

Unwrapping Template

Step One: Focus on Key Words

1. Circle what students should be able to do (verbs).
2. Underline the concepts or knowledge the students should know (nouns).
3. Place brackets around any context information.

Standard: 3.NF.A.1 **Understand** a unit fraction as the quantity **formed** by one part when a whole is **partitioned** into equal parts.

Step Two: Map It Out

What will students <u>do</u> ?	With what <u>knowledge</u> or <u>concepts</u> ?	In what topic or <u>context</u> ?	Level of Thinking
Understand	<ul style="list-style-type: none"> • Unit Fraction, one part, whole, equal parts 	N/A	Level Two (Skill/Concept)
Form	<ul style="list-style-type: none"> • One part, whole 	N/A	Level One (Recall)
Partition	<ul style="list-style-type: none"> • Equal parts 	N/A	Level Three (Strategic Thinking)

Step Three: Analyze the standard (Select the highest level that you wrote under "Level of Thinking")

Type: Knowledge (DOK 1) _____ Skill (DOK 2) _____ Reasoning (DOK 3) X _____ Product (DOK 4) _____

Implied Learning Targets:

Not directly assessed in CFA:

- I can understand a unit is one part of a whole.
- I can understand part and whole in a fraction.
- I can understand equal parts in a fraction.

Meeting:

- I can name a fraction represented on a number line.
- I can justify a fraction using pictures.
- I can justify a fraction using words.
- I can use tools to partition or divide a whole into two, three, six, and eight equal parts.
 - Tools include graph paper or ruler

Approaching:

- When given a fraction bar partitioned into equal parts, I can name the fraction represented.
- I can name the fraction represented by parts of a set.
- I can create a visual to represent a given fraction.

Beginning:

- I can partition or divide a given visual into halves, thirds, fourths, sixths, or eighths.
 - Visuals include fraction bars, fraction circles, number lines, rectangular pictures, parts of a set
- When given a whole shape partitioned into equal parts, I can name the fraction represented.

Extended/Innovating:

- I can add and subtraction fractions with like denominators.
- I can find the fraction of a whole number.

Vocabulary: whole, part, halves, thirds, fourths, sixths, eighths, partition, divide, unit fraction, numerator, denominator, fraction, fraction bar, parts of a set, parts of a group, parts of a whole, number line, strip diagram, equal

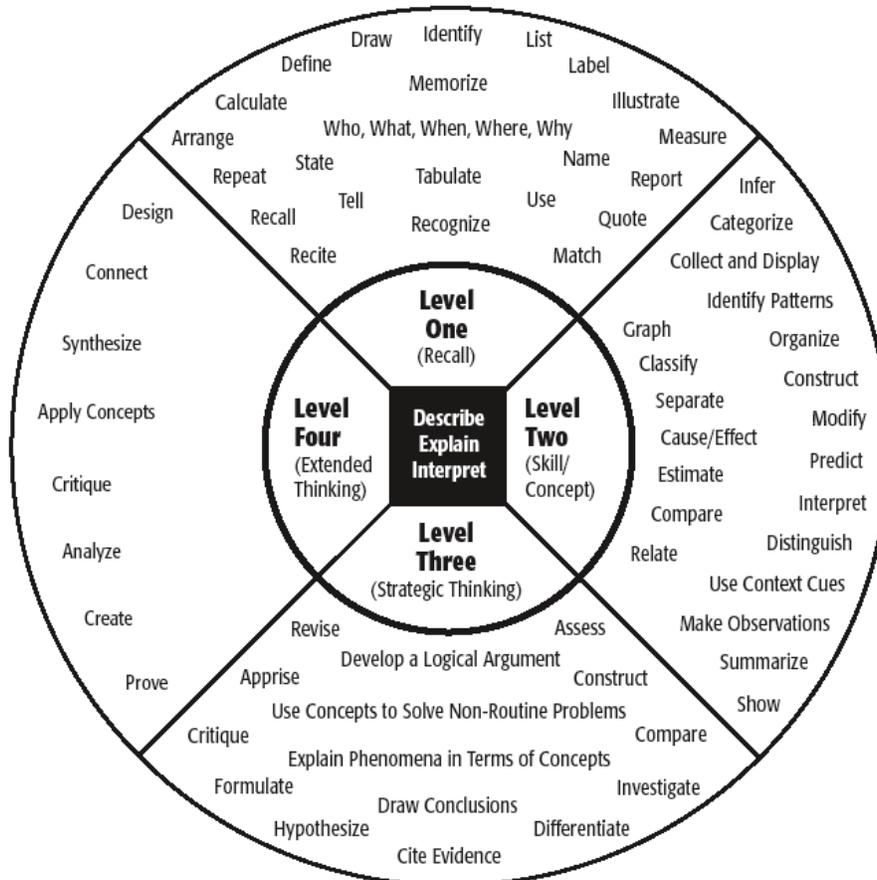
Step Four: Determine Big Ideas

- Unit Fractions are dependent on the size of the whole and the number of times the whole is partitioned.

Step Five: Establish Essential Questions to be answered by your instruction.

- How does changing the number of pieces an object is partitioned into change the size of each piece?
- How can you use unit fractions to understand more about fractions?

Bloom's Taxonomy	Marzano's Taxonomy	Webb's Depth of Knowledge	Daggett – Rigor/Relevance
Remembering	Level 1: Retrieval	Recall & reproduction (DOK 1)	1. Knowledge/Awareness
Understanding	Level 2: Comprehension	Skills and concepts (DOK 2)	2. Comprehension
Applying	Level 3: Analysis	Strategic thinking/complex reasoning (DOK 3)	3. Application
Evaluating	Level 4: Knowledge utilization	Extended thinking/reasoning (DOK 4)	4. Analysis
Creating	Level 5: Metacognition		5. Synthesis
	Level 6: Self-system thinking		6. Evaluation



Level 1: Recall - involves basic tasks that require recall of facts or rote reproduction of simple procedures. These kinds of tasks do not require any cognitive effort beyond remembering the right response or formula.

Level 2: Skills and Concepts - requires a student to make some decisions about problem solving and procedures. DOK

2 tasks may involve applying a skill in a new context or explaining thinking in terms of concepts..

Level 3: Strategic Thinking - more complex and abstract. Students must use reasoning, planning, and evidence to explain their thought processes. Often, Level 3 tasks have more than one valid response, and students must justify their choices..

Level 4: Extended Thinking - at least as complex as level 3 tasks but require an extended time period—several weeks, perhaps, or even longer—to complete.