**North East School Division**



**Unpacking Outcomes**

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| **Harvesting the Outcome** | | | **BIG IDEAS** | |
| **N 3.4 Demonstrate an understanding fractions concretely, pictorially, physically, and orally including:**   * **Representing** * **Observing and describing situations** * **Comparing** * **Relating to quantity** | | | **How do fractions help us?**  **What does it mean to be part of a whole?** | |
| **Outcome** (circle the verb and underline the nouns or noun phrases) | | | | |
| **Demonstrate** → understanding of fractions concretely, pictorially, physically, and orally  **Representing** → fractions  **Observing and describing** → situations  **Comparing** → fractions  **Relating** → to quantity | | | | |
| **KNOW BEFORE UNIT** | **KNOW AFTER UNIT** | **UNDERSTAND** | | **BE ABLE TO DO** |
| - what a whole number is  - how to order whole numbers  - ordinal numbers and their meanings | - what a fraction is  - fractions usually must have equal parts  - the role of the numerator and denominator | - when fractions are used  - why we use fractions  - different cultures represent fractions in different ways  - the value of a given number  - the relationship a fraction has to 0 and 1  - what the numerator and denominator represent  - the same fraction can be represented in many ways  - the more parts something is divided into the smaller the pieces  - the same fraction can represent a different amount if a different whole number is used | | - order fractions with common numerators  - order fractions with common denominators  - represent fractions concretely, pictorially, physically, orally and symbolically  - divide a whole into equal parts and name the parts  - compare and contrast groups of fractions with the same numerator or denominator  - describe fractions  - use fractions in real life situations |
| Vocabulary:  - numerator  - denominator  - order  -fractions  - set  - equal parts  - quantity  - tenths | - halves  - thirds  - quarters  - fifths  - sixths  - sevenths  - eighths  - ninths |
| **Essential Questions** | | | | |
| **How can fractions be represented?**  **When do we use fractions in real life?**  **Why do we use fractions?**  **How can the same fraction mean different things?**  **Can fractions have unequal parts?**  **How are fractions related to whole numbers?** | | | | |