Family/Education Unit: Numeracy

# Numeracy Goals

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| Goal | Easy | So-So | Hard |
| I can use cardinal & ordinal numbers. |  |  |  |
| I can add |  |  |  |
| I can subtract. |  |  |  |

# Goal 1: Cardinal and Ordinal Numbers

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| Levels of Knowing | Activity/Objective | Materials/Worksheets |
| Intuitive | SWBAT count people in a line. | students |
| Concrete | SWBAT identify people/objects using ordinal numbers. | students |
| Pictoral | SWBAT draw or circle the person/object in a line according to the given ordinal number. | <http://math.about.com/od/countin1/ss/Ordinal-Nuersmb_4.htm> |
| Abstract | SWBAT change cardinal numbers to ordinal. | worksheet |
| Application | SWBAT identify school grades on an enrollment form. | enrollment form |
| Communication | SWBAT ask/answer: What grade is your son/daughter in? | dialogue |

# Goal 2: Adding

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| Levels of Knowing | Activity/Objective | Materials/Worksheets |
| Intuitive | SWBAT count the number of beads or hashes on a number line. | beads |
| Concrete | SWBAT put two numbers together to find the total/sum. | beads |
| Pictoral | SWBAT draw a representation of a given expression. | Worksheet, dice |
| Abstract | SWBAT add vertically or horizontally. | <http://www.math-aids.com/Addition/Single_Digit.html> |
| Application | SWBAT help their children with homework. |  |
| Communication | SWBAT ask/answer, “How much is \_\_\_ plus \_\_\_?”. | dialogue |

# Goal 3: Subtracting

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| Levels of Knowing | Activity/Objective | Materials/Worksheets |
| Intuitive | SWBAT count the number of beads or hashes on a number line. | beads |
| Concrete | SWBAT count the number of bead left in their hand when they “take away” another number. | beads |
| Pictoral | SWBAT draw a representation of a given expression on a number line. | worksheet |
| Abstract | SWBAT create fact families given two addends. | Worksheet, dice |
| Application | SWBAT subtract vertically or horizontally | <http://www.math-aids.com/Subtraction/Single_Digit.html> |
| Communication | SWBAT ask/answer, “How much is \_\_\_ minus \_\_\_?”. | dialogue |