**North East School Division**



**Unpacking Outcomes**

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| **Harvesting the Outcome** | **BIG IDEAS** |
| **N 3.3 Demonstrate understanding of multiplication to 5x5 and the corresponding division statements including:*** **Representing and explaining using repeated addition or subtraction, equal grouping, and arrays**
* **Creating and solving situational questions**
* **Modeling processes using concrete, physical and visual representations, and recording the process symbolically**
* **Relating multiplication and division**
 | **How Can I Figure This Out?** |
| **Outcome** (circle the verb and underline the nouns or noun phrases) |
| **Demonstrate** → understanding of multiplication ( 0 – 5)**Representing/ Explaining** → repeated addition and subtraction, equal groupings, arrays**Creating/ Solving** → situational questions**Modelling/ Recording** → processes (concretely, visually, symbolically**Relating** → multiplication and division |
| **KNOW BEFORE UNIT** | **KNOW AFTER UNIT** | **UNDERSTAND** | **BE ABLE TO DO** |
| - what a whole number is- what skip counting is- how to use and find patterns in numbers- place value | - what multiplication/ division means- what doubling is- what a product is- addition/ subtraction – repeated- cue words for multiplication and division problems- how to use a multiplication chart (for mult. and div.)-recognize multiplication and division symbols |  - multiplying is making equal groups or numbers - how multiplication is related to addition- how subtraction is related to division- numbers can be multiplied in any order - the relationship between an array and a multiplication equation- the importance of equal groups in multiplication- the relationships between multiplication and division | - apply mental math strategies to solve 1 digit multiplication questions (and corresponding division)- explain the strategy used to find a product- create and solve situational multiplication or division questions related to a given statement.- give examples of situations in their life that would be solved using multiplication or division (write and solve the statement)- represent a multiplication or division statement in a variety of ways (concretely, pictorially, orally, physically, symbolically)- model the commutative property- use repeated addition (subtraction) to solve multiplication (division ) statements- find patterns in a multiplication chart- skip count to find products |
|  Vocabulary:ProductArrayRepeated +/-Doubling | QuotientSkip countingEqual groupsProduct |
| **Essential Questions** |
| **How is multiplication related to addition?****Does order matter in multiplication?****When would you use multiplication?****Why do groups need to be equal for multiplication?****Why would you want to use multiplication instead of repeated addition?****How are multiplication and division related?** |