



# MATHEMATICS GRADE 3

*Integrated Resource Package 2007*

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### MATHEMATICS K TO 7 IRP DEVELOPMENT TEAM

---

Lori Boychuk	School District No. 91 (Nechako Lakes)
Rosamar Garcia	School District No. 38 (Richmond)
Glen Gough	School District No. 81 (Fort Nelson)
Linda Jensen	School District No. 35 (Langley)
Carollee Norris	School District No. 60 (Peace River North)
Barb Wagner	School District No. 60 (Peace River North)
Joan Wilson	School District No. 46 (Sunshine Coast)
Donna Wong	School District No. 36 (Surrey)

### MATHEMATICS K TO 7 IRP DEVELOPMENT TEAM SUPPORT PROVIDED BY

---

Liliane Gauthier	Saskatchewan Learning
Pamela Hagen	School District 43 (Coquitlam), University of British Columbia
Jack Kinakin	School District 20 (Kootney-Columbia)
Heather Morin	British Columbia Ministry of Education
Janice Novakowski	School District 38 (Richmond), University of British Columbia
GT Publishing Services Ltd.	Project co-ordination, writing, and editing



This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Mathematics K to 7. Once fully implemented, this document will supersede Mathematics K to 7 (1995).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

### INTRODUCTION

The Introduction provides general information about Mathematics K to 7, including special features and requirements.

Included in this section are

- a rationale for teaching Mathematics K to 7 in BC schools
- goals for Mathematics K to 7
- descriptions of the curriculum organizers – groupings for prescribed learning outcomes that share a common focus
- a suggested timeframe for each grade
- a graphic overview of the curriculum content from K to 7
- additional information that sets the context for teaching Mathematics K to 7

### CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

### PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*. Prescribed learning outcomes are the legally required content standards for the provincial education system. They define the required attitudes, skills, and knowledge for each subject. The learning outcomes are statements of what students are expected to know and be able to do by the end of the grade.

The prescribed learning outcomes for the Mathematics K to 7 IRP are based on the Learning Outcomes contained within the Western and Northern Canadian Protocol (WNCP) Common Curriculum Framework (CCF) for K to 9 Mathematics available at [www.wncp.ca](http://www.wncp.ca).

### STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist teachers in assessing how well their students achieve the prescribed learning outcomes.

The achievement indicators for the Mathematics K to 7 IRP are based on the achievement indicators contained within the WNCP Common Curriculum Framework for K to 9 Mathematics.

The WNCP CCF for K to 9 Mathematics is available online at [www.wncp.ca](http://www.wncp.ca)

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

### CLASSROOM ASSESSMENT MODEL

This section contains a series of classroom units that address the learning outcomes. The units have been developed by BC teachers, and are provided to support classroom assessment. These units are suggestions only – teachers may use or modify the units to assist them as they plan for the implementation of this curriculum.

Each unit includes the prescribed learning outcomes and suggested achievement indicators, a suggested timeframe, a sequence of suggested assessment activities, and sample assessment instruments.

## **LEARNING RESOURCES**

This section contains general information on learning resources, providing a link to titles, descriptions, and ordering information for the recommended learning resources in the Mathematics K to 7 Grade Collections.

*[Note: Grade Collections for Mathematics K to 7 will be updated as new resources matching the IRP are authorized.]*

## **GLOSSARY**

The glossary section provides a link to an online glossary that contains definitions for selected terms used in this Integrated Resource Package





# INTRODUCTION

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This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Mathematics K to 7. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes and achievement indicators.

The Mathematics K to 7 IRP is based on the Western and Northern Canadian Protocol (WNCP) Common Curriculum Framework (CCF) for Kindergarten to Grade 9 Mathematics (May 2006). A complete list of references used to inform the revisions of the WNCP CCF for K to 9 Mathematics as well as this IRP can be found at the end of this section of the IRP.

Mathematics K to 7, in draft form, was available for public review and response from September to November, 2006. Input from educators, students, parents, and other educational partners informed the development of this document.

## RATIONALE

The aim of Mathematics K to 7 is to provide students with the opportunity to further their knowledge, skills, and attitudes related to mathematics.

Students are curious, active learners with individual interests, abilities and needs. They come to classrooms with varying knowledge, life experiences and backgrounds. A key component in successfully developing numeracy is making connections to these backgrounds and experiences.

**Numeracy can be defined as the combination of mathematical knowledge, problem solving and communication skills required by all persons to function successfully within our technological world. Numeracy is more than knowing about numbers and number operations. (British Columbia Association of Mathematics Teachers 1998)**

Students learn by attaching meaning to what they do and need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. The use of a variety of manipulatives and pedagogical approaches can address the diversity of learning styles and developmental stages of students, and enhance the formation of sound, transferable, mathematical concepts. At all levels, students benefit from working with a variety of materials, tools and contexts when constructing meaning about new mathematical ideas. Meaningful student discussions can provide essential links among concrete, pictorial and symbolic representations of mathematics. Information gathered from these discussions can be used for formative assessment to guide instruction.

As facilitators of learning educators are encouraged to highlight mathematics concepts as they occur within the K to 7 school environment and within home environments. Mathematics concepts are present within every school's subjects and drawing students' attention to these concepts as they occur can help to provide the "teachable moment."

The learning environment should value and respect all students' experiences and ways of thinking, so that learners are comfortable taking intellectual risks, asking questions and posing conjectures. Students need to explore problem-solving situations in order to develop personal strategies and become mathematically literate. Learners must realize that it is acceptable to solve problems in different ways and that solutions may vary. Positive learning experiences build self-confidence and develop attitudes that value learning mathematics.

## ABORIGINAL PERSPECTIVE

Aboriginal students in British Columbia come from diverse geographic areas with varied cultural and linguistic backgrounds. Students attend schools in a variety of settings including urban, rural, and isolated communities. Teachers need to understand the diversity of cultures and experiences of students.

Aboriginal students come from cultures where learning takes place through active participation. Traditionally, little emphasis was placed upon the written word. Oral communication along with practical applications and experiences are important to student learning and understanding. It is also vital that teachers understand and respond to non-verbal cues so that student learning and mathematical understanding are optimized. Depending on their learning styles, students may look for connections in learning and learn best when mathematics is contextualized and not taught as discrete components.

A variety of teaching and assessment strategies is required to build upon the diverse knowledge, cultures, communication styles, skills, attitudes, experiences and learning styles of students. *The strategies used must go beyond the incidental inclusion of topics and objects unique to a culture or region, and strive to achieve higher levels of multicultural education (Banks and Banks 1993).*

## AFFECTIVE DOMAIN

Bloom's taxonomy of learning behaviours identified three domains of educational activities, affective (growth in feelings or emotional areas – attitude), cognitive (mental skills – knowledge), and psychomotor (manual or physical skills – skills). The affective domain involves the way in which we perceive and respond to things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

A positive attitude is an important aspect of the affective domain that has a profound effect on learning. Environments that create a sense of belonging, encourage risk taking, and provide opportunities for success help students develop and maintain positive attitudes and self-confidence. Research has shown that students who are more engaged with school and with mathematics are far

more likely to be successful in school and in learning mathematics. (Nardi & Steward 2003). Students with positive attitudes toward learning mathematics are likely to be motivated and prepared to learn, participate willingly in classroom activities, persist in challenging situations, and engage in reflective practices.

Substantial progress has been made in research in the last decade that has examined the importance and use of the affective domain as part of the learning process. In addition there has been a parallel increase in specific research involving the affective domain and its' relationship to the learning of mathematics which has provided powerful evidence of the importance of this area to the learning of mathematics (McLeod 1988, 1992 & 1994; Hannula 2002 & 2006; Malmivuori 2001 & 2006). Teachers, students, and parents need to recognize the relationship between the affective and cognitive domains, and attempt to nurture those aspects of the affective domain that contribute to positive attitudes. To experience success, students must be taught to set achievable goals and assess themselves as they work toward these goals.

Students who are feeling more comfortable with a subject, demonstrate more confidence and have the opportunity for greater academic achievement (Denton & McKinney 2004; Hannula 2006; Smith et al. 1998). Educators can include opportunities for active and co-operative learning in their mathematics lessons which has been shown in research to promote greater conceptual understanding, more positive attitudes and subsequently improved academic achievement from students (Denton & McKinney 2004). By allowing the sharing and discussion of answers and strategies used in mathematics, educators are providing rich opportunities for students mathematical development. Educators can foster greater conceptual understanding in students by having students practice certain topics and concepts in mathematics in a meaningful and engaging manner.

It is important for educators, students, and parents to recognize the relationship between the affective and cognitive domains and attempt to nurture those aspects of the affective domain that contribute to positive attitudes and success in learning.

## NATURE OF MATHEMATICS

Mathematics is one way of trying to understand, interpret, and describe our world. There are a number of components that are integral to the nature of mathematics, including change, constancy, number sense, patterns, relationships, spatial sense, and uncertainty. These components are woven throughout this curriculum.

### *Change*

It is important for students to understand that mathematics is dynamic and not static. As a result, recognizing change is a key component in understanding and developing mathematics.

Within mathematics, students encounter conditions of change and are required to search for explanations of that change. To make predictions, students need to describe and quantify their observations, look for patterns, and describe those quantities that remain fixed and those that change. For example, the sequence 4, 6, 8, 10, 12, ... can be described as:

- skip counting by 2s, starting from 4
- an arithmetic sequence, with first term 4 and a common difference of 2
- a linear function with a discrete domain (Steen 1990, p. 184).

### *Constancy*

Different aspects of constancy are described by the terms stability, conservation, equilibrium, steady state and symmetry (AAAS–Benchmarks 1993, p. 270). Many important properties in mathematics and science relate to properties that do not change when outside conditions change. Examples of constancy include:

- the area of a rectangular region is the same regardless of the methods used to determine the solution
- the sum of the interior angles of any triangle is  $180^\circ$
- the theoretical probability of flipping a coin and getting heads is 0.5

Some problems in mathematics require students to focus on properties that remain constant. The recognition of constancy enables students to solve problems involving constant rates of change, lines with constant slope, direct variation situations or the angle sums of polygons.

### *Number Sense*

Number sense, which can be thought of as intuition about numbers, is the most important foundation of numeracy (The Primary Program 2000, p. 146).

A true sense of number goes well beyond the skills of simply counting, memorizing facts and the situational rote use of algorithms.

Number sense develops when students connect numbers to real-life experiences, and use benchmarks and referents. This results in students who are computationally fluent, flexible with numbers and have intuition about numbers. The evolving number sense typically comes as a by-product of learning rather than through direct instruction. However, number sense can be developed by providing rich mathematical tasks that allow students to make connections.

### *Patterns*

Mathematics is about recognizing, describing and working with numerical and non-numerical patterns. Patterns exist in all strands and it is important that connections are made among strands. Working with patterns enables students to make connections within and beyond mathematics.

These skills contribute to students' interaction with and understanding of their environment.

Patterns may be represented in concrete, visual or symbolic form. Students should develop fluency in moving from one representation to another.

Students must learn to recognize, extend, create and use mathematical patterns. Patterns allow students to make predictions, and justify their reasoning when solving routine and non-routine problems.

Learning to work with patterns in the early grades helps develop students' algebraic thinking that is foundational for working with more abstract mathematics in higher grades.

### *Relationships*

Mathematics is used to describe and explain relationships. As part of the study of mathematics, students look for relationships among numbers, sets, shapes, objects and concepts. The search for possible relationships involves the collection and analysis of data, and describing relationships visually, symbolically, orally or in written form.

***Spatial Sense***

Spatial sense involves visualization, mental imagery and spatial reasoning. These skills are central to the understanding of mathematics. Spatial sense enables students to reason and interpret among and between 3-D and 2-D representations and identify relationships to mathematical strands.

Spatial sense is developed through a variety of experiences and interactions within the environment. The development of spatial sense enables students to solve problems involving 3-D objects and 2-D shapes.

Spatial sense offers a way to interpret and reflect on the physical environment and its 3-D or 2-D representations.

Some problems involve attaching numerals and appropriate units (measurement) to dimensions of objects. Spatial sense allows students to make predictions about the results of changing these dimensions. For example:

- knowing the dimensions of an object enables students to communicate about the object and create representations
- the volume of a rectangular solid can be calculated from given dimensions
- doubling the length of the side of a square increases the area by a factor of four

***Uncertainty***

In mathematics, interpretations of data and the predictions made from data may lack certainty.

Events and experiments generate statistical data that can be used to make predictions. It is important to recognize that these predictions (interpolations and extrapolations) are based upon patterns that have a degree of uncertainty.

The quality of the interpretation is directly related to the quality of the data. An awareness of uncertainty allows students to assess the reliability of data and data interpretation.

Chance addresses the predictability of the occurrence of an outcome. As students develop their understanding of probability, the language of mathematics becomes more specific and describes the degree of uncertainty more accurately.

**GOALS FOR MATHEMATICS K TO 7**

Mathematics K to 7 represents the first formal steps that students make towards becoming life-long learners of mathematics.

**GOALS FOR MATHEMATICS K TO 7**

**The Mathematics K-7 curriculum is meant to start students toward achieving the main goals of mathematics education:**

- using mathematics confidently to solve problems
- using mathematics to better understand the world around us
- communicating and reasoning mathematically
- appreciating and valuing mathematics
- making connections between mathematics and its applications
- committing themselves to lifelong learning
- becoming mathematically literate and using mathematics to participate in, and contribute to, society

**Students who have met these goals will**

- gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- be able to use mathematics to make and justify decisions about the world around us
- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical tasks and projects
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity

## CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Mathematics K to 7 progress in age-appropriate ways, and are grouped under the following curriculum organizers and suborganizers:

Curriculum Organizers and Suborganizers
MATHEMATICS K-7
NUMBER
PATTERNS AND RELATIONS
<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Variables and Equations</li> </ul>
SHAPE AND SPACE
<ul style="list-style-type: none"> <li>• Measurement</li> <li>• 3-D Objects and 2-D Shapes</li> <li>• Transformations</li> </ul>
STATISTICS AND PROBABILITY
<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Chance and Uncertainty</li> </ul>

These curriculum organizers reflect the main areas of mathematics that students are expected to address. The ordering of organizers, suborganizers, and outcomes in the Mathematics K to 7 curriculum does not imply an order of instruction. The order in which various topics are addressed is left to the professional judgment of teachers. Mathematics teachers are encouraged to integrate topics throughout the curriculum and within other subject areas to emphasize the connections between mathematics concepts.

### *Number*

Students develop their concept of the number system and relationships between numbers. Concrete, pictorial and symbolic representations are used to help students develop their number sense. Computational fluency, the ability to connect understanding of the concepts with accurate, efficient and flexible computation strategies for multiple purposes, is stressed throughout

the number organizer with an emphasis on the development of personal strategies, mental mathematics and estimation strategies.

The Number organizer does not contain any suborganizers.

### *Patterns and Relations*

Students develop their ability to recognize, extend, create, and use numerical and non-numerical patterns to better understand the world around them as well as the world of mathematics. This organizer provides opportunities for students to look for relationships in the environment and to describe the relationships. These relationships should be examined in multiple sensory forms.

The Patterns and Relations organizer includes the following suborganizers:

- Patterns
- Variables and Equations

### *Shape and Space*

Students develop their understanding of objects and shapes in the environment around them. This includes recognition of attributes that can be measured, measurement of these attributes, description of these attributes, the identification and use of referents, and positional change of 3-D objects and 2-D shapes on the environment and on the Cartesian plane.

The Shape and Space organizer includes the following suborganizers:

- Measurement
- 3-D Objects and 2-D Shapes
- Transformations

### *Statistics and Probability*

Students collect, interpret and present data sets in relevant contexts to make decisions. The development of the concepts involving probability is also presented as a means to make decisions. The Shape and Space organizer includes the following suborganizers:

- Data Analysis
- Chance and Uncertainty

## KEY CONCEPTS: OVERVIEW OF MATHEMATICS K TO 7 TOPICS

	Kindergarten	Grade 1	Grade 2	Grade 3
<b>NUMBER</b>	<ul style="list-style-type: none"> <li>number sequence to 10</li> <li>familiar number arrangements up to 5 objects</li> <li>one-to-one correspondence</li> <li>numbers in-depth to 10</li> </ul>	<ul style="list-style-type: none"> <li>skip counting starting at 0 to 100</li> <li>arrangements up to 10 objects</li> <li>numbers in-depth to 20</li> <li>addition &amp; subtraction to 20</li> <li>mental math strategies to 18</li> </ul>	<ul style="list-style-type: none"> <li>skip counting at starting points other than 0 to 100</li> <li>numbers in-depth to 100</li> <li>even, odd &amp; ordinal numbers</li> <li>addition &amp; subtraction to 100</li> <li>mental math strategies to 18</li> </ul>	<ul style="list-style-type: none"> <li>skip counting at starting points other than 0 to 1000</li> <li>numbers in-depth to 1000</li> <li>addition &amp; subtraction to 1000</li> <li>mental math strategies for 2-digit numerals</li> <li>multiplication up to <math>5 \times 5</math></li> <li>representation of fractions</li> </ul>
<b>PATTERNS &amp; RELATIONS</b> <i>Patterns</i>	<ul style="list-style-type: none"> <li>repeating patterns of two or three elements</li> </ul>	<ul style="list-style-type: none"> <li>repeating patterns of two to four elements</li> <li>representation of pattern</li> </ul>	<ul style="list-style-type: none"> <li>repeating patterns of three to five elements</li> <li>increasing patterns</li> </ul>	<ul style="list-style-type: none"> <li>increasing patterns</li> <li>decreasing patterns</li> </ul>
<b>PATTERNS &amp; RELATIONS</b> <i>Variables &amp; Equations</i>		<ul style="list-style-type: none"> <li>equalities &amp; inequalities</li> <li>symbol for equality</li> </ul>	<ul style="list-style-type: none"> <li>equality &amp; inequality</li> <li>symbols for equality &amp; inequality</li> </ul>	<ul style="list-style-type: none"> <li>one-step addition and subtraction equations</li> </ul>
<b>SHAPE &amp; SPACE</b> <i>Measurement</i>	<ul style="list-style-type: none"> <li>direct comparison for length, mass &amp; volume</li> </ul>	<ul style="list-style-type: none"> <li>process of measurement using comparison</li> </ul>	<ul style="list-style-type: none"> <li>days, weeks, months, &amp; years</li> <li>non-standard units of measure for length, height distance around, mass (weight)</li> </ul>	<ul style="list-style-type: none"> <li>non-standard &amp; standard units of time</li> <li>measurements of length (cm, m) &amp; mass (g, kg)</li> <li>perimeter of regular &amp; irregular shapes</li> </ul>
<b>SHAPE &amp; SPACE</b> <i>3-D Objects &amp; 2-D Shapes</i>	<ul style="list-style-type: none"> <li>single attribute of 3-D objects</li> </ul>	<ul style="list-style-type: none"> <li>one attribute of 3-D objects &amp; 2-D shapes</li> <li>composite 2-D shapes &amp; 3-D objects</li> <li>2-D shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>two attributes of 3-D objects &amp; 2-D shapes</li> <li>cubes, spheres, cones, cylinders, pyramids</li> <li>triangles, squares, rectangles, circles</li> <li>2-D shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>faces, edges &amp; vertices of 3-D objects</li> <li>triangles, quadrilaterals, pentagons, hexagons, octagons</li> </ul>
<b>SHAPE &amp; SPACE</b> <i>Transformations</i>				
<b>STATISTICS &amp; PROBABILITY</b> <i>Data Analysis</i>			<ul style="list-style-type: none"> <li>data about self and others</li> <li>concrete graphs and pictographs</li> </ul>	<ul style="list-style-type: none"> <li>first-hand data</li> <li>bar graphs</li> </ul>
<b>STATISTICS &amp; PROBABILITY</b> <i>Chance &amp; Uncertainty</i>				



Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>numbers in-depth to 10 000</li> <li>addition &amp; subtraction to 10 000</li> <li>multiplication &amp; division of numbers</li> <li>fractions less than or equal to one</li> <li>decimals to hundredths</li> </ul>	<ul style="list-style-type: none"> <li>numbers in-depth to 1 000 000</li> <li>estimation strategies for calculations &amp; problem solving</li> <li>mental mathematics strategies for multiplication facts to 81 &amp; corresponding division facts</li> <li>mental mathematics for multiplication</li> <li>multiplication for 2-digit by 2-digit &amp; division for 3-digit by 1-digit</li> <li>decimal &amp; fraction comparison</li> <li>addition &amp; subtraction of decimals</li> </ul>	<ul style="list-style-type: none"> <li>numbers in-depth greater than 1 000 000 &amp; smaller than one thousandth</li> <li>factors &amp; multiples</li> <li>improper fractions &amp; mixed numbers</li> <li>ratio &amp; whole number percent</li> <li>integers</li> <li>multiplication &amp; division of decimals</li> <li>order of operations excluding exponents</li> </ul>	<ul style="list-style-type: none"> <li>divisibility rules</li> <li>addition, subtraction, multiplication, &amp; division of numbers</li> <li>percents from 1% to 100%</li> <li>decimal &amp; fraction relationships for repeating &amp; terminating decimals</li> <li>addition &amp; subtraction of positive fractions &amp; mixed numbers</li> <li>addition &amp; subtraction of integers</li> </ul>
<ul style="list-style-type: none"> <li>patterns in tables &amp; charts</li> </ul>	<ul style="list-style-type: none"> <li>prediction using a pattern rule</li> </ul>	<ul style="list-style-type: none"> <li>patterns &amp; relationships in graphs &amp; tables including tables of value</li> </ul>	<ul style="list-style-type: none"> <li>table of values &amp; graphs of linear relations</li> </ul>
<ul style="list-style-type: none"> <li>symbols to represent unknowns</li> <li>one-step equations</li> </ul>	<ul style="list-style-type: none"> <li>single-variable, one-step equations with whole number coefficients &amp; solutions</li> </ul>	<ul style="list-style-type: none"> <li>letter variable representation of number relationships</li> <li>preservation of equality</li> </ul>	<ul style="list-style-type: none"> <li>preservation of equality</li> <li>expressions &amp; equations</li> <li>one-step linear equations</li> </ul>
<ul style="list-style-type: none"> <li>digital clocks, analog clocks, &amp; calendar dates</li> <li>area of regular &amp; irregular 2-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>perimeter &amp; area of rectangles</li> <li>length, volume, &amp; capacity</li> </ul>	<ul style="list-style-type: none"> <li>perimeter &amp; area of rectangles</li> <li>length, volume, &amp; capacity</li> </ul>	<ul style="list-style-type: none"> <li>properties of circles</li> <li>area of triangles, parallelograms, &amp; circles</li> </ul>
<ul style="list-style-type: none"> <li>rectangular &amp; triangular prisms</li> </ul>	<ul style="list-style-type: none"> <li>parallel, intersecting, perpendicular, vertical &amp; horizontal edges &amp; faces</li> <li>rectangles, squares, trapezoids, parallelograms &amp; rhombuses</li> </ul>	<ul style="list-style-type: none"> <li>types of triangles</li> <li>regular &amp; irregular polygons</li> </ul>	<ul style="list-style-type: none"> <li>geometric constructions</li> </ul>
<ul style="list-style-type: none"> <li>line symmetry</li> </ul>	<ul style="list-style-type: none"> <li>2-D shape single transformation</li> </ul>	<ul style="list-style-type: none"> <li>combinations of transformations</li> <li>single transformation in the first quadrant of the Cartesian plane</li> </ul>	<ul style="list-style-type: none"> <li>four quadrants of the Cartesian plane</li> <li>transformations in the four quadrants of the Cartesian plane</li> </ul>
<ul style="list-style-type: none"> <li>many-to-one correspondence including bar graphs &amp; pictographs</li> </ul>	<ul style="list-style-type: none"> <li>first-hand &amp; second-hand data</li> <li>double bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>line graphs</li> <li>methods of data collection</li> <li>graph data</li> </ul>	<ul style="list-style-type: none"> <li>central tendency, outliers &amp; range</li> <li>circle graphs</li> </ul>
	<ul style="list-style-type: none"> <li>likelihood of a single outcome</li> </ul>	<ul style="list-style-type: none"> <li>experimental &amp; theoretical probability</li> </ul>	<ul style="list-style-type: none"> <li>ratios, fractions, &amp; percents to express probabilities</li> <li>two independent events</li> <li>tree diagrams for two independent events</li> </ul>

## MATHEMATICAL PROCESSES

There are critical components that students must encounter in a mathematics program in order to achieve the goals of mathematics education and encourage lifelong learning in mathematics.

Students are expected to

- communicate in order to learn and express their understanding
- connect mathematical ideas to other concepts in mathematics, to everyday experiences and to other disciplines
- demonstrate fluency with mental mathematics and estimation
- develop and apply new mathematical knowledge through problem solving
- develop mathematical reasoning
- select and use technologies as tools for learning and solving problems
- develop visualization skills to assist in processing information, making connections, and solving problems

The following seven mathematical processes should be integrated within Mathematics K to 7.

### *Communication [C]*

Students need opportunities to read about, represent, view, write about, listen to, and discuss mathematical ideas. These opportunities allow students to create links between their own language and ideas, and the formal language and symbols of mathematics.

Communication is important in clarifying, reinforcing, and modifying ideas, attitudes, and beliefs about mathematics. Students need to be encouraged to use a variety of forms of communication while learning mathematics. Students also need to communicate their learning using mathematical terminology.

Communication can help students make connections among concrete, pictorial, symbolic, verbal, written, and mental representations of mathematical ideas.

### *Connections [CN]*

Contextualization and making connections to the experiences of learners are powerful processes in developing mathematical understanding. When mathematical ideas are connected to each other or to real-world phenomena, students can begin to view mathematics as useful, relevant, and integrated.

Learning mathematics within contexts and making connections relevant to learners can validate past experiences, and increase student willingness to participate and be actively engaged.

The brain is constantly looking for and making connections. “Because the learner is constantly searching for connections on many levels, educators need to orchestrate the experiences from which learners extract understanding... Brain research establishes and confirms that multiple complex and concrete experiences are essential for meaningful learning and teaching” (Caine and Caine 1991, p. 5).

### *Mental Mathematics and Estimation [ME]*

Mental mathematics is a combination of cognitive strategies that enhances flexible thinking and number sense. It is calculating mentally without the use of external memory aids.

Mental mathematics enables students to determine answers without paper and pencil. It improves computational fluency by developing efficiency, accuracy and flexibility.

Even more important than performing computational procedures or using calculators is the greater facility that students need – more than ever before – with estimation and mental mathematics (NCTM May 2005).

Students proficient with mental mathematics “become liberated from calculator dependence, build confidence in doing mathematics, become more flexible thinkers and are more able to use multiple approaches to problem solving” (Rubenstein 2001).

Mental mathematics “provides a cornerstone for all estimation processes offering a variety of alternate algorithms and non-standard techniques for finding answers” (Hope 1988).

Estimation is a strategy for determining approximate values or quantities, usually by referring to benchmarks or using referents, or for determining the reasonableness of calculated values. Students need to know how, when, and what strategy to use when estimating.

Estimation is used to make mathematical judgements and develop useful, efficient strategies for dealing with situations in daily life.

***Problem Solving [PS]***

Learning through problem solving should be the focus of mathematics at all grade levels. When students encounter new situations and respond to questions of the type, “How would you...?” or “How could you...?” the problem-solving approach is being modelled. Students develop their own problem-solving strategies by being open to listening, discussing, and trying different strategies.

In order for an activity to be problem-solving based, it must ask students to determine a way to get from what is known to what is sought. If students have already been given ways to solve the problem, it is not a problem, but practice. A true problem requires students to use prior learnings in new ways and contexts. Problem solving requires and builds depth of conceptual understanding and student engagement.

Problem solving is a powerful teaching tool that fosters multiple creative and innovative solutions. Creating an environment where students openly look for and engage in finding a variety of strategies for solving problems empowers students to explore alternatives and develops confident, cognitive, mathematical risk takers.

***Reasoning [R]***

Mathematical reasoning helps students think logically and make sense of mathematics. Students need to develop confidence in their abilities to reason and justify their mathematical thinking. High-order questions challenge students to think and develop a sense of wonder about mathematics.

Mathematical experiences in and out of the classroom provide opportunities for inductive and deductive reasoning. Inductive reasoning occurs when students explore and record results, analyze observations, make generalizations from patterns, and test these generalizations. Deductive reasoning occurs when students reach new conclusions based upon what is already known or assumed to be true.

***Technology [T]***

Technology contributes to the learning of a wide range of mathematical outcomes and enables students to explore and create patterns, examine relationships, test conjectures, and solve problems.

Calculators and computers can be used to:

- explore and demonstrate mathematical relationships and patterns
- organize and display data
- extrapolate and interpolate
- assist with calculation procedures as part of solving problems
- decrease the time spent on computations when other mathematical learning is the focus
- reinforce the learning of basic facts and test properties
- develop personal procedures for mathematical operations
- create geometric displays
- simulate situations
- develop number sense

Technology contributes to a learning environment in which the growing curiosity of students can lead to rich mathematical discoveries at all grade levels. While technology can be used in K to 3 to enrich learning, it is expected that students will meet all outcomes without the use of technology.

***Visualization [V]***

Visualization “involves thinking in pictures and images, and the ability to perceive, transform and recreate different aspects of the visual-spatial world” (Armstrong 1993, p. 10). The use of visualization in the study of mathematics provides students with the opportunity to understand mathematical concepts and make connections among them.

Visual images and visual reasoning are important components of number, spatial, and measurement sense. Number visualization occurs when students create mental representations of numbers.

Being able to create, interpret, and describe a visual representation is part of spatial sense and spatial reasoning. Spatial visualization and reasoning enable students to describe the relationships among and between 3-D objects and 2-D shapes.

Measurement visualization goes beyond the acquisition of specific measurement skills. Measurement sense includes the ability to decide when to measure, when to estimate and to know several estimation strategies (Shaw & Cliatt 1989).

Visualization is fostered through the use of concrete materials, technology, and a variety of visual representations.

### SUGGESTED TIMEFRAME

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. For Mathematics K to 7, the Ministry of Education recommends a time allotment of 20% (approximately 95 hours in Kindergarten and 185 hours in Grades 1 to 7) of the total instructional time for each school year. In the primary years, teachers determine the time allotments for each required area of study and may choose to combine various curricula to enable students to integrate ideas and see the application of mathematics concepts across curricula.

The Mathematics K to 7 IRP for grades 1 to 7 is based on approximately 170 hours of instructional time to allow flexibility to address local needs. For Kindergarten, this estimate is approximately 75 hours. Based on these recommendations, teachers should be spending about 2 to 2.5 hours each week on Mathematics in Kindergarten and 4.5 to 5 hours of instructional time each week on Mathematics grades 1 to 7.

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# CONSIDERATIONS FOR PROGRAM DELIVERY

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This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- alternative delivery policy
- inclusion, equity, and accessibility for all learners
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- fostering the development of positive attitudes
- instructional focus
- applying mathematics

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy does not apply to the Mathematics K to 7 curriculum.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related

learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focuses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Mathematics K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students who have English as a second language and of students with special needs. Most of the prescribed learning outcomes and suggested achievement indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the learning outcomes. Where necessary, modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

## WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as Elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the “Planning Your Program” section of the resource, *Shared Learnings* (2006). This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyze information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. Mathematics K to 7 provides opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

## COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals.

Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. There are some exceptions in the law (i.e., specific things permitted) for schools but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason
- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations

- show video recordings at schools that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)

### FOSTERING THE DEVELOPMENT OF POSITIVE ATTITUDES IN MATHEMATICS

A positive attitude toward mathematics is often a result of a learning environment in the classroom that encourages students’ own mathematical thinking and contributions to classroom activities and discussions. Teachers should provide a variety of instructional approaches used in the classroom in order to reach a variety of learning styles and dispositions. These include experiences that encourage students to

- enjoy and value mathematics
- develop mathematical habits of mind

- explore
- take risks
- exhibit curiosity
- make and correct errors
- persevere
- experience mathematics in non-threatening, engaging ways
- understand and appreciate the role of mathematics in human affairs

These learning opportunities enable students to gain confidence in their abilities to solve complex problems.

The assessment of attitudes is indirect, and based on inferences drawn from students’ behaviour. We can see what students do and hear what they say, and from these observations make inferences and draw conclusions about their attitudes.

It is important for teachers to consider their role in developing a positive attitude in mathematics. Teachers and parents are role models from which students begin to develop their disposition toward mathematics. Teachers need to model these attitudes in order to help students develop them (Burns 2000). In this manner teachers need to “present themselves as problem solvers, as active learners who are seekers, willing to plunge into new situations, not always knowing the answer or what the outcome will be” (p. 29).

### INSTRUCTIONAL FOCUS

The Mathematics K to 7 courses are arranged into a number of organizers with mathematical processes integrated throughout. Students learn in different ways and at different rates. As in other subject areas, it is essential when teaching mathematics, that concepts are introduced to students in a variety of ways. Students should hear explanations, watch demonstrations, draw to represent their thinking, engage in experiences with concrete materials and be encouraged to visualize and discuss their understanding of concepts. Most students need a range of concrete or representational experiences with mathematics concepts before they develop symbolic or abstract understanding. The development of conceptual understanding should be emphasized throughout the curriculum as a means to develop students to become mathematical problem solvers.

### *Teaching through Problem Solving*

Problem solving should be an integral part of all mathematics classrooms. Teachers are encouraged to weave problem solving throughout all curriculum organizers in the K to 7 mathematics curriculum on a regular basis. Problem solving provides a way of helping students learn mathematics.

Hiebert et al. (1996) encourage teachers to make mathematics problematic. A problem can be defined as any task or activity for which the students have not memorized a method or rule, nor is there an assumption by the students that there is only one correct way to solve the problem (Hiebert et al. 1997). Van de Walle (2006) notes that “a problem for learning mathematics also has these features:

- The problem must begin where the students are.
- The problematic or engaging aspect of the problem must be due to the mathematics that the students are to learn.
- The problem must require justifications and explanations for answers and methods. (p. 11)

Why teach through problem solving?

- The math makes more sense. When using real world math problems, students are able to make the connections between what math is and how they can apply it.
- Problems are more motivating when they are challenging. Although some students are anxious when they are not directed by the teacher, most enjoy a challenge they can be successful in solving.
- Problem solving builds confidence. It maximizes the potential for understanding as each child makes his own sense out of the problem and allows for individual strategies.
- Problem solving builds perseverance. Because an answer is not instantaneous, many children think they are unable to do the math. Through the experience of problem solving they learn to apply themselves for longer periods of time and not give up.
- Problems can provide practice with concepts and skills. Good problems enable students to learn and apply the concepts in a meaningful way and an opportunity to practice the skills.
- Problem solving provides students with insight into the world of mathematics. Mathematicians struggle to find solutions to many problems and often need to go down more than one path to arrive at a

solution. This is a creative process that is difficult to understand if one has never had to struggle.

- Problem solving provides the teacher with insight into a student’s mathematical thinking. As students choose strategies and solve problems, the teacher has evidence of their thinking and can inform instruction based on this.
- Students need to practice problem solving. If we are expecting students to confront new situations involving mathematics, they need practice to become independent problem solvers (Small 2005).

Polya (1957) characterized a general method which can be used to solve problems, and to describe how problem-solving should be taught and learned. He advocated for the following steps in solving a mathematical problem:

- Understand the problem – What is unknown? What is known? Is enough information provided to determine the solution? Can a figure or model be used to represent the situation?
- Make a plan – Is there a similar problem that has been solved before? Can the problem be restated so it makes more sense?
- Carry out the plan – Have all of the steps been completed correctly?
- Look back – Do the results look correct? Is there another way to solve the problem that would verify the results?

While a number of variations of the problem solving model proposed by Polya (Van de Walle 2006; Small 2006; Burns 2000) they all have similar characteristics. The incorporation of a wide variety of strategies to solve problems is essential to developing students’ ability to be flexible problem solvers.

The Mathematics K to 7 (1995) IRP provides a number of useful strategies that students can use to increase their flexibility in solving problems. These include:

- look for a pattern
- construct a table
- make an organized list
- act it out
- draw a picture
- use objects
- guess and check
- work backward
- write an equation
- solve a simpler (or similar) problem
- make a model (BC Ministry of Education 1995)



During problem-solving experiences, students are encouraged to solve problems using ways that make sense to them. As students share different ways of solving problems they can learn strategies from each other. Teachers are encouraged to facilitate this process to in an open and non-threatening environment. In this manner, students can develop a repertoire of strategies from which to draw upon when mathematical problems are presented to them.

Problem solving requires a shift in student attitudes and how teachers model these attitudes in the classroom. In order to be successful, students must develop, and teachers model, the following characteristics:

- interest in finding solutions to problems
- confidence to try various strategies
- willingness to take risks
- ability to accept frustration when not knowing
- understanding the difference between not knowing the answer and not having found it yet (Burns 2000)

Problems are not just simple computations embedded in a story nor are they contrived, that is, they do not exist outside the math classroom. Students will be engaged if the problems relate to their lives; their culture, interests, families, current events. They are tasks that are rich and open-ended so there is more than one way of arriving at a solution, or multiple answers. Good problems should allow for every student in the class to demonstrate their knowledge, skill or understanding. The students should not know the answer immediately. Problem solving takes time and effort on the part of the student and the teacher. Teaching thought problem solving is one of the ways that teachers can bring increased depth to the Mathematics K to 7 curriculum.

Instruction should provide an emphasis on mental mathematics and estimation to check the reasonableness of paper and pencil exercises, and the solutions to problems which are determined through the use of technology, including calculators and computers. (It is assumed that all students have regular access to appropriate technology such calculators, or computers with graphing software and standard spreadsheet programs.) Concepts should be introduced using manipulatives, and gradually developed from the concrete to the pictorial to the symbolic.

## APPLYING MATHEMATICS

For students to view mathematics as relevant and useful, they must see how it can be applied in a variety of contexts. Mathematics helps students understand and interpret their world and solve problems that occur in their daily lives both within and outside of the school context.

Teachers are encouraged to incorporate, and make explicit, mathematics concepts which naturally occur across the subject areas. Possible situations where cross curricular integration may occur in K to 7 include the following:

### Fine Arts

- pattern, line, and form
- fractions in rhythm and metre
- spatial awareness in dance, drama, and visual arts
- geometric shapes in visual arts, drama, and dance
- symmetry and unison
- transformations
- perspective and proportion in visual arts
- measuring and proportional reasoning for mixing and applying materials in visual arts

### Health and Career Education

- creating schedules
- interpreting statistical data
- collecting, organizing, and interpreting data charts, graphs, diagrams, and tables
- using mathematics to develop a logical argument to support a position on a topic or issue

### Language Arts

- reading literature with a mathematics theme
- creating a picture book or writing a story with mathematical content
- listening to stories to decode mathematical contexts
- examine the plot of a story from a mathematical perspective
- create graphic organizers provide an explanation, proof, or justification for an argument
- role-play or oral presentations of problems and solutions
- creating word walls, personal dictionaries, or glossaries of mathematics terms
- examine the roots of mathematical terms

**Physical Education**

- examining the benefits of various physical activity (e.g. burning calories)
- examining patterns in physical movement
- measuring distances
- estimate distances and other quantise using referents
- reading and recording dates and time

**Science**

- discussing the magnitude of numbers
- classifying and sorting objects
- examining patterns to make a hypothesis
- measuring quantities
- use of referents for measurement
- units and conversions between units
- reading and writing quantities in multiple formats (e.g., numerals, words)
- collecting, organizing and interpreting data charts, graphs, diagrams, and tables
- creating a logical argument to support a hypothesis
- mental mathematics for calculations

**Social Studies**

- discussing the magnitude of numbers and building referents for numbers
- using concepts of area, perimeter, and distances when mapping

- graphing using the Cartesian plane
- using circle concepts to explain latitude and longitude, time zones, great circle routes
- interpreting statistical data
- collecting, organizing, and interpreting data charts, graphs, diagrams, and tables
- reading and recording dates and time
- examining the history of mathematics in context of world events
- using mathematics to develop a logical argument to support a position on a topic or issue

Students can also be encouraged to identify and examine the mathematics around them. In this way, students will come to see that mathematics is present outside of the classroom. There are many aspects of students' daily lives where they may encounter mathematic such as

- making purchases
- reading bus schedules
- reading sports statistics
- interpreting newspaper and media sources
- following a recipe
- estimating time to complete tasks
- estimating quantities
- creating patterns when doodling

Making these connections explicit for students helps to solidify the importance of mathematics.



# PRESCRIBED LEARNING OUTCOMES

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**P**rescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Mathematics K to 7 are presented by grade and by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### *Wording of Prescribed Learning Outcomes*

All learning outcomes complete the stem, “It is expected that students will ....”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

### *Domains of Learning*

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

- Knowledge includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- Understanding and application represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- Higher mental processes include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided for each grade in the Classroom Assessment Model. In addition, domains of learning and, particularly, cognitive levels, inform the design and development of the Grades 4 and 7 Foundation Skills Assessment (FSA).





PRESCRIBED LEARNING OUTCOMES

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*Grade 3*

## GRADE 3

*It is expected that students will:*

**NUMBER**

- A1 say the number sequence forward and backward from 0 to 1000 by
- 5s, 10s or 100s using any starting point
  - 3s using starting points that are multiples of 3
  - 4s using starting points that are multiples of 4
  - 25s using starting points that are multiples of 25 [C, CN, ME]
- A2 represent and describe numbers to 1000, concretely, pictorially, and symbolically [C, CN, V]
- A3 compare and order numbers to 1000 [CN, R, V]
- A4 estimate quantities less than 1000 using referents [ME, PS, R, V]
- A5 illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]
- A6 describe and apply mental mathematics strategies for adding two 2-digit numerals, such as
- adding from left to right
  - taking one addend to the nearest multiple of ten and then compensating
  - using doubles [C, ME, PS, R, V]
- A7 describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as
- taking the subtrahend to the nearest multiple of ten and then compensating
  - thinking of addition
  - using doubles [C, ME, PS, R, V]
- A8 apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context [C, ME, PS, R]
- A9 demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by
- using personal strategies for adding and subtracting with and without the support of manipulatives
  - creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically [C, CN, ME, PS, R]
- A10 apply mental mathematics strategies and number properties, such as
- using doubles
  - making 10
  - using the commutative property
  - using the property of zero
  - thinking addition for subtraction
- to recall basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V]
- A11 demonstrate an understanding of multiplication to  $5 \times 5$  by
- representing and explaining multiplication using equal grouping and arrays
  - creating and solving problems in context that involve multiplication
  - modelling multiplication using concrete and visual representations, and recording the process symbolically
  - relating multiplication to repeated addition
  - relating multiplication to division [C, CN, PS, R]



## GRADE 3

- A12 demonstrate an understanding of division by
- representing and explaining division using equal sharing and equal grouping
  - creating and solving problems in context that involve equal sharing and equal grouping
  - modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically
  - relating division to repeated subtraction
  - relating division to multiplication
- (limited to division related to multiplication facts up to  $5 \times 5$ ) [C, CN, PS, R]

- A13 demonstrate an understanding of fractions by
- explaining that a fraction represents a part of a whole
  - describing situations in which fractions are used
  - comparing fractions of the same whole with like denominators [C, CN, ME, R, V]

### PATTERNS AND RELATIONS

#### *Patterns*

- B1 demonstrate an understanding of increasing patterns by
- describing
  - extending
  - comparing
  - creating
- patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]
- B2 demonstrate an understanding of decreasing patterns by
- describing
  - extending
  - comparing
  - creating
- patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]

#### *Variables and Equations*

- B3 solve one-step addition and subtraction equations involving symbols representing an unknown number [C, CN, PS, R, V]

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

## GRADE 3

### SHAPE AND SPACE

#### *Measurement*

- C1 relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) [CN, ME, R]
- C2 relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context [C, CN, PS, R, V]
- C3 demonstrate an understanding of measuring length (cm, m) by
- selecting and justifying referents for the units cm and m
  - modelling and describing the relationship between the units cm and m
  - estimating length using referents
  - measuring and recording length, width, and height [C, CN, ME, PS, R, V]
- C4 demonstrate an understanding of measuring mass (g, kg) by
- selecting and justifying referents for the units g and kg
  - modelling and describing the relationship between the units g and kg
  - estimating mass using referents
  - measuring and recording mass [C, CN, ME, PS, R, V]
- C5 demonstrate an understanding of perimeter of regular and irregular shapes by
- estimating perimeter using referents for centimetre or metre
  - measuring and recording perimeter (cm, m)
  - constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]

#### *3-D Objects and 2-D Shapes*

- C6 describe 3-D objects according to the shape of the faces, and the number of edges and vertices [C, CN, PS, R, V]
- C7 sort regular and irregular polygons, including
- triangles
  - quadrilaterals
  - pentagons
  - hexagons
  - octagons
- according to the number of sides [C, CN, R, V]

#### *Transformations*

not applicable at this grade level

**GRADE 3**

**STATISTICS AND PROBABILITY**

*Data Analysis*

- D1 collect first-hand data and organize it using
- tally marks
  - line plots
  - charts
  - lists
- to answer questions [C, CN, V]
- D2 construct, label and interpret bar graphs to solve problems [PS, R, V]

*Chance and Uncertainty*

not applicable at this grade level

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization





# STUDENT ACHIEVEMENT

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This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

## CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- Assessment for learning is assessment for purposes of greater learning achievement.
- Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment of learning is assessment for purposes of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

### *Assessment of Learning*

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information

for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	Assessment <i>of</i> Learning
<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students' performance in relation to provincial standards</li> </ul>

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca](http://www.wncp.ca)

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in mathematics.

BC Performance Standards are available at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)

### *Criterion-Referenced Assessment and Evaluation*

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.



**Criterion-referenced assessment and evaluation may involve these steps:**

- |                |  |
|----------------|--|
| <b>Step 1</b>  | Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.   |
| <b>Step 2</b>  | Establish criteria. When appropriate, involve students in establishing criteria.   |
| <b>Step 3</b>  | Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.  |
| <b>Step 4</b>  | Prior to the learning activity, inform students of the criteria against which their work will be evaluated.  |
| <b>Step 5</b>  | Provide examples of the desired levels of performance.   |
| <b>Step 6</b>  | Conduct the learning activities.   |
| <b>Step 7</b>  | Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student. |
| <b>Step 8</b>  | Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.  |
| <b>Step 9</b>  | Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.   |
| <b>Step 10</b> | Communicate the results of the assessment and evaluation to students and parents/guardians.  |

**KEY ELEMENTS**

Key elements provide an overview of content in each curriculum organizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

**ACHIEVEMENT INDICATORS**

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, or analysis; a product created and presented such as a report, poster, letter, or model; a particular skill demonstrated such as map making or critical thinking).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Mathematics K to 7 curriculum. The achievement indicators are arranged by curriculum organizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.





# STUDENT ACHIEVEMENT

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*Grade 3*

## KEY ELEMENTS: GRADE 3

### MATHEMATICAL PROCESS (INTEGRATED)

The following mathematical processes have been integrated within the prescribed learning outcomes and achievement indicators for the grade: communication, connections, mental mathematics and estimation, problem solving, reasoning, technology, and visualization.

### NUMBER – develop number sense

- whole numbers to 1000
- skip counting
- referents to 1000
- place value to 1000
- mental mathematics for adding and subtracting two digit numerals
- addition with answers to 1000 and corresponding subtraction
- mental math strategies for addition facts to 18 and corresponding subtraction facts
- multiplication to  $5 \times 5$  and corresponding division
- representation of fractions

### PATTERNS AND RELATIONS – use patterns to describe the world and solve problems

#### *Patterns*

- increasing patterns
- decreasing patterns

#### *Variables and Equations*

- one-step addition and subtraction equations involving symbols for the unknown

### SHAPE AND SPACE – use direct and indirect measurement to solve problems

#### *Measurement*

- non-standard and standard units of time
- measurements of length (cm, m) and mass (g, kg)
- perimeter of regular and irregular shapes

#### *3-D Objects and 2-D Shapes*

- faces, edges and vertices of 3-D objects
- triangles, quadrilaterals, pentagons, hexagons, octagons

### STATISTICS AND PROBABILITY – collect, display and analyze data to solve problems

#### *Data Analysis*

- first-hand data
- bar graphs

## NUMBER

General Outcome: Develop number sense.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
A1 say the number sequence forward and backward from 0 to 1000 by <ul style="list-style-type: none"> <li>- 5s, 10s or 100s using any starting point</li> <li>- 3s using starting points that are multiples of 3</li> <li>- 4s using starting points that are multiples of 4</li> <li>- 25s using starting points that are multiples of 25</li> </ul> [C, CN, ME]	<ul style="list-style-type: none"> <li><input type="checkbox"/> extend a given skip counting sequence by 5s, 10s or 100s, forward and backward, using a given starting point</li> <li><input type="checkbox"/> extend a given skip counting sequence by 3s, forward and backward, starting at a given multiple of 3</li> <li><input type="checkbox"/> extend a given skip counting sequence by 4s, forward and backward, starting at a given multiple of 4</li> <li><input type="checkbox"/> extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25</li> <li><input type="checkbox"/> identify and correct errors and omissions in a given skip counting sequence</li> <li><input type="checkbox"/> determine the value of a given set of coins (nickels, dimes, quarters, loonies) by using skip counting</li> <li><input type="checkbox"/> identify and explain the skip counting pattern for a given number sequence</li> </ul>
A2 represent and describe numbers to 1000, concretely, pictorially, and symbolically [C, CN, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> read a given three-digit numeral without using the word “and,” (e.g., 321 is three hundred twenty one, not three hundred and twenty one)</li> <li><input type="checkbox"/> read a given number word (0 to 1000)</li> <li><input type="checkbox"/> represent a given number as an expression (e.g., <math>300 - 44</math> for 256 or <math>20 + 236</math>)</li> <li><input type="checkbox"/> represent a given number using manipulatives, such as base ten materials</li> <li><input type="checkbox"/> represent a given number pictorially</li> <li><input type="checkbox"/> write number words for given multiples of ten to 90</li> <li><input type="checkbox"/> write number words for given multiples of a hundred to 900</li> </ul>
A3 compare and order numbers to 1000 [CN, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> place a given set of numbers in ascending or descending order and verify the result by using a hundred chart (e.g., a one hundred chart, a two hundred chart, a three hundred chart), by using a number line, or by making references to place value</li> <li><input type="checkbox"/> create as many different 3-digit numerals as possible, given three different digits; place the numbers in ascending or descending order</li> <li><input type="checkbox"/> identify errors in a given ordered sequence</li> <li><input type="checkbox"/> identify missing numbers in parts of a given hundred chart</li> <li><input type="checkbox"/> identify errors in a given hundred chart</li> </ul>

[C] Communication

[ME] Mental Mathematics and Estimation

[PS] Problem Solving

[T] Technology

[CN] Connections

[R] Reasoning

[V] Visualization

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A4 estimate quantities less than 1000 using referents [ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> estimate the number of groups of ten in a given quantity using 10 as a referent (known quantity)</li> <li><input type="checkbox"/> estimate the number of groups of a hundred in a given quantity using 100 as a referent</li> <li><input type="checkbox"/> estimate a given quantity by comparing it to a referent</li> <li><input type="checkbox"/> select an estimate for a given quantity by choosing among three possible choices</li> <li><input type="checkbox"/> select and justify a referent for determining an estimate for a given quantity</li> </ul>
<p>A5 illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> record, in more than one way, the number represented by given proportional and non-proportional concrete materials</li> <li><input type="checkbox"/> represent a given number in different ways using proportional and non-proportional concrete materials and explain how they are equivalent (e.g., 351 can be represented as three 100s, five 10s and one 1s, or two 100s, fifteen 10s and one 1s, or three 100s, four 10s and eleven 1s)</li> <li><input type="checkbox"/> explain, and show with counters, the meaning of each digit for a given 3-digit numeral with all digits the same (e.g., for the numeral 222, the first digit represents two hundreds – two hundred counters, the second digit represents two tens – twenty counters, and the third digit represents two ones – two counters)</li> </ul>
<p>A6 describe and apply mental mathematics strategies for adding two 2-digit numerals, such as</p> <ul style="list-style-type: none"> <li>- adding from left to right</li> <li>- taking one addend to the nearest multiple of ten and then compensating</li> <li>- using doubles</li> </ul> <p>[C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> add two given 2-digit numerals using a mental mathematics strategy and explain or illustrate the strategy</li> <li><input type="checkbox"/> explain how to use the “adding from left to right” strategy (e.g., to determine the sum of <math>23 + 46</math>, think <math>20 + 40</math> and <math>3 + 6</math>)</li> <li><input type="checkbox"/> explain how to use the “taking one addend to the nearest multiple of ten” strategy (e.g., to determine the sum of <math>28 + 47</math>, think <math>30 + 47 - 2</math> or <math>50 + 28 - 3</math>)</li> <li><input type="checkbox"/> explain how to use the “using doubles” strategy (e.g., to determine the sum of <math>24 + 26</math>, think <math>25 + 25</math>; to determine the sum of <math>25 + 26</math>, think <math>25 + 25 + 1</math> or doubles plus 1)</li> <li><input type="checkbox"/> apply a mental mathematics strategy for adding two given 2-digit numerals</li> </ul>
<p>A7 describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as</p> <ul style="list-style-type: none"> <li>- taking the subtrahend to the nearest multiple of ten and then compensating</li> <li>- thinking of addition</li> <li>- using doubles</li> </ul> <p>[C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> subtract two given 2-digit numerals using a mental mathematics strategy and explain or model the strategy used</li> <li><input type="checkbox"/> explain how to use the “taking the subtrahend to the nearest multiple of ten” and then compensating strategy (e.g., to determine the difference of <math>48 - 19</math>, think <math>48 - 20 + 1</math>)</li> <li><input type="checkbox"/> explain how to use the “thinking of addition” strategy (e.g., to determine the difference of <math>62 - 45</math>, think <math>45 + 5</math>, then <math>50 + 12</math> and then <math>5 + 12</math>)</li> <li><input type="checkbox"/> explain how to use the “using doubles” strategy (e.g., to determine the difference of <math>24 - 12</math>, think <math>12 + 12</math>)</li> <li><input type="checkbox"/> apply a mental mathematics strategy for subtracting two given 2-digit numerals</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A8 apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context [C, ME, PS, R]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> estimate the solution for a given story problem involving the sum of two 2-digit numerals (e.g., to estimate the sum of <math>43 + 56</math>, use <math>40 + 50</math>; the sum is close to 90)</li> <li><input type="checkbox"/> estimate the solution for a given story problem involving the difference of two 2-digit numerals (e.g., to estimate the difference of <math>56 - 23</math>, use <math>50 - 20</math>; the difference is close to 30)</li> </ul>
<p>A9 demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by</p> <ul style="list-style-type: none"> <li>- using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>- creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically [C, CN, ME, PS, R]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> model the addition of two or more given numbers using concrete or visual representations and record the process symbolically</li> <li><input type="checkbox"/> model the subtraction of two given numbers using concrete or visual representations and record the process symbolically</li> <li><input type="checkbox"/> create an addition or subtraction story problem for a given solution</li> <li><input type="checkbox"/> determine the sum of two given numbers using a personal strategy (e.g., for <math>326 + 48</math>, record <math>300 + 60 + 14</math>)</li> <li><input type="checkbox"/> determine the difference of two given numbers using a personal strategy (e.g., for <math>127 - 38</math>, record <math>38 + 2 + 80 + 7</math> or <math>127 - 20 - 10 - 8</math>)</li> <li><input type="checkbox"/> solve a given problem involving the sum or difference of two given numbers</li> </ul>
<p>A10 apply mental mathematics strategies and number properties, such as</p> <ul style="list-style-type: none"> <li>- using doubles</li> <li>- making 10</li> <li>- using the commutative property</li> <li>- using the property of zero</li> <li>- thinking addition for subtraction</li> </ul> <p>to recall basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a mental mathematics strategy that could be used to determine a given basic fact, such as <ul style="list-style-type: none"> <li>- doubles (e.g., for <math>6 + 8</math>, think <math>7 + 7</math>)</li> <li>- doubles plus one (e.g., for <math>6 + 7</math>, think <math>6 + 6 + 1</math>)</li> <li>- doubles take away one (e.g., for <math>6 + 7</math>, think <math>7 + 7 - 1</math>)</li> <li>- doubles plus two (e.g., for <math>6 + 8</math>, think <math>6 + 6 + 2</math>)</li> <li>- doubles take away two (e.g., for <math>6 + 8</math>, think <math>8 + 8 - 2</math>)</li> <li>- making 10 (e.g., for <math>6 + 8</math>, think <math>6 + 4 + 4</math> or <math>8 + 2 + 4</math>)</li> <li>- commutative property (e.g., for <math>3 + 9</math>, think <math>9 + 3</math>)</li> <li>- addition to subtraction (e.g., for <math>13 - 7</math>, think <math>7 + ? = 13</math>)</li> </ul> </li> <li><input type="checkbox"/> provide a rule for determining answers for adding and subtracting zero</li> <li><input type="checkbox"/> recall basic addition facts to 18 and related subtraction facts to solve problems</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A11 demonstrate an understanding of multiplication to <math>5 \times 5</math> by</p> <ul style="list-style-type: none"> <li>- representing and explaining multiplication using equal grouping and arrays</li> <li>- creating and solving problems in context that involve multiplication</li> <li>- modelling multiplication using concrete and visual representations, and recording the process symbolically</li> <li>- relating multiplication to repeated addition</li> <li>- relating multiplication to division [C, CN, PS, R]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (It is not intended that students recall the basic facts but become familiar with strategies to mentally determine products.)</li> <li><input type="checkbox"/> identify events from experience that can be described as multiplication</li> <li><input type="checkbox"/> represent a given story problem (orally, shared reading, written) using manipulatives or diagrams and record in a number sentence</li> <li><input type="checkbox"/> represent a given multiplication expression as repeated addition</li> <li><input type="checkbox"/> represent a given repeated addition as multiplication</li> <li><input type="checkbox"/> create and illustrate a story problem for a given number sentence (e.g., given <math>2 \times 3</math>, create and illustrate a story problem)</li> <li><input type="checkbox"/> represent, concretely or pictorially, equal groups for a given number sentence</li> <li><input type="checkbox"/> represent a given multiplication expression using an array</li> <li><input type="checkbox"/> create an array to model the commutative property of multiplication</li> <li><input type="checkbox"/> relate multiplication to division by using arrays and writing related number sentences</li> <li><input type="checkbox"/> solve a given problem in context involving multiplication</li> </ul>
<p>A12 demonstrate an understanding of division by</p> <ul style="list-style-type: none"> <li>- representing and explaining division using equal sharing and equal grouping</li> <li>- creating and solving problems in context that involve equal sharing and equal grouping</li> <li>- modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically</li> <li>- relating division to repeated subtraction</li> <li>- relating division to multiplication (limited to division related to multiplication facts up to <math>5 \times 5</math>) [C, CN, PS, R]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify events from experience that can be described as equal sharing</li> <li><input type="checkbox"/> identify events from experience that can be described as equal grouping</li> <li><input type="checkbox"/> illustrate, with counters or a diagram a given story problem involving equal sharing, presented orally or through shared reading, and solve the problem</li> <li><input type="checkbox"/> illustrate, with counters or a diagram, a given story problem involving equal grouping, presented orally or through shared reading, and solve the problem</li> <li><input type="checkbox"/> listen to a story problem, represent the numbers using manipulatives, or a sketch and record the problem with a number sentence</li> <li><input type="checkbox"/> create and illustrate with counters, a story problem for a given number sentence (e.g., given <math>6 \div 3</math>, create and illustrate a story problem)</li> <li><input type="checkbox"/> represent a given division expression as repeated subtraction</li> <li><input type="checkbox"/> represent a given repeated subtraction as a division expression</li> <li><input type="checkbox"/> relate division to multiplication by using arrays and writing related number sentences</li> <li><input type="checkbox"/> solve a given problem involving division</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>A13 demonstrate an understanding of fractions by</p> <ul style="list-style-type: none"> <li>- explaining that a fraction represents a part of a whole</li> <li>- describing situations in which fractions are used</li> <li>- comparing fractions of the same whole with like denominators</li> </ul> <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify common characteristics of a given set of fractions</li> <li><input type="checkbox"/> describe everyday situations where fractions are used</li> <li><input type="checkbox"/> cut or fold a whole into equal parts, or draw a whole in equal parts; demonstrate that the parts are equal and name the parts</li> <li><input type="checkbox"/> sort a given set of diagrams of regions into those that represent equal parts and those that do not, and explain the sorting</li> <li><input type="checkbox"/> represent a given fraction concretely or pictorially</li> <li><input type="checkbox"/> name and record the fraction represented by the shaded and non-shaded parts of a given region</li> <li><input type="checkbox"/> compare given fractions with the same denominator using models</li> <li><input type="checkbox"/> identify the numerator and denominator for a given fraction</li> <li><input type="checkbox"/> model and explain the meaning of numerator and denominator</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

## PATTERNS AND RELATIONS (PATTERNS)

**General Outcome:** Use patterns to describe the world and solve problems.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
B1 demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> <li>- describing</li> <li>- extending</li> <li>- comparing</li> <li>- creating</li> </ul> patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a given increasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues</li> <li><input type="checkbox"/> identify the pattern rule of a given increasing pattern and extend the pattern for the next three terms</li> <li><input type="checkbox"/> identify and explain errors in a given increasing pattern</li> <li><input type="checkbox"/> locate and describe various increasing patterns found on a hundred chart, such as horizontal, vertical, and diagonal patterns</li> <li><input type="checkbox"/> compare numeric patterns of counting by 2s, 5s, 10s, 25s, and 100s</li> <li><input type="checkbox"/> create a concrete, pictorial or symbolic representation of an increasing pattern for a given pattern rule</li> <li><input type="checkbox"/> create a concrete, pictorial, or symbolic increasing pattern and describe the pattern rule</li> <li><input type="checkbox"/> solve a given problem using increasing patterns</li> <li><input type="checkbox"/> identify and describe increasing patterns in the environment</li> <li><input type="checkbox"/> identify and apply a pattern rule to determine missing elements for a given pattern</li> <li><input type="checkbox"/> describe the strategy used to determine missing elements in a given increasing pattern</li> </ul>
B2 demonstrate an understanding of decreasing patterns by <ul style="list-style-type: none"> <li>- describing</li> <li>- extending</li> <li>- comparing</li> <li>- creating</li> </ul> patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a given decreasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues</li> <li><input type="checkbox"/> identify the pattern rule of a given decreasing pattern and extend the pattern for the next three terms</li> <li><input type="checkbox"/> identify and explain errors in a given decreasing pattern</li> <li><input type="checkbox"/> identify and describe various decreasing patterns found on a hundred chart, such as horizontal, vertical, and diagonal patterns</li> <li><input type="checkbox"/> compare decreasing numeric patterns of counting backward by 2s, 5s, 10s, 25s, and 100s</li> <li><input type="checkbox"/> create a concrete, pictorial or symbolic decreasing pattern for a given pattern rule</li> <li><input type="checkbox"/> create a concrete, pictorial, or symbolic decreasing pattern and describe the pattern rule</li> <li><input type="checkbox"/> solve a given problem using decreasing patterns</li> <li><input type="checkbox"/> identify and describe decreasing patterns in the environment</li> <li><input type="checkbox"/> identify and apply a pattern rule to determine missing elements for a given pattern</li> <li><input type="checkbox"/> describe the strategy used to determine missing elements in a given decreasing pattern</li> </ul>

## PATTERNS AND RELATIONS (VARIABLES AND EQUATIONS)

**General Outcome:** Represent algebraic expressions in multiple ways.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
B3 solve one-step addition and subtraction equations involving symbols representing an unknown number [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the purpose of the symbol, such as a triangle or a circle, in a given addition and in a given subtraction equation with one unknown</li> <li><input type="checkbox"/> create an addition or subtraction equation with one unknown to represent a given combination or separation action</li> <li><input type="checkbox"/> provide an alternative symbol for the unknown in a given addition or subtraction equation</li> <li><input type="checkbox"/> solve a given addition or subtraction equation that represents combining or separating actions with one unknown using manipulatives</li> <li><input type="checkbox"/> solve a given addition or subtraction equation with one unknown using a variety of strategies, including guess and test</li> <li><input type="checkbox"/> explain why the unknown in a given addition or subtraction equation has only one value</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

## SHAPE AND SPACE (MEASUREMENT)

**General Outcome:** Use direct or indirect measurement to solve problems.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
C1 relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) [CN, ME, R]	<ul style="list-style-type: none"> <li><input type="checkbox"/> select and use a non-standard unit of measure, such as television shows or pendulum swings, to measure the passage of time and explain the choice</li> <li><input type="checkbox"/> identify activities that can or cannot be accomplished in minutes, hours, days, months, and years</li> <li><input type="checkbox"/> provide personal referents for minutes and hours</li> </ul>
C2 relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context [C, CN, PS, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> determine the number of days in any given month using a calendar</li> <li><input type="checkbox"/> solve a given problem involving the number of minutes in an hour or the number of days in a given month</li> <li><input type="checkbox"/> create a calendar that includes days of the week, dates, and personal events</li> </ul>
C3 demonstrate an understanding of measuring length (cm, m) by <ul style="list-style-type: none"> <li>- selecting and justifying referents for the units cm and m</li> <li>- modelling and describing the relationship between the units cm and m</li> <li>- estimating length using referents</li> <li>- measuring and recording length, width, and height</li> </ul> [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide a personal referent for one centimetre and explain the choice</li> <li><input type="checkbox"/> provide a personal referent for one metre and explain the choice</li> <li><input type="checkbox"/> match a given standard unit to a given referent</li> <li><input type="checkbox"/> show that 100 centimetres is equivalent to 1 metre by using concrete materials</li> <li><input type="checkbox"/> estimate the length of an object using personal referents</li> <li><input type="checkbox"/> determine and record the length and width of a given 2-D shape</li> <li><input type="checkbox"/> determine and record the length, width, or height of a given 3-D object</li> <li><input type="checkbox"/> draw a line segment of a given length, using a ruler</li> <li><input type="checkbox"/> sketch a line segment of a given length without using a ruler</li> </ul>
C4 demonstrate an understanding of measuring mass (g, kg) by <ul style="list-style-type: none"> <li>- selecting and justifying referents for the units g and kg</li> <li>- modelling and describing the relationship between the units g and kg</li> <li>- estimating mass using referents</li> <li>- measuring and recording mass</li> </ul> [C, CN, ME, PS, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide a personal referent for one gram and explain the choice</li> <li><input type="checkbox"/> provide a personal referent for one kilogram and explain the choice</li> <li><input type="checkbox"/> match a given standard unit to a given referent</li> <li><input type="checkbox"/> explain the relationship between 1000 grams and 1 kilogram using a model</li> <li><input type="checkbox"/> estimate the mass of a given object using personal referents</li> <li><input type="checkbox"/> determine and record the mass of a given 3-D object</li> <li><input type="checkbox"/> measure, using a scale, and record the mass of given everyday objects using the units g and kg</li> <li><input type="checkbox"/> provide examples of 3-D objects that have a mass of approximately 1g, 100g, and 1kg</li> <li><input type="checkbox"/> determine the mass of two given similar objects with different masses and explain the results</li> <li><input type="checkbox"/> determine the mass of an object, change its shape, re-measure its mass, and explain the results</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C5 demonstrate an understanding of perimeter of regular and irregular shapes by</p> <ul style="list-style-type: none"> <li>- estimating perimeter using referents for centimetre or metre</li> <li>- measuring and recording perimeter (cm, m)</li> <li>- constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> measure and record the perimeter of a given regular shape, and explain the strategy used</li> <li><input type="checkbox"/> measure and record the perimeter of a given irregular shape, and explain the strategy used</li> <li><input type="checkbox"/> construct a shape for a given perimeter (cm, m)</li> <li><input type="checkbox"/> construct or draw more than one shape for the same given perimeter</li> <li><input type="checkbox"/> estimate the perimeter of a given shape (cm, m) using personal referents</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization

## SHAPE AND SPACE (3-D OBJECTS AND 2-D SHAPES)

**General Outcome:** Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>C6 describe 3-D objects according to the shape of the faces, and the number of edges and vertices [C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the faces, edges, and vertices of given 3-D objects, including cubes, spheres, cones, cylinders, pyramids, and prisms</li> <li><input type="checkbox"/> identify the shape of the faces of a given 3-D object</li> <li><input type="checkbox"/> determine the number of faces, edges, and vertices of a given 3-D object</li> <li><input type="checkbox"/> construct a skeleton of a given 3-D object and describe how the skeleton relates to the 3-D object</li> <li><input type="checkbox"/> sort a given set of 3-D objects according to the number of faces, edges, or vertices</li> </ul>
<p>C7 sort regular and irregular polygons, including</p> <ul style="list-style-type: none"> <li>- triangles</li> <li>- quadrilaterals</li> <li>- pentagons</li> <li>- hexagons</li> <li>- octagons</li> </ul> <p>according to the number of sides [C, CN, R, V]</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> classify a given set of regular and irregular polygons according to the number of sides</li> <li><input type="checkbox"/> identify given regular and irregular polygons having different dimensions</li> <li><input type="checkbox"/> identify given regular and irregular polygons having different orientations</li> </ul>

## STATISTICS AND PROBABILITY (DATA ANALYSIS)

**General Outcome:** Collect, display, and analyze data to solve problems.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
D1 collect first-hand data and organize it using <ul style="list-style-type: none"> <li>- tally marks</li> <li>- line plots</li> <li>- charts</li> <li>- lists</li> </ul> to answer questions [C, CN, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> record the number of objects in a given set using tally marks</li> <li><input type="checkbox"/> determine the common attributes of line plots by comparing line plots in a given set</li> <li><input type="checkbox"/> organize a given set of data using tally marks, line plots, charts, or lists</li> <li><input type="checkbox"/> collect and organize data using tally marks, line plots, charts, and lists</li> <li><input type="checkbox"/> answer questions arising from a given line plot, chart, or list</li> <li><input type="checkbox"/> answer questions using collected data</li> </ul>
D2 construct, label and interpret bar graphs to solve problems [PS, R, V]	<ul style="list-style-type: none"> <li><input type="checkbox"/> determine the common attributes, title and axes, of bar graphs by comparing bar graphs in a given set</li> <li><input type="checkbox"/> create bar graphs from a given set of data including labelling the title and axes</li> <li><input type="checkbox"/> draw conclusions from a given bar graph to solve problems</li> <li><input type="checkbox"/> solve problems by constructing and interpreting a bar graph</li> </ul>

[C] Communication	[ME] Mental Mathematics and Estimation	[PS] Problem Solving	[T] Technology
[CN] Connections		[R] Reasoning	[V] Visualization







# CLASSROOM ASSESSMENT MODEL

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The Classroom Assessment Model outlines a series of assessment units for Mathematics K to 7.

These units have been structured by grade level and theme. Collectively the units address all of the prescribed learning outcomes for each grade, and provide one suggested means of organizing, ordering, and delivering the required content. This organization is not intended to prescribe a linear means of delivery. Teachers are encouraged to reorder the learning outcomes and to modify, organize, and expand on the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for Mathematics K to 7). In addition, teachers are encouraged to consider ways to adapt assessment strategies from one grade to another.

### CONSIDERATIONS FOR INSTRUCTION AND ASSESSMENT IN MATHEMATICS K TO 7

It is highly recommended that parents and guardians be kept informed about all aspects of Mathematics K to 7. Suggested strategies for involving parents and guardians are found in the Introduction to this IRP.

Teachers are responsible for setting a positive classroom climate in which students feel comfortable learning about and discussing topics in Mathematics K to 7. Guidelines that may help educators establish a positive climate that is open to free inquiry and respectful of various points of view can be found in the section on Establishing a Positive Classroom Climate in the Introduction to this IRP.

Teachers may also wish to consider the following:

- Involve students in establishing guidelines for group discussion and presentations. Guidelines might include using appropriate listening and speaking skills, respecting students who are reluctant to share personal information in group settings, and agreeing to maintain confidentiality if sharing of personal information occurs.
- Promote critical thinking and open-mindedness, and refrain from taking sides on one point of view.
- Develop and discuss procedures associated with recording and using personal information that may

be collected as part of students' work for the purposes of instruction and/or assessment (e.g., why the information is being collected, what the information will be used for, where the information will be kept; who can access it – students, administrators, parents; how safely it will be kept).

- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential. For more information, see the section on Confidentiality in the Introduction to this IRP.

### *Classroom Assessment and Evaluation*

Teachers should consider using a variety of assessment instruments and techniques to assess students' abilities to meet the prescribed learning outcomes. Tools and techniques for assessment in Mathematics K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- video (to record and critique student demonstration or performance)
- written tests, oral tests (true/false, multiple choice, short answer)
- questionnaires, worksheets
- portfolios
- student-teacher conferences

Assessment in Mathematics K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- class and group discussions
- interviews and questioning
- sharing strategies
- object manipulation
- models and constructions
- charts, graphs, diagrams
- games
- experiments
- artwork, songs/stories, dramas
- centres/stations
- demonstrations and presentations
- performance tasks
- projects

For more information about student assessment, refer to the section on Student Achievement, as well as to the Assessment Overview Tables in each grade of the Classroom Assessment Model.

### ***Information and Communications Technology***

The Mathematics K to 7 curriculum requires students to be able to use and analyse the most current information to make informed decisions on a range of topics. This information is often found on the Internet as well as in other information and communications technology resources. When organizing for instruction and assessment, teachers should consider how students will best be able to access the relevant technology, and ensure that students are aware of school district policies on safe and responsible Internet and computer use.

## **CONTENTS OF THE MODEL**

### ***Assessment Overview Tables***

The Assessment Overview Tables provide teachers with suggestions and guidelines for assessment of each grade of the curriculum. These tables identify the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested weight for grading for each curriculum organizer.

### ***Overview***

Each grade includes an overview of the assessment units:

- Learning at Previous Grades, indicating any relevant learning based on prescribed learning outcomes from earlier grades of the same subject area. It is assumed that students will have already acquired this learning; if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit. Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning.
- Curriculum Correlation – a table that shows which curriculum organizers and suborganizers are addressed by each unit in this grade of the Classroom Assessment Model.

### ***Prescribed Learning Outcomes***

Each unit begins with a listing of the prescribed learning outcomes that are addressed by that unit. Collectively, the units address all the learning outcomes for that grade; some outcomes may appear in more than one unit. The units may not address all of the achievement indicators for each of the outcomes.

### ***Suggested Assessment Activities***

Assessment activities have been included for each set of prescribed learning outcomes and corresponding achievement indicators. Each assessment activity consists of two parts:

- Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators.

A wide variety of activities have been included to address a variety of learning and teaching styles. The assessment activities describe a variety of tools and methods for gathering evidence of student performance. These assessment activities are also referenced in the Assessment Overview Tables, found at the beginning of each grade in the Model.

These strategies are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the prescribed learning outcomes.

### ***Assessment Instruments***

Sample assessment instruments have been included at the end of each grade where applicable, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units. Ongoing formative assessment will be required throughout the year to guide instruction and provide evidence that students have met the breadth and depth of the prescribed learning outcomes.



# CLASSROOM ASSESSMENT MODEL

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*Grade 3*

### GRADE 3: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative classroom-based assessment and grading of Grade 3 Mathematics.

Curriculum Organizers	Suggested Assessment Activities		Suggested Weight for Grading	Number of Outcomes	Number of Outcomes by Domain*		
					K	U&A	HMP
<b>NUMBER</b>	<ul style="list-style-type: none"> <li>• class discussions</li> <li>• interviews</li> <li>• portfolios</li> <li>• sharing strategies</li> <li>• questioning</li> <li>• observation</li> </ul>	<ul style="list-style-type: none"> <li>• games</li> <li>• checklists</li> <li>• math journals</li> <li>• models</li> <li>• student work</li> <li>• tests</li> </ul>	50-60%	13	1	7	5
<b>PATTERNS AND RELATIONS</b>	<ul style="list-style-type: none"> <li>• class discussion</li> <li>• constructions</li> <li>• observation</li> <li>• class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• photo journals</li> <li>• computer generated work</li> <li>• artwork</li> </ul>	15-25%	3	0	1	2
<b>SHAPE AND SPACE</b>	<ul style="list-style-type: none"> <li>• class discussions</li> <li>• explanations</li> <li>• observation</li> </ul>	<ul style="list-style-type: none"> <li>• models</li> <li>• artwork</li> </ul>	15-25%	7	3	3	1
<b>STATISTICS AND PROBABILITY</b>	<ul style="list-style-type: none"> <li>• class discussions</li> <li>• charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• portfolios</li> </ul>	5-10%	2	1	1	0
<b>Totals</b>				<b>25</b>	<b>5</b>	<b>12</b>	<b>8</b>

\* The following abbreviations are used to represent the three cognitive levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes.

## GRADE 3

### OVERVIEW

#### *Learning at Previous Grades*

- whole numbers to 100
- skip counting
- referents to 100
- even, odd and ordinal numbers
- place value for numerals to 100
- addition to 100 and corresponding subtraction
- mental math strategies to 18
- repeating patterns of three to five elements
- increasing patterns
- equality and inequality; symbols for equality and inequality
- days, weeks, months, and years
- non-standard units of measure for length, height distance around, mass (weight)
- two attributes of 3-D objects and 2-D shapes
- cubes, spheres, cones, cylinders, pyramids
- triangles, squares, rectangles, circles
- 2-D shapes in the environment
- data about self and others
- concrete graphs and pictographs

**Curriculum Correlation**

The following table shows which curriculum organizers and suborganizers are addressed by each unit in this grade of the Classroom Assessment Model. Note that some curriculum organizers/suborganizers are addressed in more than one unit. Grey shading on the table indicates that the organizer or suborganizer in question is not addressed at this grade level.

	Good Math Morning	Working with larger Numbers	A Mind for Math	Number Juggling	Making Rectangles	Sharing and Grouping	Fractions	Patterns on the Move	Measurement Fair	Getting to Know You	Geometry Plane and Fancy
<b>Number</b>	X	X	X	X	X	X	X				
<b>Patterns and Relations</b> <i>Patterns</i>	X							X			
<i>Variables and Equations</i>				X							
<b>Space and Shape</b> <i>Measurement</i>	X								X		
<i>3-D Objects and 2-D Shapes</i>											X
<i>Transformations</i>											
<b>Statistics and Probability</b> <i>Data Analysis</i>										X	
<i>Chance and Uncertainty</i>											

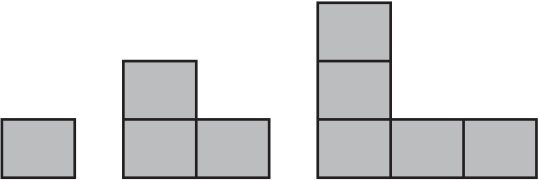


**Good Math Morning****Prescribed Learning Outcomes**

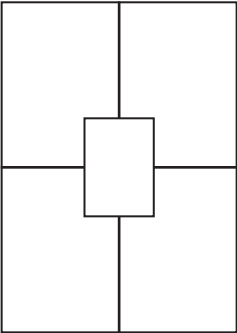
*It is expected that students will:*

- A1 say the number sequence forward and backward from 0 to 1000 by
- 5s, 10s or 100s using any starting point
  - 3s using starting points that are multiples of 3
  - 4s using starting points that are multiples of 4
  - 25s using starting points that are multiples of 25 [C, CN, ME]
- A4 estimate quantities less than 1000 using referents [ME, PS, R, V]
- B1 demonstrate an understanding of increasing patterns by
- describing
  - extending
  - comparing
  - creating
- patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]
- B2 demonstrate an understanding of decreasing patterns by
- describing
  - extending
  - comparing
  - creating
- patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]
- C1 relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years) [CN, ME, R]
- C2 relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context [C, CN, PS, R, V]

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Provide frequent opportunities for students to count forward, backward and skip count. Songs, rhymes, number lines, 100 charts, calendars, and classroom routines such as counting the class for attendance, can provide opportunities for learning, practice, and informal assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an individual interview form to record observations on each student's stage of learning (e.g., cannot yet do, can do with support, can do independently, can do fluently). Ask the student to identify a counting chain forward (or backward) to 1000 (e.g., If I want to count by 10s, by 25s, by 100s from various starting points, tell me the numerals I would say.).</li> </ul>
<ul style="list-style-type: none"> <li>• As part of a weekly routine, present students with 2 identical containers – one filled with an indeterminate number of a given object (e.g., beans, candies, pennies) and the other containing a specified number of the same object (e.g., 10 or 100) to serve as a referent. Have students use the referent to estimate the number of objects in the filled container</li> </ul>	<ul style="list-style-type: none"> <li>• As students engage in estimation activities, ask questions to probe their understanding, such as           <ul style="list-style-type: none"> <li>- How did you figure that out?</li> <li>- Why do you think your estimate was too low?</li> </ul>           Look for evidence that students are able to           <ul style="list-style-type: none"> <li>- relate their estimate to a referent and justify their choice</li> <li>- make estimates that are increasingly accurate (with practice over time) as a result of using a wider range of referents</li> </ul> </li> </ul>

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>Regularly pose questions that involve using the number line, hundreds chart, and/or calendar to identify, describe, and extend increasing and decreasing patterns. such as                             <ul style="list-style-type: none"> <li>What is the pattern when counting by 10s? By 25's? By 100s? (skip-counting)</li> <li>What would the next term in this pattern be?</li> <li>What number patterns can you see on the 100 chart (horizontal, vertical, diagonal)?</li> </ul>                             Ask students to find the number of tiles for the next (e.g., fourth, fifth) extension of a given increasing pattern, as in the following example:                             <div style="text-align: center; margin-top: 10px;">  </div> </li> </ul>	<ul style="list-style-type: none"> <li>As students are answering questions or creating patterns look for evidence that they can                             <ul style="list-style-type: none"> <li>identify, describe and create increasing and decreasing patterns in a variety of given contexts</li> <li>identify and explain errors in a given pattern</li> <li>create a concrete, pictorial or symbolic representation of an increasing pattern for a given pattern rule</li> <li>solve a given problem using increasing patterns</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Pose problems relating to time and involving the use of a clock and calendar. As well, encourage students to discuss, solve, and pose their own problems, such as the following:                             <ul style="list-style-type: none"> <li>If school starts at 9:00 and ends at 3:00, how many hours are you at school?</li> <li>If lunch is 1 hour long, how many minutes is that?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Look for evidence that students are able to                             <ul style="list-style-type: none"> <li>select and use non-standard, personal units of measurement (e.g., number of sleeps, weekends, grades, birthdays)</li> <li>select standard units (e.g., minutes, hours, days, weeks, months, years) to measure the passage of time</li> <li>convert passage of time to and from seconds to minutes, minutes to hours</li> </ul> </li> </ul>

## Working with Larger Numbers

<b>Prescribed Learning Outcomes</b>	
<p><i>It is expected that students will:</i></p> <p>A2 represent and describe numbers to 1000, concretely, pictorially, and symbolically [C, CN, V]</p> <p>A3 compare and order numbers to 1000 [CN, R, V]</p> <p>A5 illustrate, concretely and pictorially, the meaning of place value for numerals to 1000 [C, CN, R, V]</p>	
<b>PLANNING FOR ASSESSMENT</b>	<b>ASSESSMENT STRATEGIES</b>
<ul style="list-style-type: none"> <li>Give each student a small whiteboard or chalkboard. Think of a target number and give them a clue (e.g., I'm thinking of a number that is greater than 200 and less than 300) Students show their boards. Note students' accuracy in meeting the criteria. Reveal the target number and ask students               <ul style="list-style-type: none"> <li>Who is the closest?</li> <li>Who has a number that is less than mine, greater than mine?</li> </ul>               Ask them to stand with their boards, read their number and then put the numerals in order.             </li> </ul>	<ul style="list-style-type: none"> <li>Observe and record the student's ability to               <ul style="list-style-type: none"> <li>write</li> <li>read</li> <li>compare</li> <li>order numbers to 1000</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Ask students to write 3 different numbers between 100 and 1000 on index cards. On the back of each card they write the number in words. Collect the cards, draw one (e.g., 435) and ask the students to read the number aloud, write the number in words (four hundred thirty-five) and as an expression. (<math>200 + 200 + 35</math>)</li> </ul>	<ul style="list-style-type: none"> <li>As you play the game repeatedly over time, observe and record how well students are able to read, write and represent the numbers.</li> </ul>
<ul style="list-style-type: none"> <li>Create Number Mats such as the following to use with the whole class, a small group, or individual students:</li> </ul> <div style="text-align: center;">  </div> <p>Ask the students to choose and write a 3-digit numeral in the centre of the place mat, then represent that number</p> <ul style="list-style-type: none"> <li>with base 10 blocks</li> <li>with coins</li> <li>as expressions</li> </ul>	<ul style="list-style-type: none"> <li>Observe whether students are able to               <ul style="list-style-type: none"> <li>correctly write a 3-digit numeral</li> <li>represent the number in different ways</li> </ul>               You may wish to take photos of the students' work to add to their portfolios to show progress over time.             </li> </ul>

## A Mind for Math

### Prescribed Learning Outcomes

*It is expected that students will:*

**NUMBER:**

- A6 describe and apply mental mathematics strategies for adding two 2-digit numerals, such as
  - adding from left to right
  - taking one addend to the nearest multiple of ten and then compensating
  - using doubles [C, ME, PS, R, V]
- A7 describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as
  - taking the subtrahend to the nearest multiple of ten and then compensating
  - thinking of addition
  - using doubles [C, ME, PS, R, V]
- A8 apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context [C, ME, PS, R]
- A10 apply mental mathematics strategies and number properties, such as
  - using doubles
  - making 10
  - using the commutative property
  - using the property of zero
  - thinking addition for subtraction
 to recall basic addition facts to 18 and related subtraction facts[C, CN, ME, R, V]

**PLANNING FOR ASSESSMENT**

- Ask students to create and record their own story problems in a math journal that involve addition or subtraction of 2 -digit numerals. Share the stories with the class and have the students make estimates of the sums or differences. Have students share their strategies.

**ASSESSMENT STRATEGIES**

- During the year, observe and record on a checklist or other assessment template
  - students' choice and use of different mental math strategies;
  - students' personal strategies for mental math
 Look for evidence that students are able to use and explain a range of strategies including
  - using doubles
  - doubles plus (minus) 1, doubles plus (minus) 2
  - adding from left to right
  - taking one addend to the nearest multiple of 10 and then compensating (e.g.,  $49 + 27 = 50 + 27 - 1$ )
  - taking the subtrahend to the nearest multiple of 10 and then compensating (e.g.,  $49 - 27 = 50 - 27 + 1$ )
  - thinking addition for subtraction (e.g.,  $47 - 25 = 25 + \square = 47$ )
  - using the commutative property and the property of 0

## Number Juggling

### Prescribed Learning Outcomes

*It is expected that students will:*

- A9 demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by
- using personal strategies for adding and subtracting with and without the support of manipulatives
  - creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially and symbolically [C, CN, ME, PS, R]
- B3 solve one-step addition and subtraction equations involving symbols representing an unknown number [C, CN, PS, R, V]

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Ask students to solve story problems involving addition or subtraction, created by students or teacher. In a math journal (any notebook), students explain their strategies with words and/or pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and note students' growth in solving word problems, with reference to               <ul style="list-style-type: none"> <li>- the students' understanding of the concepts and the ability to apply them</li> <li>- the strategies that are used</li> <li>- use of manipulatives</li> <li>- how well the students communicate their thinking</li> <li>- accuracy of computations</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Ask students to write the equation with an unknown, solve the equation, and write the complete equation. (e.g., A pirate had 58 jewels. She found some more. Now she has 110 jewels. How many did she find?) Some possible answers might be               <ul style="list-style-type: none"> <li>- <math>58 + \square = 110</math>: <math>58 + 52 = 110</math></li> <li>- <math>110 - 58 = \square</math>: <math>110 - 58 = 52</math></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students share their responses with the class. Observe and note how the students explain their personal strategies for addition and subtraction, which may be invented or algorithmic. For example:               <ul style="list-style-type: none"> <li>- for <math>326 + 48</math>, record <math>300 + 60 + 14</math></li> <li>- for <math>127 - 38</math>, record <math>127 - 20 - 10 - 8</math> or <math>38 + 2 + 80 + 7</math></li> </ul> </li> </ul>

## Making Rectangles

### Prescribed Learning Outcomes

*It is expected that students will:*

A11 demonstrate an understanding of multiplication to  $5 \times 5$  by

- representing and explaining multiplication using equal grouping and arrays
- creating and solving problems in context that involve multiplication
- modelling multiplication using concrete and visual representations, and recording the process symbolically
- relating multiplication to repeated addition
- relating multiplication to division [C, CN, PS, R]

#### PLANNING FOR ASSESSMENT

- Give each group of students a set of no more than 25 tiles. Ask them to make as many rectangles as they can, using some or all of the tiles. (There are many possibilities) As they make their rectangles (arrays), they represent them on grid paper and write the equation on the back. When all groups have completed the task, students cut out their rectangles and mount them onto a large mural or chart paper, copying the equation below the rectangle.
- From the representations, students work in pairs to create a word problem for one of the rectangles and share it with the class. The rest of the class solves the problem and determines which rectangle represents that solution (e.g., 4 ducks each laid 3 eggs. How many eggs are there?). Challenge the students to describe a given rectangle in more than one way (e.g.,  $4 + 4 + 4$ ,  $3 + 3 + 3 + 3$ ,  $4 \times 3$ ,  $3 \times 4$ )

#### ASSESSMENT STRATEGIES

- As students are working, look for evidence that they are able to
  - construct the rectangles with concrete objects
  - represent them accurately on grid paper
  - write an equation for their rectangle (array) in more than one way
- Observe and note how students are able to
  - model multiplication using concrete materials
  - demonstrate an understanding of multiplication
  - represent and explain the process of multiplication
  - create and solve problems in context
  - relate multiplication to repeated addition

## Sharing and Grouping

### Prescribed Learning Outcomes

*It is expected that students will:*

A12 demonstrate an understanding of division by

- representing and explaining division using equal sharing and equal grouping
- creating and solving problems in context that involve equal sharing and equal grouping
- modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically
- relating division to repeated subtraction
- relating division to multiplication

(limited to division related to multiplication facts up to  $5 \times 5$ ) [C, CN, PS, R]

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Pose problems such as the following that involve equal sharing and equal grouping:               <ul style="list-style-type: none"> <li>- Tom has 12 cookies. He puts an equal number of cookies on each of 3 plates. How many cookies will be on each plate? (equal sharing)</li> <li>- Tom has 12 cookies. He wants to put 3 cookies on each plate. How many plates will he need? (equal grouping)</li> </ul> </li> </ul> <p>Have students act out and/or illustrate the story problem with manipulatives, drawings or diagrams, explain their thinking and record the problem with an equation.</p> <p>Ask students to create their own story problems for other students to solve, using manipulatives or drawings.</p>	<ul style="list-style-type: none"> <li>• As students work, look for evidence of how they are able to               <ul style="list-style-type: none"> <li>- demonstrate an understanding of division</li> <li>- identify events from experience that can be described as equal sharing or equal grouping</li> <li>- represent a given division expression as repeated subtraction</li> <li>- represent a given repeated subtraction as a division expression</li> <li>- relate division to multiplication</li> <li>- create and solve given division problems</li> </ul> </li> </ul>

## Fractions

### Prescribed Learning Outcomes

*It is expected that students will:*

A13 demonstrate an understanding of fractions by

- explaining that a fraction represents a part of a whole
- describing situations in which fractions are used
- comparing fractions of the same whole with like denominators [C, CN, ME, R, V]

#### PLANNING FOR ASSESSMENT

- Students create their own set of fraction bars by folding and cutting strips of paper of equal length into equal parts. Each fraction should be represented by a different colour. Each piece should be labelled (e.g.  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $\frac{1}{8}$ )
- Use the fraction bars to represent story problems from everyday situations. For example, Mrs. Smith has a piece of ribbon. She needs 2 equal pieces for some crafts. Show with the fraction bars how she would divide her ribbon and name each piece as a fraction.
- Students decorate paper circles as pizzas. They fold and cut some of the “pizzas” into halves, some into quarters and others into eighths. Use the pizza fractions to compare fractions with like denominators (e.g., compare  $\frac{2}{8}$  to  $\frac{5}{8}$ ,  $\frac{1}{4}$  to  $\frac{3}{4}$ ). Students can use the pizzas to create and represent their own story problems.

#### ASSESSMENT STRATEGIES

- As students are engaged in the activities, observe and note student’s ability to
  - cut or fold a whole into equal parts
  - describe where fractions are used
  - represent a fraction concretely or pictorially
  - explain that a fraction represents a part of a whole
  - show the meaning of numerator and denominator using objects or pictures
  - compare fractions of the same whole with like denominators
  - compare fractions with the same denominator using models
  - identify common characteristics of a given set of fractions



*Patterns on the Move***Prescribed Learning Outcomes***It is expected that students will:*

B1 demonstrate an understanding of increasing patterns by

- describing
- extending
- comparing
- creating

patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]

B2 demonstrate an understanding of decreasing patterns by

- describing
- extending
- comparing
- creating

patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000) [C, CN, PS, R, V]

**PLANNING FOR ASSESSMENT**

- Look for opportunities to incorporate math into various class activities across the subject areas. For example, when investigating different ways of moving across the floor or playground (e.g., hop, jump, step, slide), experiment with patterns of movement and model increasing and decreasing patterns. For example, students might hop, step, hop, step, step; hop, step, step, step across the room. Conversely a decreasing pattern might be created, such as: jump, jump, jump, slide, slide, slide; jump, jump, slide, slide; jump, slide. Using music, encourage students to create patterns using rhythm instruments, body percussion, singing, and/or movement. Have students create a sequence of different moves to demonstrate their individual understanding of increasing and decreasing patterns.

**ASSESSMENT STRATEGIES**

- As students are engaged in the activity, observe and note how well they are able to
  - understand patterns and pattern rules
  - create a simple pattern
  - create increasingly complex patterns
  - extend and compare patterns
  - explain pattern rules

## Measurement Fair

### Prescribed Learning Outcomes

*It is expected that students will:*

- C3 demonstrate an understanding of measuring length (cm, m) by
  - selecting and justifying referents for the units cm and m
  - modelling and describing the relationship between the units cm and m
  - estimating length using referents
  - measuring and recording length, width, and height [C, CN, ME, PS, R, V]
- C4 demonstrate an understanding of measuring mass (g, kg) by
  - selecting and justifying referents for the units g and kg
  - modelling and describing the relationship between the units g and kg
  - estimating mass using referents
  - measuring and recording mass [C, CN, ME, PS, R, V]
- C5 demonstrate an understanding of perimeter of regular and irregular shapes by
  - estimating perimeter using referents for centimetre or metre
  - measuring and recording perimeter (cm, m)
  - constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Plan and set up measurement stations around the classroom, school, and/or playground, with 2-D shapes such as cardboard or paper cut-outs, and 3-D objects such as boxes, crates, sports equipment. Set measurement tasks at each station (e.g., find the perimeter, height, mass). Have students move with a partner from station to station to estimate, measure, and record as indicated using a booklet or worksheet provided. Students may also use everyday objects as referents for mass (e.g., a one litre juice box, filled, weighs 1 kg and a cm cube weighs 1 g). Body measures can be used as referents for length (e.g., arm span, length of foot).  After the activity, encourage discussion so that students can explain and compare their findings. Include prompts for writing in the booklet or worksheet (e.g., My estimates were ____. The most difficult task for me was ____. I used ____ as a referent when I measured ____.)</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the activity and following discussion, note and record students' ability to                             <ul style="list-style-type: none"> <li>- match a standard unit to a referent</li> <li>- use a referent to estimate</li> <li>- determine and record the length and width of a given 2-D shape</li> <li>- determine and record the length, width, and height of a given 3-D object</li> <li>- explain their measurements and compare them with those of other students</li> <li>- For more information, collect the completed measurement booklets to assess students' ability to record estimates and measures accurately in centimetres and metres.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Using geoboards and/or toothpicks, ask students to construct different shapes with the same perimeter to solve word problems (e.g., A farmer has __ units of fencing. How many different ways can the farmer make a 4-sided pigpen?) Have students record the different shapes on dot paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for evidence that students are able to                             <ul style="list-style-type: none"> <li>- estimate perimeter using referents</li> <li>- measure and record the perimeters of given regular and irregular shapes</li> <li>- explain their strategies for these measurements</li> <li>- construct more than one shape for a given perimeter</li> </ul> </li> </ul>

*Getting to Know You***Prescribed Learning Outcomes***It is expected that students will:*

D1 collect first-hand data and organize it using

- tally marks
- line plots
- charts
- lists

to answer questions [C, CN, V]

D2 construct, label and interpret bar graphs to solve problems [PS, R, V]

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Brainstorm the kinds of information the students would like to know about each other (e.g., number of people in family, pets, favourites, number of TVs). Ask the students to create their own question, choose a method of collecting their data and organize it.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and note how well students are able to               <ul style="list-style-type: none"> <li>- formulate a question</li> <li>- collect first-hand data</li> <li>- organize the data</li> <li>- use a variety of organizers including tally marks, line plots, charts and lists</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• From a list of choices (up to 10) ask the students to pick their favourite snack. Tally the results. A bar graph can be used to display the information they collect so that students are able to compare the data and make a decision. Ask the students to construct and label a bar graph with a title and axes. Ask them to draw at least 2 conclusions, using comparative language (e.g., 7 more students prefer carrot sticks to celery).</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and note how well students are able to               <ul style="list-style-type: none"> <li>- construct and label a bar graph to display data</li> <li>- interpret the data</li> <li>- answer questions about the data</li> </ul>               Assess using criteria such as those found in the <b>Graphing</b> rubric provided at the end of this grade.             </li> </ul>

## Geometry Plane and Fancy

### Prescribed Learning Outcomes

*It is expected that students will:*

- C6 describe 3-D objects according to the shape of the faces, and the number of edges and vertices [C, CN, PS, R, V]
- C7 sort regular and irregular polygons, including
- triangles
  - quadrilaterals
  - pentagons
  - hexagons
  - octagons
- according to the number of sides [C, CN, R, V]

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> <li>• Create a graphic organizer on a large piece of chart paper, with columns for the object, number of faces, number of edges, and number of vertices. Subdivide the column for the number of faces into 4 quadrants: squares, triangles, rectangles, and circles.</li> </ul> <p>Give students a varied collection of 3-D objects (e.g., boxes, cans, geometric solids). Ask them to place one object at a time on the chart, then identify, count and record the data for each object.</p>	<ul style="list-style-type: none"> <li>• As students are engaged in the activity, look for and record evidence that they can                             <ul style="list-style-type: none"> <li>- identify the faces as triangles, squares, rectangles or circles</li> <li>- sort regular and irregular polygons according to the number of sides</li> <li>- count number of edges and vertices</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Using a large set of regular and irregular polygons cut from construction paper, origami paper, wrapping paper, and/or greeting cards, ask students to sort the shapes according to the number of sides. Students then work together to create a collage using each of the sorted groups of shapes (e.g., a triangle collage, a collage of hexagons).</li> </ul>	<ul style="list-style-type: none"> <li>• As students are engaged in the activity, note how they are able to sort shapes. Ask students how they sorted the shapes. Is there another way to sort them?</li> </ul>

## GRAPHING

	<i>Not yet meeting</i>	<i>Approaching</i>	<i>Meeting</i>
<b>Application</b>	needs assistance to create a bar graph	needs minimal assistance to create a bar graph	independently creates a bar graph
<b>Graph Title</b>	no title	partial or incorrect title	accurate title
<b>Labels</b>	no labels	incompletely or inaccurately labelled	completely and correctly labelled
<b>Accuracy of representing information</b>	incomplete	may have one or two minor errors	all information correctly represented
<b>Accuracy of representing information</b>	unable to draw any conclusions	draws one accurate conclusion	draws two or more accurate conclusions





# LEARNING RESOURCES

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This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Mathematics K to 7 Grade Collections.

### *What Are Recommended Learning Resources?*

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

### *How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?*

Teachers must use either

- provincially recommended resources
- OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

### *What Are the Criteria Used to Evaluate Learning Resources?*

The Ministry of Education facilitates the evaluation

of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

### *What Funding is Available for Purchasing Learning Resources?*

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### *What Kinds of Resources Are Found in a Grade Collection?*

The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

## **MATHEMATICS K TO 7 GRADE COLLECTIONS**

The Grade Collections for Mathematics K to 7 include newly recommended learning resources as well as relevant resources previously recommended for prior versions of the Mathematics K to 7 curriculum. The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP: [www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)





## GLOSSARY

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The British Columbia Ministry of Education recognizes the limitation of a glossary available only in print format. An online glossary has been developed by Alberta Education to support the implementation of their revised Kindergarten to Grade 9 Program of Studies. This glossary is based on the WNCP CCF for K-9 Mathematics and therefore also supports the British Columbia Mathematics K to 7 IRP.

This online glossary provides additional supports for teachers including definitions, diagrams, pictures, and interactive applets that cannot be provided through a conventional print glossary. As a result, the Ministry of Education encourages educational stakeholders to access the glossary through a link which is provided on the British Columbia Ministry of Education website.

To access the glossary, follow the links for curriculum support material from the mathematics IRP main page at [www.bced.gov.bc.ca/irp/irp\\_math.htm](http://www.bced.gov.bc.ca/irp/irp_math.htm)

