**North East School Division**



**Unpacking Outcomes**

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| **Harvesting the Outcome** | | | **BIG IDEAS** | |
| **N 3.1 Demonstrate an understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing and symbolically) including**   * **Representing(including place value)** * **Describing** * **Estimating with referents** * **Comparing two numbers** * **Ordering three or more numbers** | | | **What do numbers mean?** | |
| **Outcome** (circle the verb and underline the nouns or noun phrases) | | | | |
| **Demonstrate** → understanding of whole numbers to 1000  **Representing** → including place value  **Describing**  **Estimating** → with referents  **Comparing** → two numbers  **Ordering** →three or more numbers | | | | |
| **KNOW BEFORE UNIT** | **KNOW AFTER UNIT** | **UNDERSTAND** | | **BE ABLE TO DO** |
| - what a whole number is  - what a digit is  - count to 100  - read numbers  - coin value | - skip count  - place value  - value of digits  - estimate  - compare numbers  - order numbers  - decompose numbers | - numbers can be represented in many ways  - the value of a number depends on its place in the number  - First Nations and Metis represent numbers in different ways  - skip counting follows a pattern  - numbers are symb ols for an amount  - referents help you make a better estimate  - zero has a value | | - count by 5s, 10s, and 100s from any starting point forward and backward  - count by 3s, 4s, 25s from any multiple  - explain counting sequences with one or more patterns  - identify errors in number lines, hundred charts, speech and writing  - represent whole numbers concretely, pictorially, physically, orally, writing and symbolically  - solve situational problems and explain their strategies  - order numbers in ascending and descending order and explain their strategies  - explain the meaning of each digit in a 3-digit number  - estimate the number in a group using referents for 10 and 100  - show different decompositions of a given number in many ways  - write and read real-life numbers up to 1000. (write multiple of 10 to 100 and of 100 to 1000) |
| Vocabulary:  - standard form  - ascending  - descending  - greater than  - less than  - thousand  - strategy | - equal to  - order  - compare  - quantity  - referent  - number line  - hundred chart |
| **Essential Questions** | | | | |
| **What are some ways you can represent a number?**  **What are some ways that people in different cultures represent numbers?**  **Why is place value important?**  **What patterns can you find in numbers?**  **How does one number compare with another?**  **What is the value of zero?** | | | | |