

Math DesCartes: Number Sense

Skills: Whole Numbers – Represent, Identify and Count

Students:	DesCartes Skills: (Highlight the skills related to your chosen standard/concept)
	RIT 231-240: <ul style="list-style-type: none"> Writes whole numbers in standard and exponential form
	RIT 221-230: <ul style="list-style-type: none"> Writes whole numbers in standard and exponential form Decomposes equivalent forms of whole numbers using place value over the hundreds
	RIT 211-220: <ul style="list-style-type: none"> Identifies the numeral and written name for whole numbers through the hundred thousands Writes whole numbers in standard and expanded form through the hundred thousands Uses 2- and 3-D models to identify whole numbers less than 1000 Uses 2- and 3-D models to identify whole numbers over 999 Expresses "1" in many different ways (e.g., $\frac{3}{3}$, $\frac{4}{4}$) Expresses improper fractions as whole numbers (e.g., $\frac{4}{2}=2$)
	RIT 201-210: <ul style="list-style-type: none"> Solves problems using ordinal numbers Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place Identifies the numeral and written name for whole numbers through the hundred thousands Identifies the numeral and written name for whole numbers through the billions Identifies the whole number that comes before and after any given number through 999 Identifies the place value and value of each digit in whole numbers through the billions Writes whole numbers using place value terms and vice versa Writes whole numbers in standard and expanded form through the hundred thousands Applies base ten place value concepts with whole numbers to solve problems Identifies whole numbers over 999 using base-10 blocks Constructs equivalent forms of whole numbers using place value (e.g., $54 = 4$ tens and 14 ones)
	RIT 191-200: <ul style="list-style-type: none"> Solves problems using ordinal numbers Identifies the numeral and written name for ordinal numbers 0-100th Identifies the numeral and written name for whole numbers w/ a zero between digits to the ten thousands place Identifies the numeral and written name for whole numbers through the hundred thousands Identifies the numeral and written name for whole numbers through the billions Writes whole numbers using place value terms and vice versa to the hundreds place (e.g., 30 is 3 tens) Writes whole numbers in standard and expanded form through the hundreds Identifies the place value and value of each digit in whole numbers through the thousands

	<ul style="list-style-type: none"> Identifies the place value and value of each digit in whole numbers through the hundred thousands Writes whole numbers in standard and expanded form through the thousands Identifies whole numbers 0-999 using base-10 blocks Identifies whole numbers over 999 using base-10 blocks Uses decomposing strategies to compute with whole numbers Constructs equivalent forms of whole numbers (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$)
	RIT 181-190: <ul style="list-style-type: none"> Counts numbers 0-1000 Counts and writes by 3's Counts and writes by 4's Counts and writes by 6's, 7's, 8's, or 9's Counts ordinal numbers (first to tenth) Solves problems using ordinal numbers Identifies the numeral and written name for whole numbers from 0-1000 Identifies the numeral and written name for whole numbers to the thousands place Identifies the numeral and written name for whole numbers to the ten thousands place Identifies the number that is "1 more than" a given number Identifies the number that is "1 less than" a given number Identifies the ordinal number that comes before, between, or after a given ordinal number Counts objects that are grouped into tens and ones Identifies the place value and value of each digit in whole numbers through the tens place Identifies the place value and value of each digit in whole numbers through the hundreds place Writes whole numbers using place value terms and vice versa to the hundreds place (e.g., 30 is 3 tens) Identifies the place value and value of each digit in whole numbers through the thousands Identifies the place value and value of each digit in whole numbers through the hundred thousands Uses decomposing strategies to add and subtract numbers less than 100 Uses decomposing strategies to compute with whole numbers Constructs equivalent forms of whole numbers (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$)
	RIT 171-180: <ul style="list-style-type: none"> Counts numbers 0-100 Counts numbers 0-1000 Identifies missing numbers in a series through 100 Counts by 2's to 100 Counts and writes by 5's Counts backwards or counts on from a given number Counts ordinal numbers (first to tenth) Identifies the numeral and written name for whole numbers from 0-20 Identifies the numeral and written name for whole numbers from 0-100 Identifies the numeral and written name for whole numbers from 0-1000 Identifies the numeral and written name for ordinal numbers 0-20th

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	<ul style="list-style-type: none"> • Identifies the whole number that comes between 2 given numbers • Identifies the ordinal number that comes before, between, or after a given ordinal number • Counts objects that are grouped into tens and ones • Identifies the place value and value of each digit in whole numbers through the tens place • Uses decomposing strategies to add and subtract numbers less than 100 • Constructs equivalent forms of whole numbers (e.g., $15 + 5 = 10 + 10$)
	<p>RIT 161-170:</p> <ul style="list-style-type: none"> • Counts numbers 0-20 • Counts numbers 0-100 • Identifies missing numbers in a series through 100 • Counts ordinal numbers (1st to 10th) • Writes whole numbers in standard and expanded form through the tens • Uses pictures to identify whole numbers • Uses objects or pictures to decompose whole numbers to 10
	<p>RIT Below 161:</p> <ul style="list-style-type: none"> • Counts numbers 0-20 • Uses objects or pictures to decompose whole numbers to 10

Lesson Title:

Standard/Concept for All:

For Students Ready for a Challenge:

Lesson/Activity:

Resources:

Means of Assessment:

For Most Students:

Lesson/Activity:

Resources:

Means of Assessment:

For Students Needing Extra Support:

Lesson/Activity:

Resources:

Means of Assessment:

Closure/Summary for All:

