Milford Public Schools Curriculum

Department: Mathematics
Course Name: Mathematics Grade 1

UNIT 1

Unit Title: How Many of Each?
Unit Description: In How Many of each, students have repeated practice with the counting sequence; they develop strategies for accurately counting a set of up to 50 objects, by ones, and by counting on.

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
We use numbers to quantify (count), compare, and represent situations (addition)	How are numbers used to model situations?

Content and Skills:
Count objects by 1's to 20
Describe sequences of time and events using descriptive words: first, next, last, before, after, during
Compose two-dimensional shapes using pattern blocks
Count forward and backward to 30
Count a set of up to 20 objects
Write numerals 0 to 20 and name them orally
Order numbers to 12 using <, >, and = symbols
Compare quantities to 20
Use + and = to represent addition situations
Solve addition story problems with manipulatives or pictures including problems where one addend is unknown
Find combinations of numbers to make 10
Count on to add

Standards Addressed:
1.MD.4-Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.3-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2-Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.3-Apply properties of operations as strategies to add and subtract
1.OA.4-Understand subtraction as an unknown-addend problem.

1.OA.5-Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
1.OA.7-Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
1.OA.8-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

UNIT 2

Unit Title: Making Shapes and Designing Quilts
Unit Description: In this unit, students identify, draw, and compare two- and three-dimensional geometric figures. They begin sorting, comparing, and contrasting them according to their characteristics. They learn important mathematical vocabulary used to name the figures. Students work with composite shapes made out of basic two-dimensional figures as they continue to develop their spacial sense of shapes, objects, and the world around them.

LEARNING GOALS

Enduring Understanding(s):	**Essential Question(s):**
2D shapes are named based on their attributes	How are 2D shapes identified?
Transforming an object does not affect its attributes	How can we describe directions (which way), distance (how far), location (where), and representation (what objects)?
	What happens when you change a shapes position and orientation (slides, flips, and turns)?

Content and Skills:
Understand the one-to-one correspondence necessary for counting.
Decomposing a larger shape by filling it completely with non-overlapping pattern blocks
Describe attributes of 2D shapes
Compare attributes of 2D shapes
Name 2D shapes based on their attributes
Create triangles and quadrilaterals

Standards Addressed:
1.G.1-Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
1.G.2-Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

UNIT 3

Unit Title: Solving Story Problems

Unit Description: In this unit, students develop ideas about counting and quantity, the composition of numbers, and the operations of addition and subtraction. They focus on counting and comparing larger quantities and on composing and decomposing numbers into several pairs. Students learn to add and subtract, and see how addition and subtraction relate to each other. Students notice patterns involving addition and subtraction. And they work with other types of patterns and they learn to make generalizations about what they observe.

LEARNING GOALS

Enduring Understanding(s):
Computation involves taking apart and combining numbers using a variety of approaches.
Flexible methods of computation involve grouping numbers in strategic ways.
Proficiency with basic facts aids estimation and computation of larger and smaller numbers.
Counting strategies such as counting on and counting all to solve addition problems
Subtraction problems can be solved using removal (drawings where some quantity is crossed out or by using manipulatives and taking some of them away) or with comparison.
The equal sign shows that two expressions are equivalent.

Essential Question(s):
How is counting related to addition?
What strategies can help solve subtraction problems?
How is the equal sign used in mathematics?
What are efficient methods for finding sums and differences?

Content and Skills:
Counting forward and backward to 30
Count from 1 to 120 (orally)
Count forward from any number 1-30
Create as many addend combinations to a make a specific sum as possible
Prove all of the possible addend combinations of whole numbers have been found for a specific sum
Write equations for sums to 10
Use and record counting strategies (counting on, count all, using number combinations, number line, etc) to solve story problems with two addends
Solve problems with a missing addend
Use +, - , and = to represent addition and subtraction situations
Use the equal sign to show two expressions are equivalent
Use and record strategies (drawings, manipulatives, etc) to solve subtraction story problems
Estimate an area
Count a set of up to 60 objects
Find missing numbers by identifying patterns in sequences of numbers
Determine whether addition or subtractions equations are true or false

Standards Addressed:
1.MD.4-Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than

in another.

1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.3-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2-Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.3-Apply properties of operations as strategies to add and subtract

1.OA.4-Understand subtraction as an unknown-addend problem.

1.OA.5-Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.7-Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

1.OA.8-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

UNIT 4

Unit Title: What would you rather be?
Unit Description: In this unit, students collect data and visually represent data. They use tallies, tables, picture graphs, and bar type graphs. They start to ask and answer questions about the total number of data collected.

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
Data can be organized using pictures, representations, and words to analyze the situation and communicate the findings.	How can data from surveys be represented and analyzed? How can we gather and organize data? How can we represent the data we gather? What information can we gather from data, charts, and graphs?

Content and Skills:
Collect data using tally marks, pictures, representations, etc.
Represent survey results using pictures, representations, and/or words
Sort objects or people by attributes (expand to 3 categories)
Describe the results of data collected (more than, less than)
Write equations to show that the sum of the two groups of data is equal to
the total number of objects or people surveyed

Find how many more

Standards Addressed:
1.G.1-Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
1.MD.3-Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4-Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.2-Understand that the two digits of a two-digit number represent amounts of tens and ones.
1.NBT.3-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.OA.5-Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
1.OA.7-Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

UNIT 5

Unit Title: Number games and crayon puzzles
Unit Description: In this unit students learn how to add and subtract, when to add or subtract and how addition and subtraction relate to each other. They develop fluency with the 2-addend combination of 10. They explore finding relationships among different combinations of numbers up to 20. Students solve related story problems and make sense of and develop strategies to solve addition and subtraction problems with small numbers.

LEARNING GOALS

Enduring Understanding(s):	Essential Question(s):
The equal sign shows that two expressions represent the same quantity.	What does the equal sign mean?
In the base ten system, once we have a group of 10 it is represented in the next highest place value position (10 ones gives one ten)	Why is 10 so important in the number system?
Addition is used to represent when things are coming together and the order they are put together does not matter	What types of problems can be modeled with addition?

Content and Skills:
Create and write combinations of numbers that sum up to 20
Generate equivalent expressions for a number up to 10
Use numbers and notation (+, -, =) to record relationships
Fluently add two numbers with sums to 10
Solve story problems with combinations to 10
Solve missing addend problems
Use efficient strategies to add multiple single digit numbers
Add by counting on
Model subtraction story problems with manipulatives with starting values up to 12
Record addition and subtraction story problems and their solutions with words, pictures and equations
Count by 10s
Compare numbers on the 100s grid using < and >
Determine whether equations are true or false
Use the equal sign to show equivalent expressions
Create equal equations (5+5=2+_)
Create situations (5 red, 2 blue) to satisfy given conditions (red>blue
and 7 total)

Standards Addressed:
1.MD.4-Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.3-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2-Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.3-Apply properties of operations as strategies to add and subtract
1.OA.4-Understand subtraction as an unknown-addend problem.
1.OA.5-Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 – 4 = 13 – 3 – 1 = 10 – 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 – 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
1.OA.7-Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 – 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
1.OA.8-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

UNIT 6

Unit Title: Fish lengths and animal jumps

Unit Description: In this unit, students start to learn about measurement by measuring length. They develop their measurement skills using tiles and other non-standard units. They describe lengths that fall between two whole numbers. Students solve comparison problems where they compare a measured length to a target length and they solve story problems which involve finding the difference between two lengths. They think about the relationship between the size of the unit and the total number of units needed to measure a length.

LEARNING GOALS

Enduring Understanding(s):
Objects have distinct attributes that can be measured. Standard units provide common language for communicating measurements.
The choice of measurement tools depends on the measurable attribute and the degree of precision desired.
When an object is divided into equal parts, the parts can be named using fractions.

Essential Question(s):
What properties can be measured (length, height, volume, width, area, weight, time, money and temperature)?
How do we measure (unit, tool, and process)?
How can part of an object be represented?

Content and Skills:
Measure the length of objects including objects that have lengths in between whole numbers of units
Identifying the longest dimension of an object
Measure an object using one-inch tiles
Compare lengths of two objects
Name, notate, and tell time to the hour and half hour on a digital and analog clock
Partition a whole into equal parts and name each part with a fraction (halves, fourths, quarters)

Standards Addressed:
1.G.2-Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.G.3-Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
1.MD.1-Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2-Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
1.MD.3-Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4-Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.3-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to,

taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

UNIT 7

Unit Title: Number patterns, Addition and Subtraction
Unit Description: This unit has students revisit the number sequence. Counting to 100 and beyond. In addition, students encounter situations that provide concrete models for counting by numbers other than 1. They begin to make sense of what it means to count by groups. This unit also focuses on achieving fluency with the 2-addend combinations of 10 and introduces equivalence.(e.g. 8 + 5 = 10 + 3)Students learn how to add and subtract, when to add or subtract and how addition and subtraction relate to each other. They develop fluency with the 2-addend combination of 10. They explore finding relationships among different combinations of numbers up to 20. Students solve related story problems and make sense of and develop strategies to solve addition and subtraction problems with small numbers.

LEARNING GOALS

Enduring Understanding(s):
Numbers can be used to identify a particular element of a pattern or sequence.
Patterns are the repetition of a unit.
The equal sign shows that two expressions represent the same quantity.
In the base ten system, the location of a digit determines its value (a digit in the tens place represents groups of ten and a digit in the ones place represents a number of ones).
Objects can be counted in groups (of 2, 5, or 10) to count larger quantities more efficiently.

Essential Question(s):
How can numbers help us work with patterns?
What properties make a sequence a pattern?
How does finding patterns help in counting?
What does the equal sign mean?
How is the base ten system used to represent quantities?
How can we efficiently count larger quantities?

Content and Skills:
Associate counting numbers with elements of a repeating pattern
Extend a sequence that has a constant rate of increase using manipulatives
Describe how a number sequence can represent a situation with a constant rate of change
Determine a specific element using how many units (or parts of units) will be repeated to get there
Understand equivalency.
Objects can be counted more efficiently than counting by 1s.
Relationships can exist between quantities (one hand has 5 fingers).
Understand that a 2-digit number is composed of 10s and 1s.
Relate numbers up to 20 to a group of 10 and more ones.

Standards Addressed:
1.MD.3-Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4-Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.NBT.1-Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.3-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

1.NBT.5-Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6-Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

1.NBT.2a-10 can be thought of as a bundle of ten ones - called a ten

1.NBT.2b-The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

1.NBT.2c-The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2-Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.3-Apply properties of operations as strategies to add and subtract

1.OA.5-Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten
(e.g., $13-4 = 13-3 --1 = 10-1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12-8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.7-Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

1.OA.8-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

1.NBT.4-Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

UNIT 8

Unit Title: Blocks and Boxes – 3D Geometry
Unit Description: This unit focuses on three-dimensional shapes and the relationships between them. Students observe, describe, compare, classify, represent, and build with 3D shapes. They develop vocabulary for naming and describing 3-D shapes and explore the relationship between 2-D and 3-D shapes. In this unit, students focus on the attributes of rectangular prisms.

LEARNING GOALS

Enduring Understanding(s): Attributes are used to describe and categorize shapes	Essential Question(s): How are 2D and 3D shapes described and categorized?

Content and Skills:
Describe 3D shapes using their attributes
Match a 3D shapes to a 2D outline of one of its faces
Compare size, shape and orientation of 3D objects
Match a 3D shape to 2D picture of the shape
Build a 3D shape given a 2D picture of the shape
Draw a 2D picture of a 3D shape

Standards Addressed:
1.G.1-Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
1.G.2-Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.MD.3-Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4-Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.NBT.3-Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2-Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.6-Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
1.OA.8-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.