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| **opportunity for growth** | **performance meets standard of learning (Kindergarten)** | **advanced** |
|  | Big Ideas and Content at a glance* Numbers represent quantities that can be decomposed into smaller parts.
* One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.
* Repeating elements in patterns can be identified.
* Objects have attributes that can be described, measured, and compared.
* Familiar events can be described as likely or unlikely and compared.
* number concepts to 10
* ways to make 5
* decomposition of numbers to 10
* repeating patterns with two or three elements
* change in quantity to 10, using concrete materials
* equality as a balance and inequality as an imbalance
* direct comparative measurement (e.g., linear, mass, capacity)
* single attributes of 2D shapes and 3D objects
* concrete or pictorial graphs as a visual tool
* likelihood of familiar life events
* financial literacy — attributes of coins, and financial role-play
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| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Reasoning and analyzing* Use reasoning to explore and make connections
* Estimate reasonably
* Mental math strategies
* Use technology to explore mathematics
* Model mathematics in context
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|  | Understanding and solving* Develop mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use multiple strategies to engage in problem solving connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
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|  | Communicating and representing* Communicate mathematical thinking in concrete, pictorial and symbolic forms
* Explain and justify mathematical ideas using mathematical vocabulary
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|  | **Connecting and Reflecting*** Reflect on mathematical thinking
* Connect mathematical concepts to each other and to other areas and personal interests
* Connect to other math, other subjects, and world around us, First Peoples
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