24 56

Put these numbers in order from greatest to least.

52 25 75 27 57

Using the digits 7 and 4,

What is the largest two-digit number you can make? _____

What is the smallest two-digit number you can make? _____

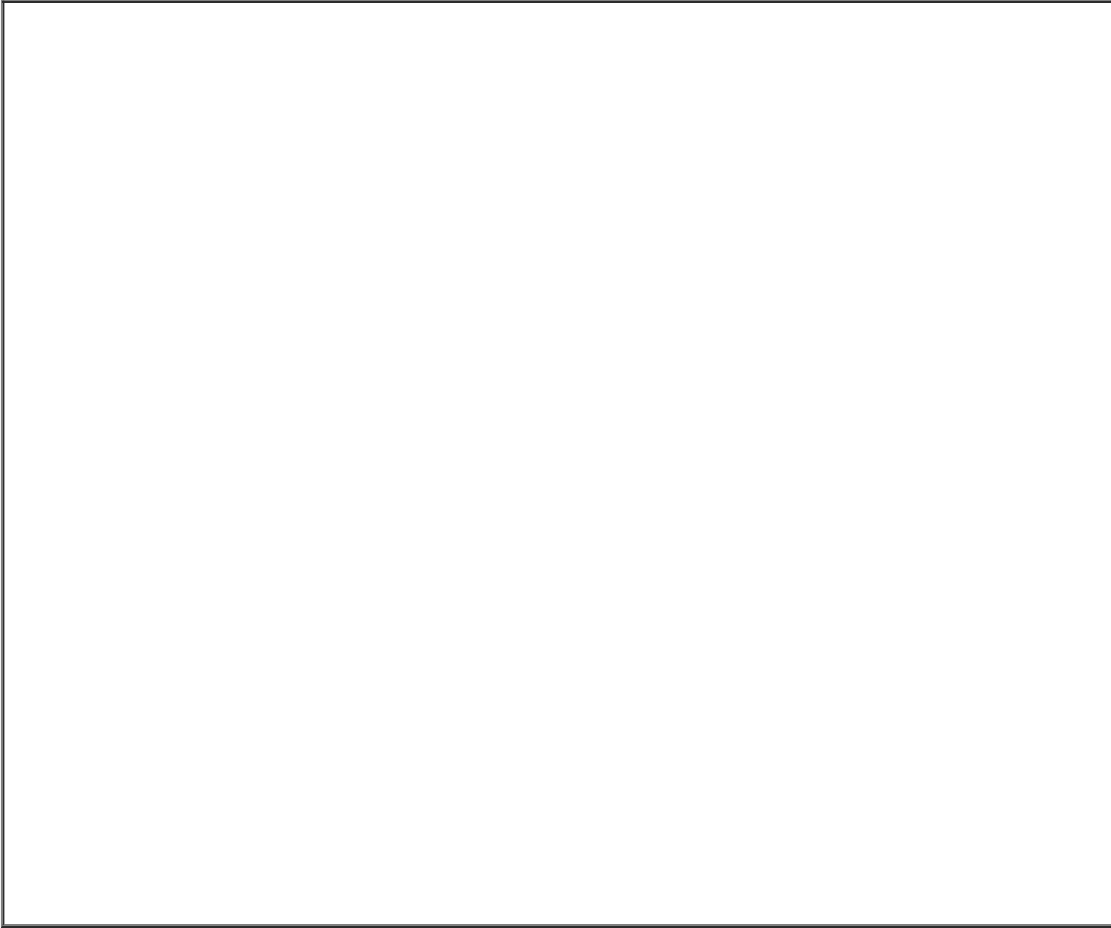
Performance Assessment:

The Candy Store Problem

The candy store received some new candy. You will help organize the candy. The store already has some candy that needs to be combined with the new candy.

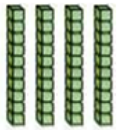
There are 13 Kit-Kats on the shelf at the Candy Store. They just received 12 more Kit-Kats. How many Kit-Kats does the Candy Store have now?

Show how to find the answer using base-ten blocks.



The models below show the number of Tootsie Pops the Candy Store has.

Red Tootsie Pops



Brown Tootsie Pops



Orange Tootsie Pops



How many red Tootsie Pops does the Candy Store have? _____

How many brown Tootsie Pops does the Candy Store have? _____

How many orange Tootsie Pops does the Candy Store have? _____

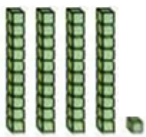
What color Tootsie Pop does the Candy Store have the most of? _____

What color Tootsie Pop does the Candy Store have the least of? _____

How many Tootsie Pops does the Candy Store have in all? _____

Short-Answer Key:

Which number do the base-ten blocks show?



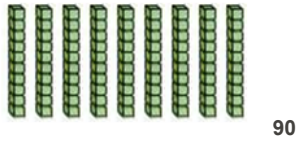
41

Which number do the base-ten blocks show?



77

Which number do the base-ten blocks show?



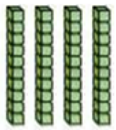
Show 42 using base-ten blocks.



Show 86 using base-ten blocks.



Show 40 using base-ten blocks.



Write $<$, $>$, or $=$.

$$65 = 65$$

Write $<$, $>$, or $=$.

$$68 < 86$$

Write $<$, $>$, or $=$.

$$54 < 55$$

Put these numbers in order from least to greatest.

42 44 41 24 56

24 41 42 44 56

Put these numbers in order from greatest to least.

52 25 75 27 57

75 57 52 27 25

Using the digits 7 and 4,

What is the largest two-digit number you can make? **74**

What is the smallest two-digit number you can make? **47**

Performance Assessment Key:

The Candy Store Problem

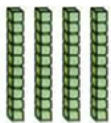
The candy store received some new candy. You will help organize the candy. The store already has some candy that needs to be combined with the new candy.

There are 13 Kit-Kats on the shelf at the Candy Store. They just received 12 more Kit-Kats. How many Kit-Kats does the Candy Store have now? **25**
 Show how to find the answer using base-ten blocks.



The model below shows the number of Tootsie Pops the Candy Store has.

Red Tootsie Pops



Brown Tootsie Pops



Orange Tootsie Pops



How many red Tootsie Pops does the Candy Store have? **40**

How many brown Tootsie Pops does the Candy Store have? **36**

How many orange Tootsie Pops does the Candy Store have? **24**

What color Tootsie Pop does the Candy Store have the most of? **Red**

What color Tootsie Pop does the Candy Store have the least of? **Orange**

How many Tootsie Pops does the Candy Store have in all? **100**

Performance Assessment Scoring Rubric:

Points	Description
4	Mathematical responses are all correct. Visual representations are correctly and clearly displayed. Student demonstrates thorough understanding of number concepts. Student performs beyond problem requirements.
3	Mathematical responses are correct, possibly with one minor error. Visual representations are correct but not completely clear or only partially explained. Student demonstrates good understanding of the number concepts. Student meets all problem requirements.
2	Mathematical responses have one major or two minor errors. Visual representations are provided but have some errors in logic or lack of detail. Student demonstrates fair understanding of the number concepts with slight errors. Student meets most problem requirements.
1	Mathematical responses have major errors or three or more minor errors. Visual representations are shown but are illogical or lacking content/clarity. Student demonstrates limited understanding of the number concepts. Student does not meet the problem requirements.
0	Mathematical responses are all incorrect or missing. Visual representations are completely incorrect or missing. Student demonstrates no understanding of the number concepts. Student does not meet problem requirements.

Final 3/7/14

Community

Current Rating

Comments



Oroma

I could use this lesson in teaching alphabets too. It is a hands on instruction and would also include special students and esl students.

Posted more than a year ago



Oroma

Posted more than a year ago



Karen

Posted more than a year ago

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