

**Curriculum Unit
Title**

Making a Mark for Math

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

There have been many numeral and counting systems throughout history each with specific uses
Numbers (Quantity) can be represented with a variety of symbols and numerals
Mathematical concepts can be represented using pictures, numbers and words.
Learning to automatically recognize numeric patterns increases

ESSENTIAL QUESTION(S) for the UNIT

What are some ways people have historically represented numbers?
What are some different numeral or counting systems?
What tools have been used to represent numbers?
How can we represent numeric concepts using pictures, numbers or words?

CONCEPT A

Numbers can be represented concretely

CONCEPT B

Numbers have part-part-whole relationships

CONCEPT C

Numbers can be representative of many things.

ESSENTIAL QUESTIONS A

What different tools and systems have people used throughout history?
Why do we still use some systems but have abandoned others?

ESSENTIAL QUESTIONS B

What symbols or numerals best represent numeric concepts and relationships to help us problem solve

ESSENTIAL QUESTIONS C

What types of information can be represented numerically

VOCABULARY A

Numerals

VOCABULARY A

Subitize

VOCABULARY A

Numeracy

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Greg Tang Math Stories
Histories of counting and numeral systems
Bridges and Number Corner Curriculum Series
Pearse, Margie, and K. M. Walton. Teaching numeracy: 9 critical habits to ignite mathematical thinking. Thousand Oaks, Calif: Corwin, 2011.
Excellent resource for both theory and immediate practice.