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| **Teacher(s)** | **Fish and Burgess** | **Subject group and discipline** | **Mathematics** | | |
| **Unit title** | **Cooking with Fractions** | **MYP year** | **1** | **Unit duration (hrs)** | **35** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Logic** | **Quantity**  **Patterns** | **Personal and Cultural Expression**  **Exploration:** |
| **Statement of inquiry** | | |
| **Logic can be used to deduce patterns when expressing different quantities.**  **Content Specific: When cooking, use logic to adjust the quantities of different ingredients and to look for patterns in those quantities when sealing a recipe for a larger or smaller group of people.** | | |
| **Inquiry questions** | | |
| Factual**— What are the algorithms for the different fractional operations? What are rational numbers? What are integers?**  Conceptual**—Why do the fractional algorithms work?**  Debatable**— How can rounding and estimation be used in real-life contexts?** | | |
| **ATL Skills:** In order to **apply mathematical problem-solving techniques to recognize patterns** the student must **make logical, reasoned judgments and create arguments to support them** (*Thinking; Critical thinking*) and will **apply strategies of guesswork** (*Thinking; Creativity and innovation.)* | | |