**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?** |