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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 |  |
| 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 |  |
|  | 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 |  |
|  | Communicating and representing   * Communicate mathematical thinking in concrete, pictorial and symbolic forms * Explain and justify mathematical ideas using mathematical vocabulary |  |
|  | **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 |  |