**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:  Product  Array  Repeated +/-  Doubling | Quotient  Skip counting  Equal groups  Product |
| **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?** | | | | |