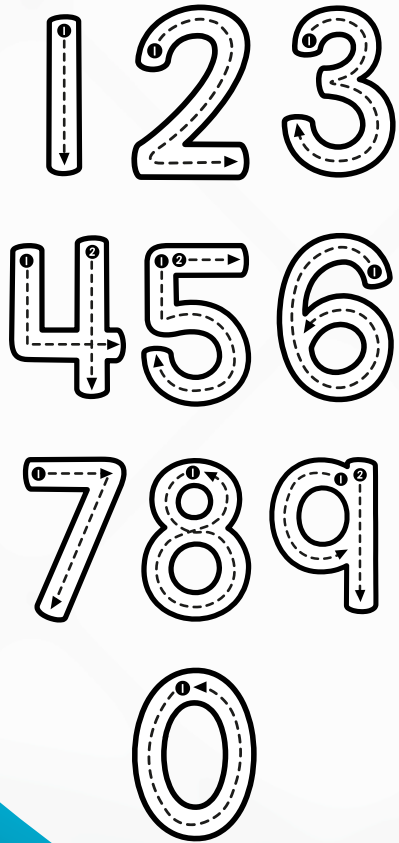


## PRINTING DIGITS

Numbers are printed once students understand what the numbers mean.

The shape of the six and nine are deliberately distinct at this level.

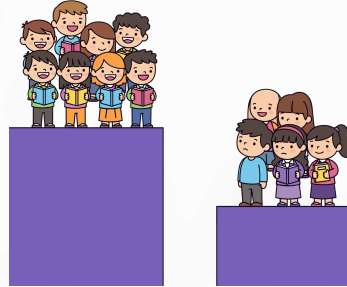


## ADDITION AND SUBTRACTION

Addition and subtraction are modeled using concrete materials like blocks.

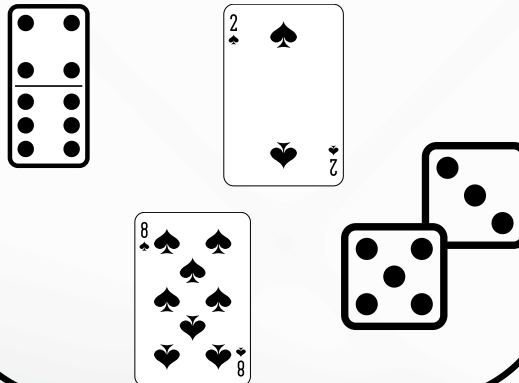


## EQUAL GROUPS AND COMPARING VALUES USING "LESS AND MORE"



## SUBITIZING\*

\*recognizing patterns of dots or other shapes as representing values



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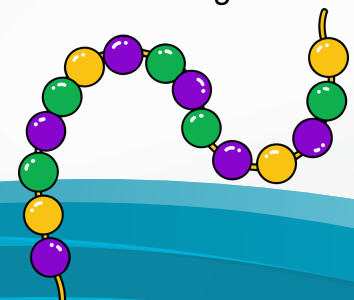
## GRADES K-2 MATH

## FOUNDATIONAL FLUENCY

This brochure highlights some of the methods for developing foundational math fluency in the primary years.

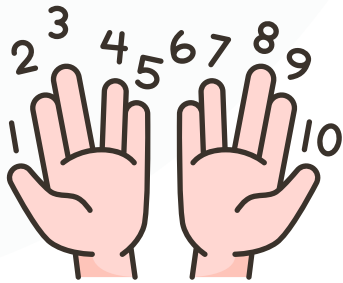
For more information, visit

<https://www.sd72.bc.ca/72learninghub/elementary-1>

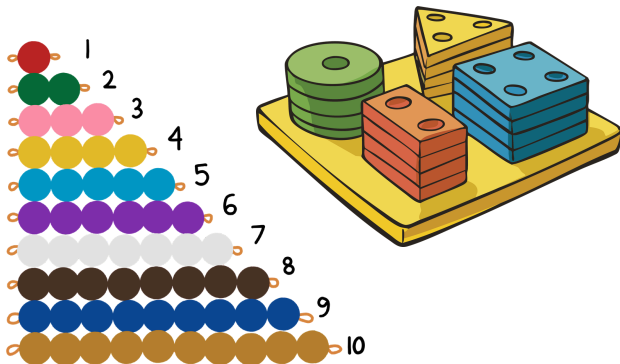


## BODY COUNTING

Counting eyes, hands, fingers, toes, etc. is a foundational way to introduce common numbers.



Students also use bead counters, counting collections and other small objects to count and model quantities



## PLAYDOUGH, SAND, AND OTHER TACTILE MATERIALS ARE USED TO BUILD NUMBERS



Numbers are usually arranged from smallest to biggest from left to right.

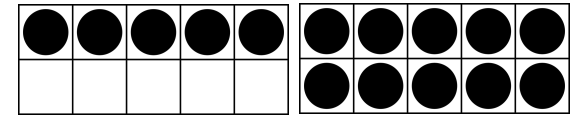
## ARRANGING NUMBERS IN ORDER

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

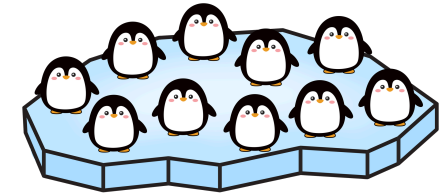
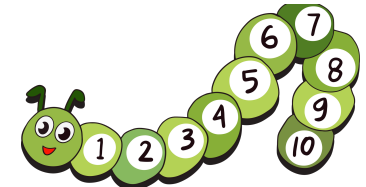
OBJECTS CAN BE SORTED AND ARRANGED BY COLOUR, NUMBER, AND SHAPE



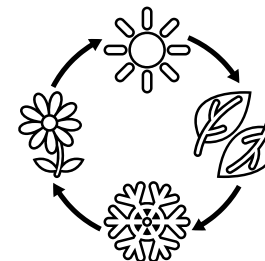
## MAKING FIVE & TEN



The basis of our base-ten number system is explored using 5-frames, ten-frames, bead counters and themed games.



## PATTERNS IN NATURE AND THE CALENDAR



Monday: \_\_\_\_\_  
 Tuesday: \_\_\_\_\_  
 Wednesday: \_\_\_\_\_  
 Thursday: \_\_\_\_\_  
 Friday: \_\_\_\_\_  
 Saturday: \_\_\_\_\_  
 Sunday: \_\_\_\_\_