



CAMPBELL RIVER

School District 72

NUMERACY RESOURCES SAMPLER

EARLY PRIMARY (K-2)

- Instructional Resources (for Teacher Use)
- Games & Puzzles (for Student Use)
- Assessment and Reflection Resources

NUMERACY RESOURCES SAMPLER

EARLY PRIMARY (K-2)

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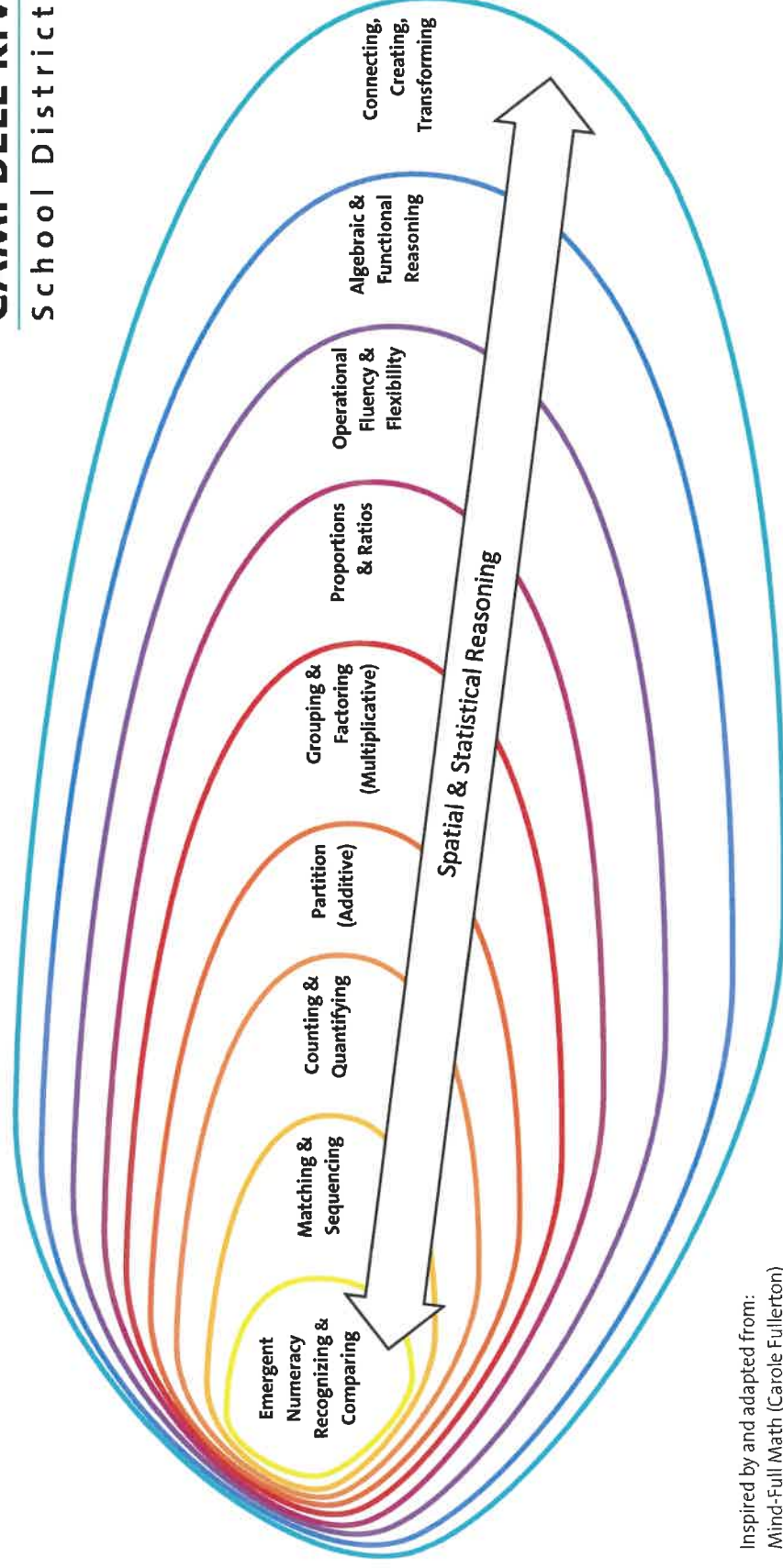


Numeracy Development Continuum



CAMPBELL RIVER

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Inspired by and adapted from:

Mind-Full Math (Carole Fullerton)

Roadmap to Proportional Relationships (Jon Orr)

Mathematical Learning Landscapes (Cathy Fosnot)

Development of Mathematical Reasoning (Pam Harris)

Student Continuum of Numeracy Development (Alex Lawson)

Teaching Elementary & Middle School Mathematics Developmentally (Van de Walle)

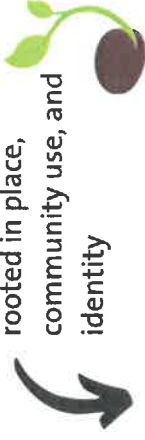
Development of Mathematical Reasoning



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Math in Context

Authentic connection,
rooted in place,
community use, and
identity



Counting Strategies

- counting from 1
- counting on by 1
- counting using 1:1 equivalence (fingers, etc.)
- counting groups by counting on
- removing or distributing items 1 at a time

Additive Thinking

- add up to a group of 10, then add the rest
- round up and add, then remove the extra
- subtract to a group of 10, then subtract more
- round up, subtract more, then add back the extra
- skip counting
- repeated subtraction

Algebraic Reasoning

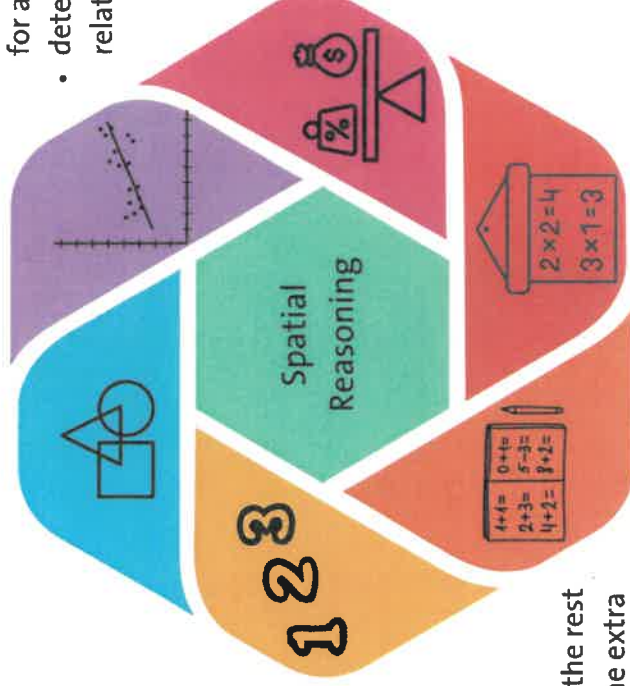
- symbolic logic (words, #s & symbols)
- breaking a process into logical steps

Functional Reasoning

- determine an input/output rule
- determine a logical range of values
- consider the effect of scale factor (rate of change) on a relationship
- consider the initial value or constant for a given relationship
- determine overall trend of a relationship

Proportional Reasoning

- solve proportional problems using multiplication, division, and other logical strategies
- scale up from a base ratio
- use a ratio table
- combine additive and multiplicative reasoning to create equivalent ratios



Multiplicative Thinking

- use known multiples as benchmarks
- multiply by the next group of ten, then remove groups
- use known multiplication facts to make division statements
- multiplication & division by place value

Numeracy Glossary (K-2)

Assessment: gathering information about individual students which may assist in understanding their needs and learning profile so that necessary planning and additional instruction can be provided.

Cardinality: understanding that the last number said while counting is the quantity in the group counted.

Conservation: understanding that a quantity of objects stays the same whether the parts are arranged in a line, spread out, re-arranged, etc.

Contextualized Situation: a task or problem embedded in story, play, or a familiar context.

Counting Sequence: the sequence of number names when counting in a stable order

Decomposing: decomposing and composing quantities are related concepts. Breaking a quantity into smaller parts, such as ten being decomposed into 5 and 5 is an example.

Magnitude: the relative size of a quantity when compared to others. Magnitude can be compared visually (with sets of objects or pictures) or symbolically (with number symbols).

Number Sense: the ability to think fluently and flexibly about numbers and their relationships to each other.

Numeracy: the application and transfer of mathematical understanding to contextualized situations and problems.

One-to-One Correspondence: saying one number name for each object counted, often accompanied by physically touching or visually tracking each object while counting.

Patterning: refers to recognizing repeating patterns of shapes, colours, values, and processes (includes remembering and following routines and cycles)

Quantity: the number of objects in a set, group or image

Shapes: includes geometric shapes as well as organic (✱) and pictographic shapes (🐻)

Spatial Reasoning: thinking about shape and spaces, including dimensions (length, width, height) and descriptions of relative size and location.

Subitizing: seeing a small quantity of objects and knowing at a glance how many there are. (ie. reading dice without counting)

Symbol: mathematical symbols include numerals, letters, operators (+/-), arrows, and comparison symbols (< = >)

Picture Books and Stories that Build Numeracy

Counting / Subitizing / Cardinality

1. [*One Duck Stuck: A Mucky Ducky Counting Book*](#) by Phyllis Root
2. [*Elmer's First Counting Book*](#) by David McKee
3. [*One Chicky, Two Chicky: A Counting Book*](#) by Cheryl Casey
4. [*Mama Cat Has Three Kittens*](#) by Denise Fleming
5. [*Counting Cows*](#) by Michelle Medlock Adams
6. [*Chicka Chicka 1, 2, 3*](#) by Bill Martin Jr.
7. [*Ten Little Caterpillars*](#) by Bill Martin Jr.
8. [*Ten Red Apples*](#) by Pat Hutchins
9. [*Over in the Meadow*](#) by Jill McDonald
10. [*Butterfly Colors and Counting*](#) by Jerry Pallotta
11. [*Ten Black Dots*](#) by Donald Crews
12. [*Hippos Go Berserk!*](#) by Sandra Boynton
13. [*Hop Jump*](#) by Ellen Stoll Wash
14. [*How Many Snails?: A Counting Book*](#) by Paul Giganti Jr.
15. [*My Very First Book of Numbers*](#) by Eric Carle
16. [*Eight Silly Monkeys*](#) by Steve Haskamp
17. [*Bear Counts*](#) by Karma Wilson
18. [*Anno's Counting Book*](#) by Mitsumasa Anno
19. [*Counting Crocodiles*](#) by Judy Sierra
20. [*Jack the Builder*](#) by Stuart J. Murphy
21. [*12 Ways to Get to 11*](#) by Eve Merriam
22. [*Let's Count It Out, Jesse Bear*](#) by Nancy White Carlstrom
23. [*Bears At The Beach, 1-20*](#) by Nikki Yetai
24. [*20 Hungry Piggies*](#) by Trudy Harris
25. [*1 to 20, Animals Aplenty*](#) by Katie Viggers
26. [*100 Snowmen*](#) by Jen Arena
27. [*365 Penguins*](#) by Jean-Luc Fromental

Picture Books and Stories that Build Numeracy

3. [*Sorting*](#) by Henry Arthur Pluckrose
4. [*The Greatest Gymnast of All*](#) by Stuart J. Murphy
5. [*Sort it Out!*](#) by Barbara Mariconda
6. [*A Pair of Socks*](#) by Great Source
7. [*Sorting at the Market*](#) by Tracey Steffora
8. [*3 Little Firefighters*](#) by Stuart J. Murphy

Positionality / Patterning

1. [*Over, Under and Through*](#) by Tana Hoban
2. [*Rosie's Walk*](#) by Pat Hutchins
3. [*The Best Bug Parade*](#) by Stuart J. Murphy
4. [*Jack and his ball: A Positional Word Adventure*](#) by Larry Olsen
5. [*Pattern Fish*](#) by Trudy Harris
6. [*Teddy Bear Patterns*](#) by Barbara Barbieri McGrath
7. [*Lots and Lots of Zebra Stripes*](#) by Steven R. Swinburne
8. [*Pattern*](#) by Henry Arthur Pluckrose
9. **Growing Patterns** Fibonacci in Nature by Sarah C. Campbell
10. **Mysterious Patterns** Finding Fractals in Nature by Sara C. Campbell

Measurement

1. [*The Long and Short of It*](#) by Cheryl Nathan and Lisa McCourt
2. [*Inch by Inch*](#) by Leo Lionni
3. [*Is a Blue Whale the Biggest Thing There Is?*](#) by Robert E. Wells
4. [*Super Sand Castle Saturday*](#) by Great Source
5. [*Cook-a-Doodle-Do!*](#) by Janet Stevens and Susan Stevens Crummel
6. [*Just a Little Bit*](#) by Ann Tompert
7. [*Much Bigger Than Martin*](#) by Steven Kellogg
8. [*Who Sank the Boat?*](#) by Pamela Allen
9. FR: [*Maman, je pèse quelle heure?*](#) par Anne-Laure Jousse

Picture Books and Stories that Build Numeracy

4. Two of Everything by Lily Toy Hong
5. One Grain of Rice a mathematical folktale (doubling) by Demi
6. Sea Squares by Joy N. Hulme
7. FR : 512 Fourmis sur la rue Sansouci par Carol A. Losi

Big Numbers!



1. A Hundred Billion Trillion Stars by Seth Fishman
2. Anno's Mysterious Multiplying Jar by Mitsumasa Anno
3. Infinity and Me by Kate Hosford
4. A Million Dots by Andrew Clements
5. FR: Cent Façons de compter jusqu'à 100 par Jerry Pallotta
6. FR : Comptons jusqu'à un million par Jerry Pallotta

Estimation / Referents

1. Calvin Can't Fly by Jennifer Berne
2. Great Estimations & Greater Estimations by Bruce Goldstone
3. Andrew Stadel's new blog, Estimation 180

Equations & Algebraic Reasoning (whole numbers)

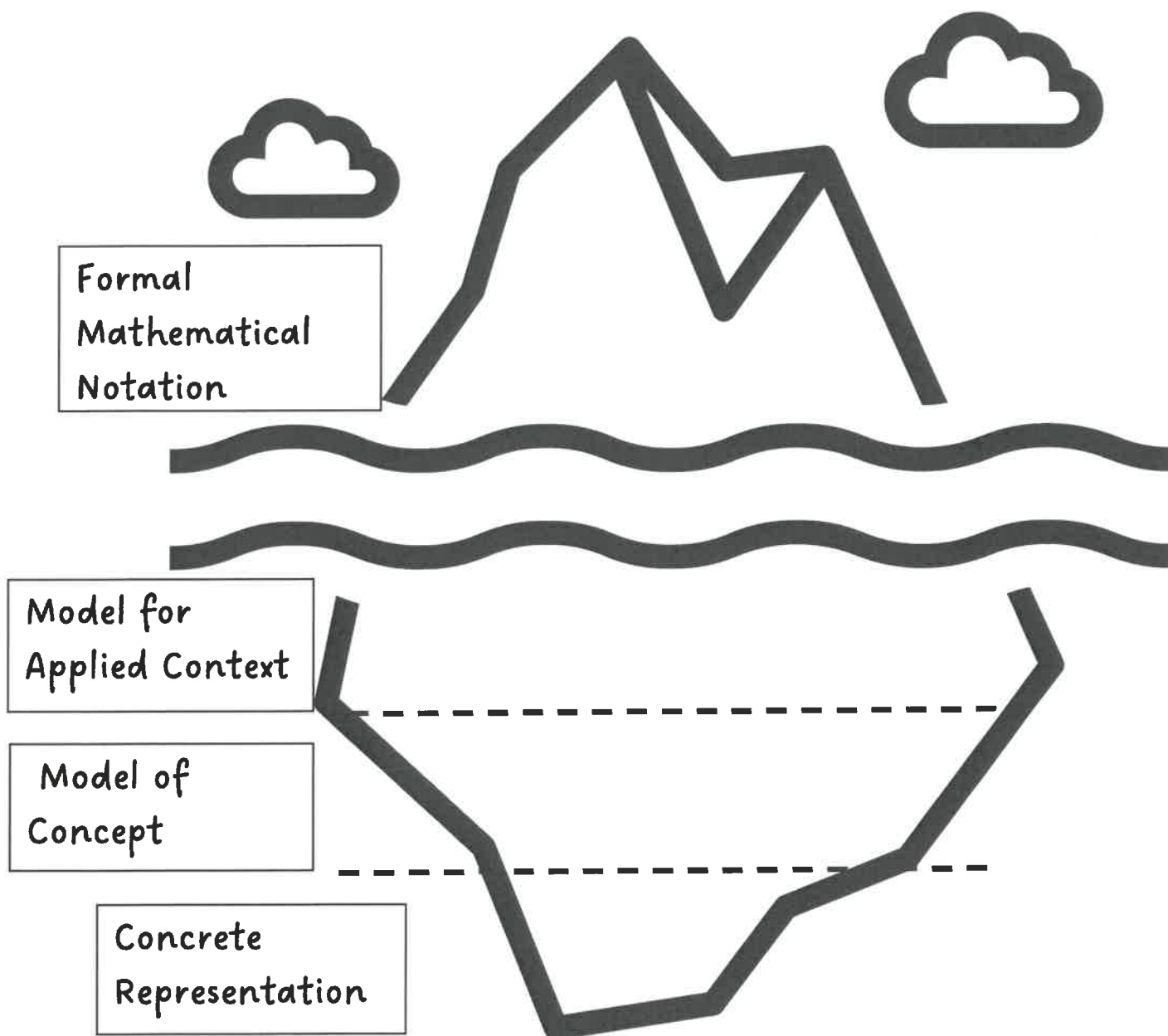
1. One Is a Snail, Ten Is a Crab, April Pulley Sayre's "counting by feet book"
2. Equal Shmequal by Virginia Kroll
3. Mice Mischief (making 10) by Caroline Stills
4. UNO's Garden by Graeme Base
5. This Plus That Life's Little Equations by Amy Krouse Rosenthal
6. Counting Chickens mobiles by Flensted

Currency & Rates

1. Ten Cents a Pound by Nyung Tran Davies

Math Vocabulary

1. G is for Google A Math Alphabet by David M. Schwartz



Domino Addition

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“Shake and Make” IO-Frames

Instructions

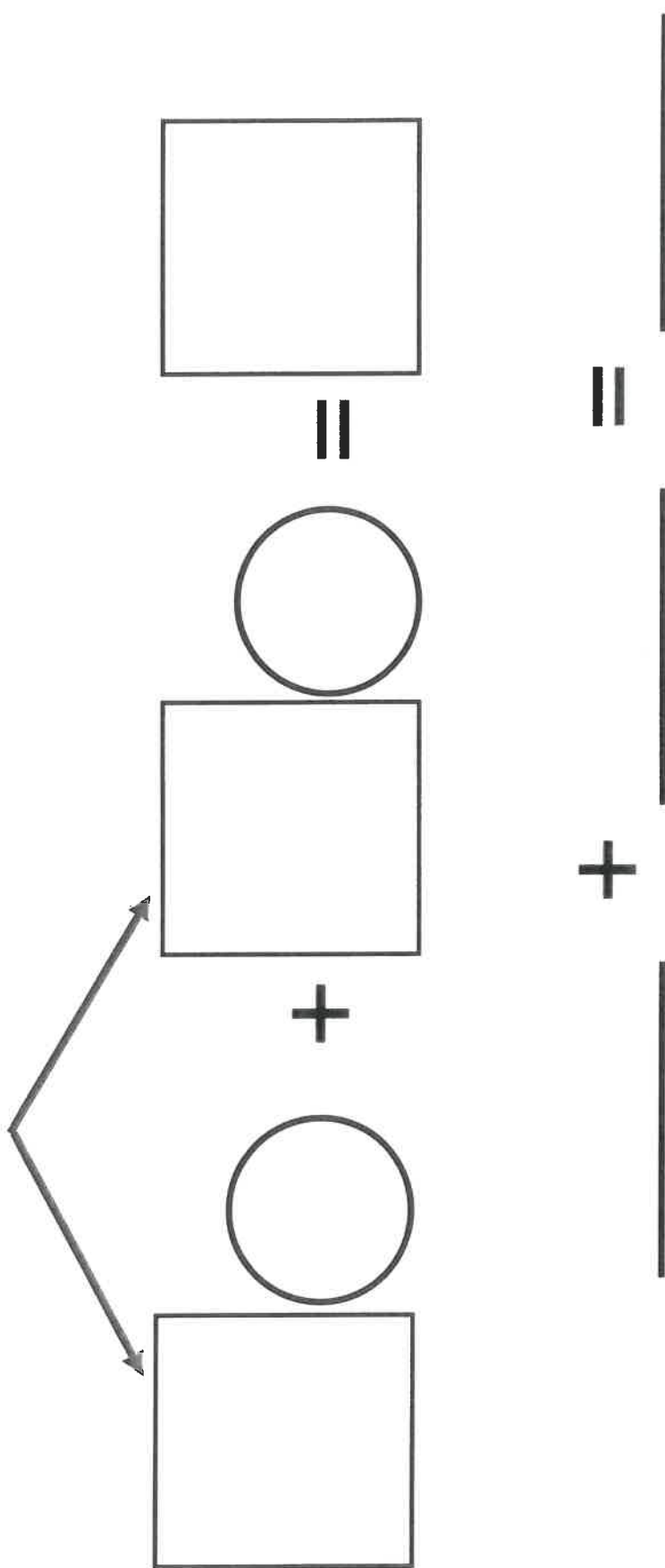
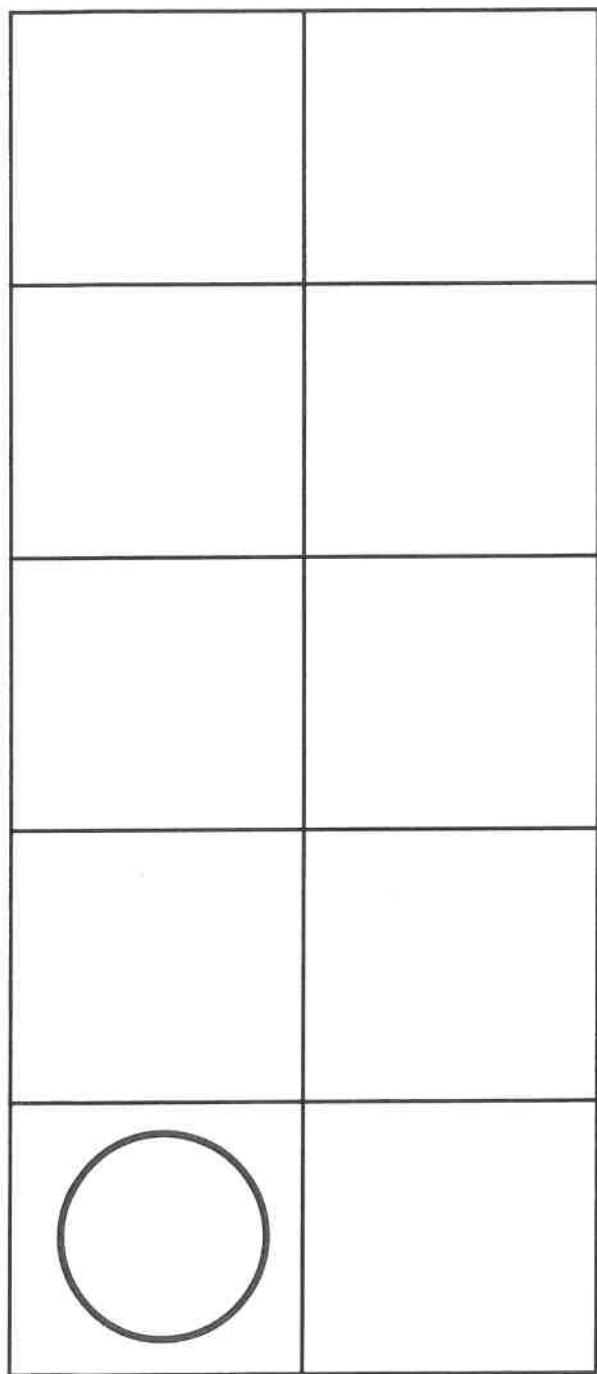
1. Using double sided counters and a cup, students “shake and make” the total in the frame.
2. They count the objects of each colour and use number cards (or print) to show the parts and the whole
3. Students say the number sentence they have built.
4. Alternative: Students can use playdough dots to model, touch, and count.

Number Cards to Cut Out

1	2	3	4	5
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
0	6	7	8	9
16	17	18	19	20

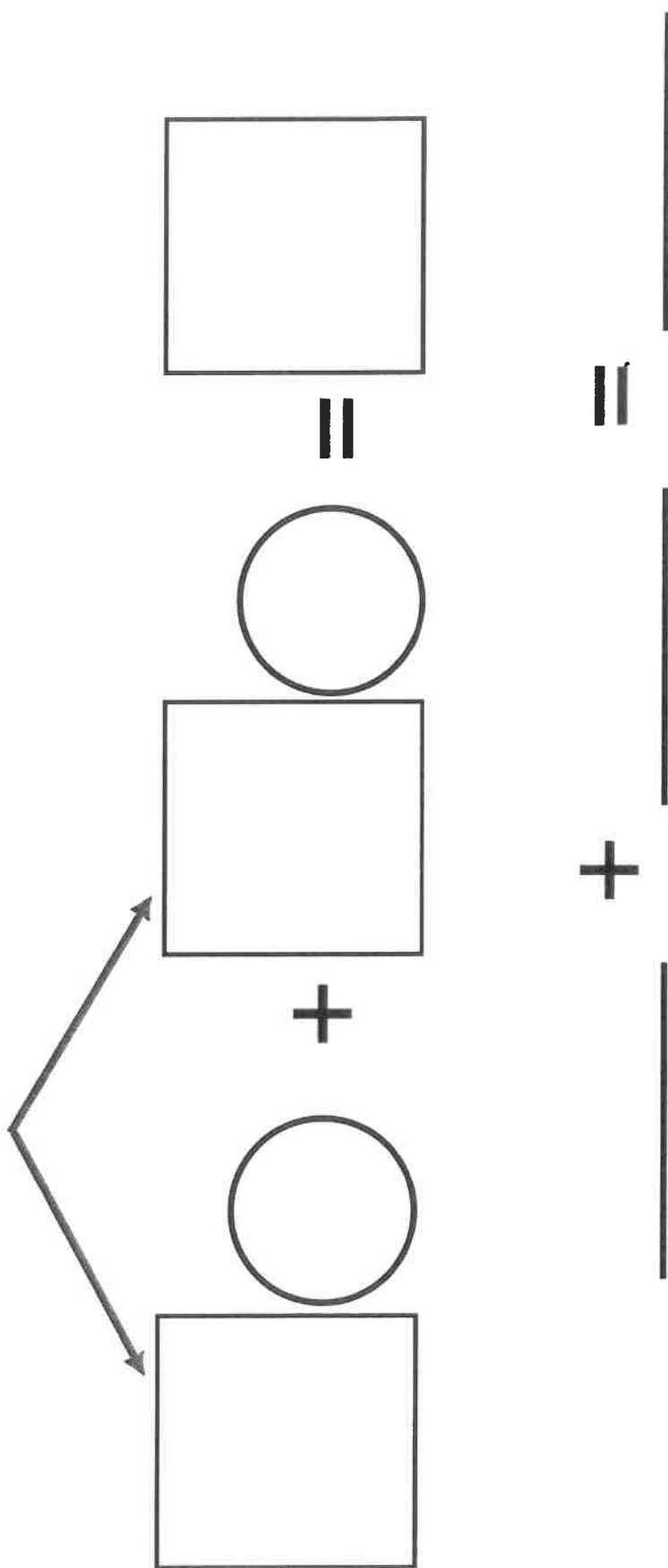
Numeral Cards (to print and cut)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20





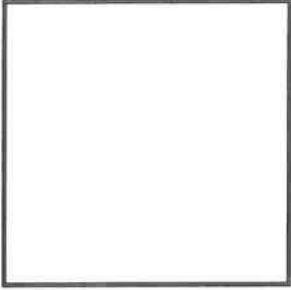


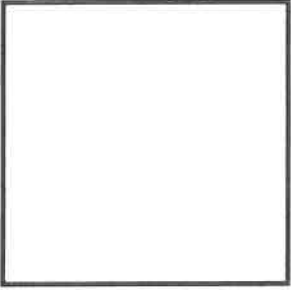


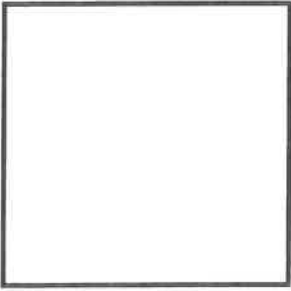
The diagram illustrates a sequence of shapes: a square, a circle, a square, a circle, and a square. Arrows point from the first square to the second square and from the second circle to the third square. To the right of the shapes are two vertical lines, a plus sign, and another vertical line, with an equals sign between the first square and the first vertical line.



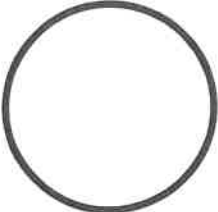

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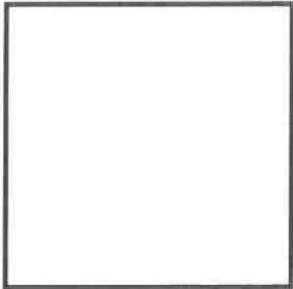

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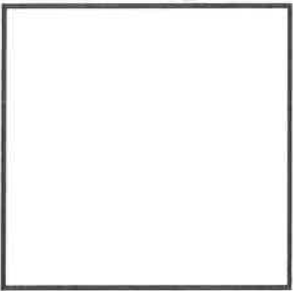


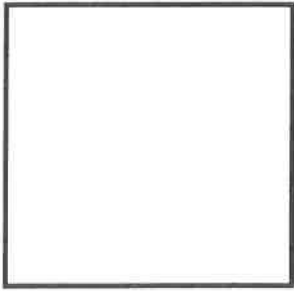


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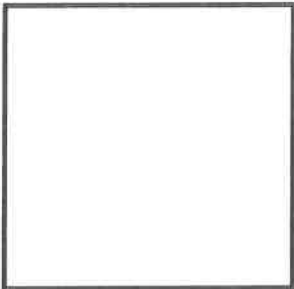


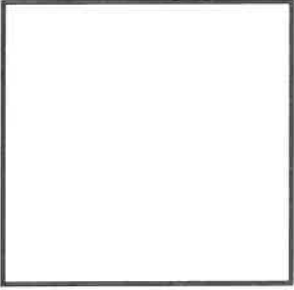


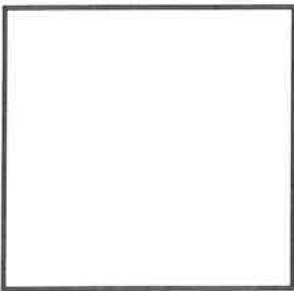
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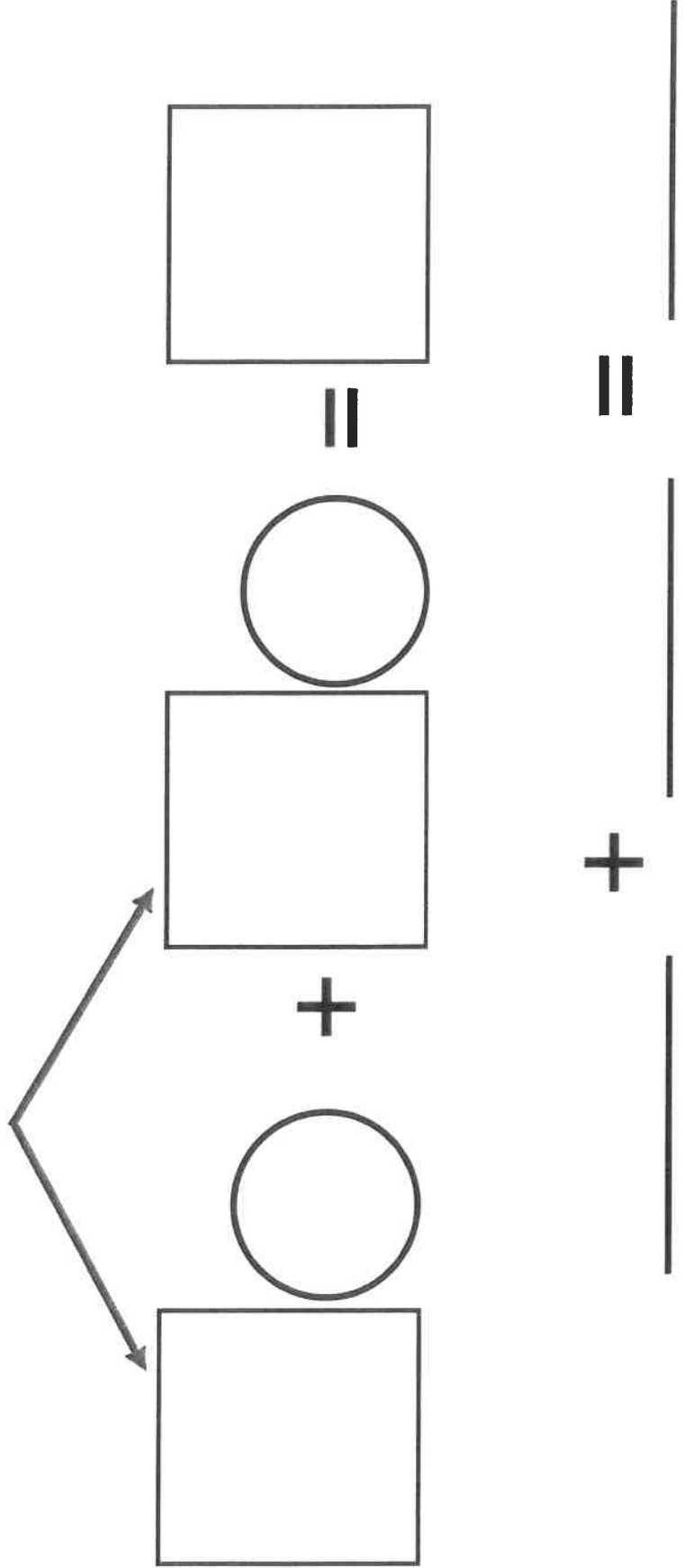
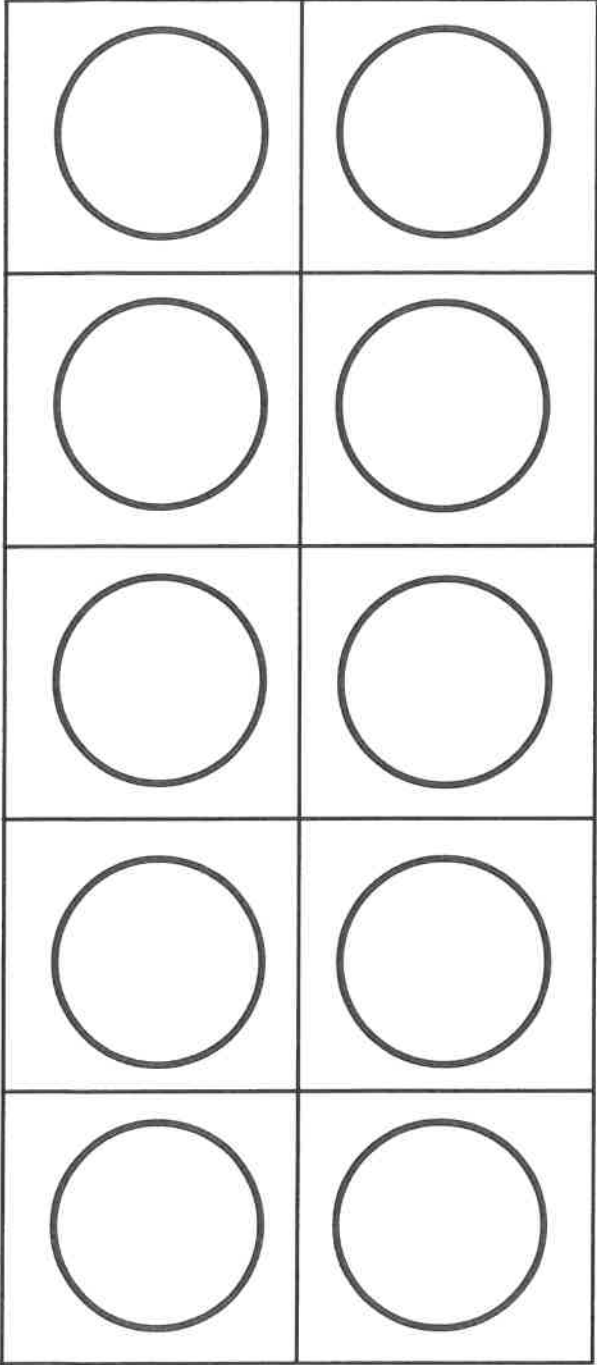


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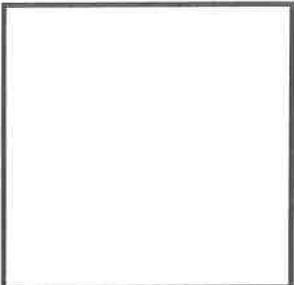
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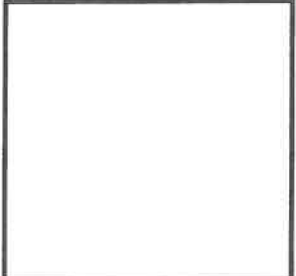
		
		
		
		
		



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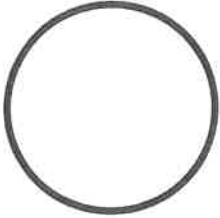


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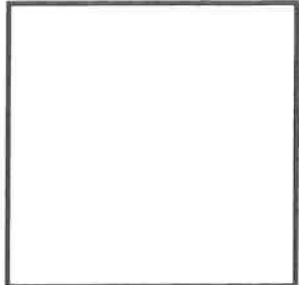


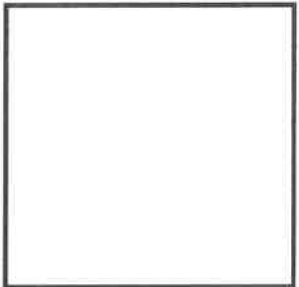
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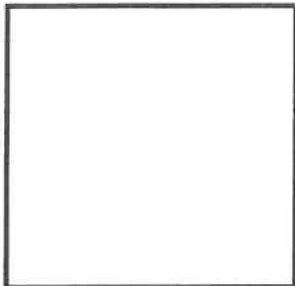
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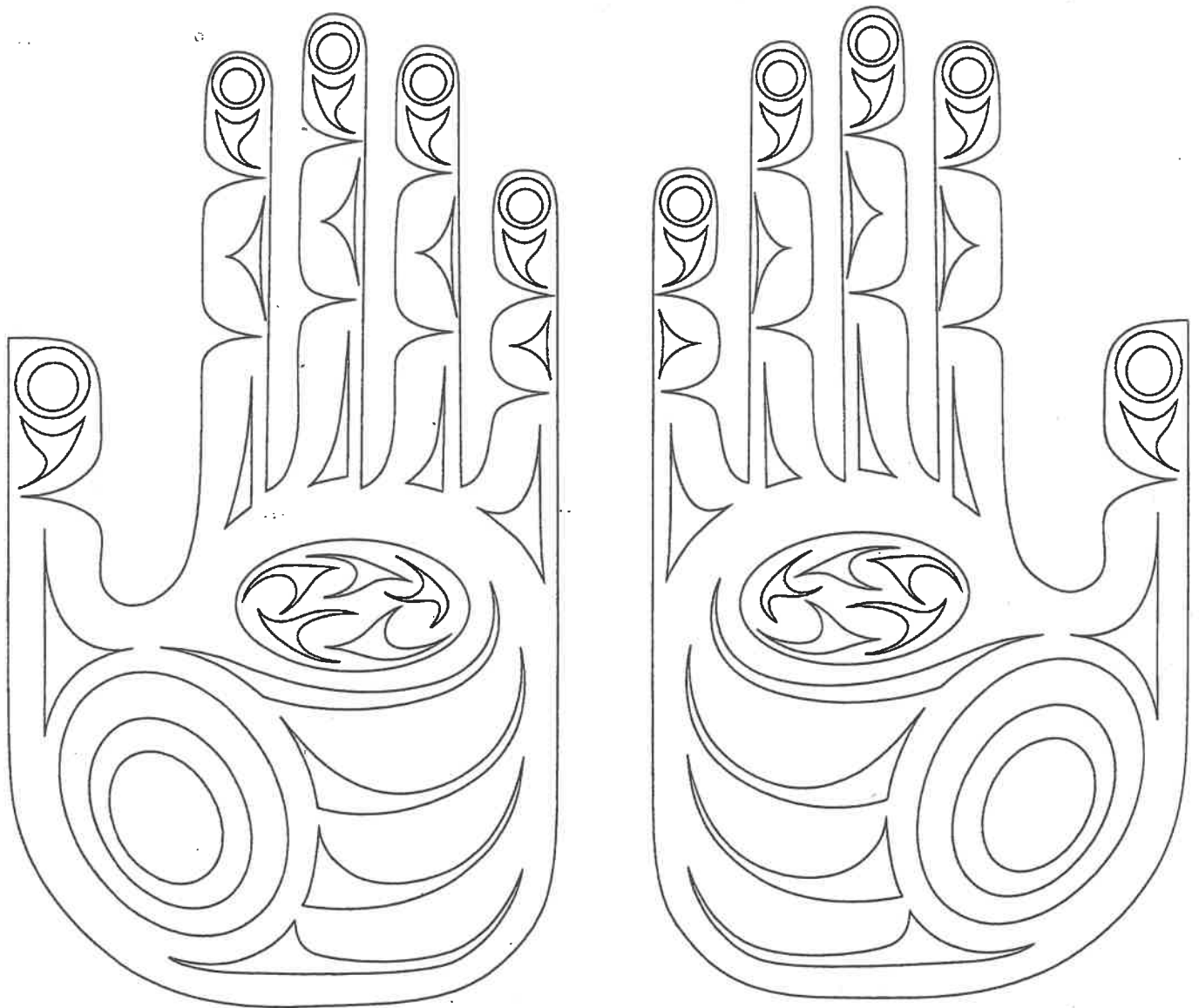
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Thin Slicing Sequence : Addition (and Subtraction)

- For values up to 10, use a ten-frame or a Rekenrek/bead counter
- For values over 10, use a double 10-frame or two-row Rekenrek
- For numbers beyond 20, use a 100 grid or abacus

<u>UNDER 10</u>	<u>MAKING 10</u>	<u>ADDING OVER 10</u>	<u>DOUBLING & NEAR DOUBLES TO 20</u>	<u>5S, 10S AND 1S (POWER OF 10)</u>
0+1	10+0			
1+2	9+1	10+1	5+5	MAKING GROUPS OF 5
2+3	8+2	10+2	6+6	
3+3	7+3	10+4	7+7	MAKING GROUPS OF TEN
4+1	6+4	10+5	8+8	
4+3	5+5	10+8	9+9	COUNTING UP TO AND ON FROM A GUIDEPOST NUMBER
4+4	4+6	9+2	10+10	
5+2	3+7	9+4		
6+2	2+8	9+6	5+6	COUNTING BACK FROM A GUIDEPOST NUMBER
7+2	1+9	9+7	6+7	
6+3	0+10	8+3	7+8	
8+1		8+5	8+9	COMPENSATION (BORROWING)
		8+6	9+10	
QUESTION : HOW MANY TOTAL?	QUESTION : HOW MANY MORE TO GET TO 10?	8+9		BONDED PAIRS (EX. 35 +65)



hay č x^w qə

Healing Hands
Simone Diamond, *Coast Salish*

 **NATIVE
NORTHWEST**
ART BY INDIGENOUS ARTISTS

Counting cubes

3

8

2

7

5

0

5

10

4

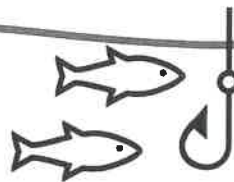
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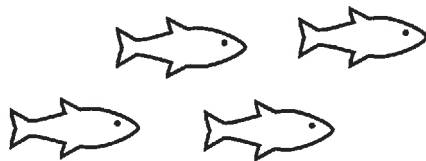


Counting On



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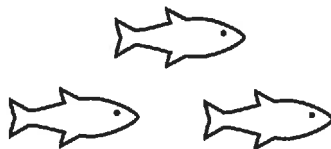
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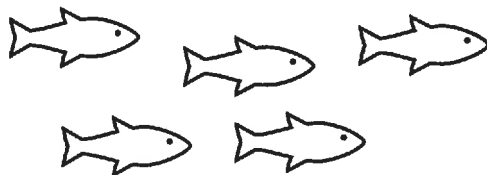
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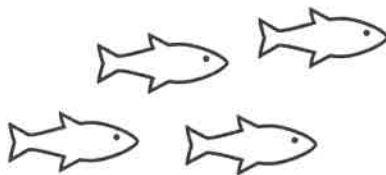
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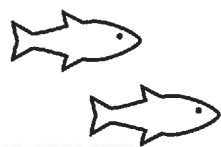
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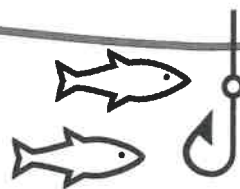
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Counting On



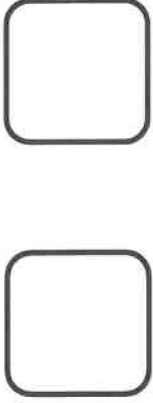
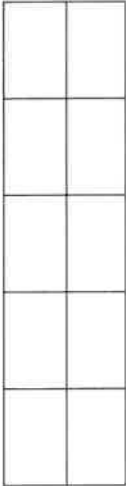
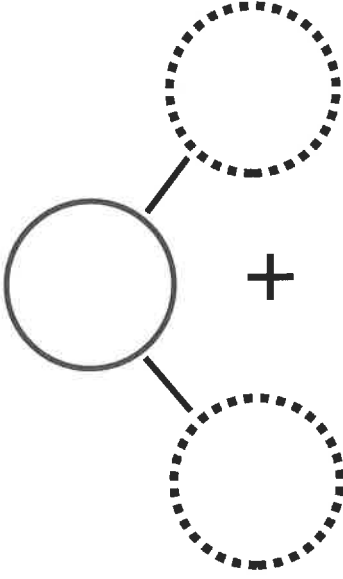
$$5 + \begin{array}{c} \text{fish} \\ \text{fish} \end{array} =$$

$$3 + \begin{array}{c} \text{fish} \quad \text{fish} \\ \text{fish} \quad \text{fish} \end{array} =$$

$$2 + \begin{array}{c} \text{fish} \\ \text{fish} \end{array} =$$

$$4 + \begin{array}{c} \text{fish} \quad \text{fish} \\ \text{fish} \quad \text{fish} \end{array} =$$

$$1 + \begin{array}{c} \text{fish} \\ \text{fish} \end{array} =$$

My Number	Dice 	Tally
Ten frame 	Picture	Take my number apart 
One more: $\underline{\quad} + 1 = \underline{\quad}$ Two more $\underline{\quad} + 2 = \underline{\quad}$	One less: $\underline{\quad} - 1 = \underline{\quad}$ Two less $\underline{\quad} - 2 = \underline{\quad}$	In the World

Number of the Day : -----

Date: -----

Name: -----

Build it.

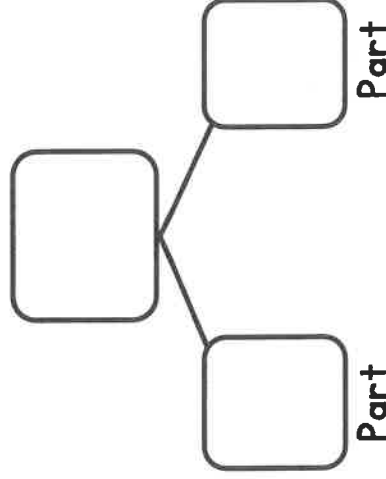
1 more =

Number of the Day =

1 less =

Drawing or Tally

Whole



Number Sentence (Equation)

+ =

Show where the number is on the number line.



Le nombre du jour : -----

Date: -----

Nom: -----

Construire / Modéliser

1 de plus =

Le nombre du jour =

1 de moins =

Dessin ou pointage	Tout	Équation
	PartiePartie	+ =

Identifie le nombre sur la droite numérique.



NAME: _____

#1 Estimate

#2-Show your thinking

#3-Answer

you need:

- two 1–6 dice
- counters in two colours

Add and count for 2 players

When it's your turn

Roll both dice and say the numbers.

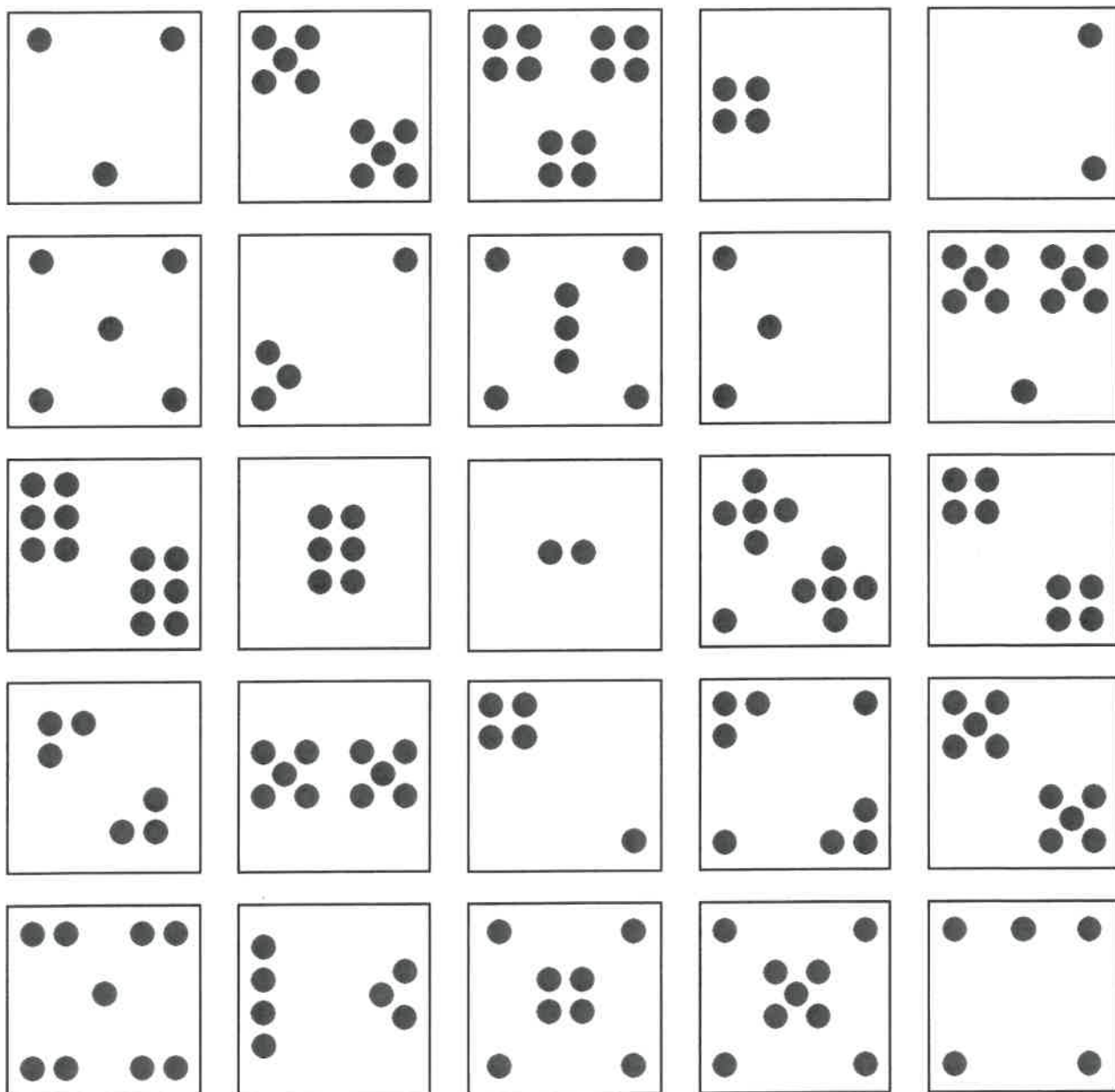
Choose ONE of the numbers, or add them together and say the answer.

Find a square with that many spots.
Put a counter there.

The rest of the game

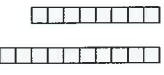
The winner is the first player to get three of their counters in a straight line.

The line can go sideways, or up-and-down or diagonally.

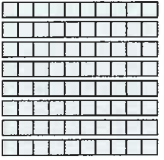


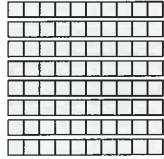
I Have.. Who Has

I have  **Eight**

Who has  **Eighteen**

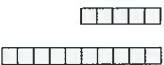
I have  **Eighteen**

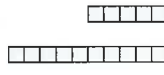
Who has  **Eighty**

I have  **Eighty**

Who has  **Eleven**

I have  **Eleven**

Who has  **Fifteen**

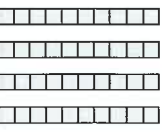
I have  **Fifteen**

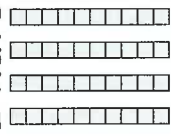
Who has  **Fifty**

I have  **Fifty**

Who has  **Five**

I have  **Five**

Who has  **Forty**

I have  **Forty**

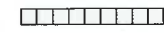
Who has  **Four**

I Have.. Who Has

I have  Four
Who has  Fourteen

I have  Fourteen
Who has  Nine

I have  Nine
Who has  Nineteen

I have  Nineteen
Who has  Ninety

I have  Ninety
Who has  Ninety-Nine

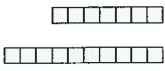
I have  Ninety-Nine
Who has  One

I have  One
Who has  One Hundred

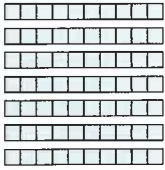
I have  One Hundred
Who has  Seven

I Have.. Who Has

I have  **Seven**

Who has  **Seventeen**

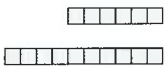
I have  **Seventeen**

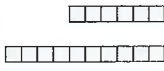
Who has  **Seventy**

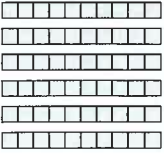
I have  **Seventy**

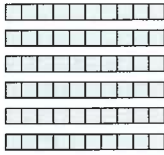
Who has  **Six**

I have  **Six**

Who has  **Sixteen**

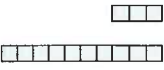
I have  **Sixteen**

Who has  **Sixty**

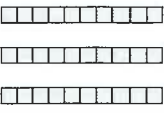
I have  **Sixty**

Who has  **Ten**

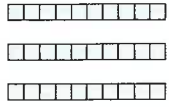
I have  **Ten**

Who has  **Thirteen**

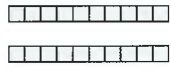
I have  **Thirteen**

Who has  **Thirty**

I Have.. Who Has

I have  Thirty
Who has  Three

I have  Three
Who has  Twelve

I have  Twelve
Who has  Twenty

I have  Twenty
Who has  Two

I have  Two
Who has  Eight

I have
Who has

I have
Who has

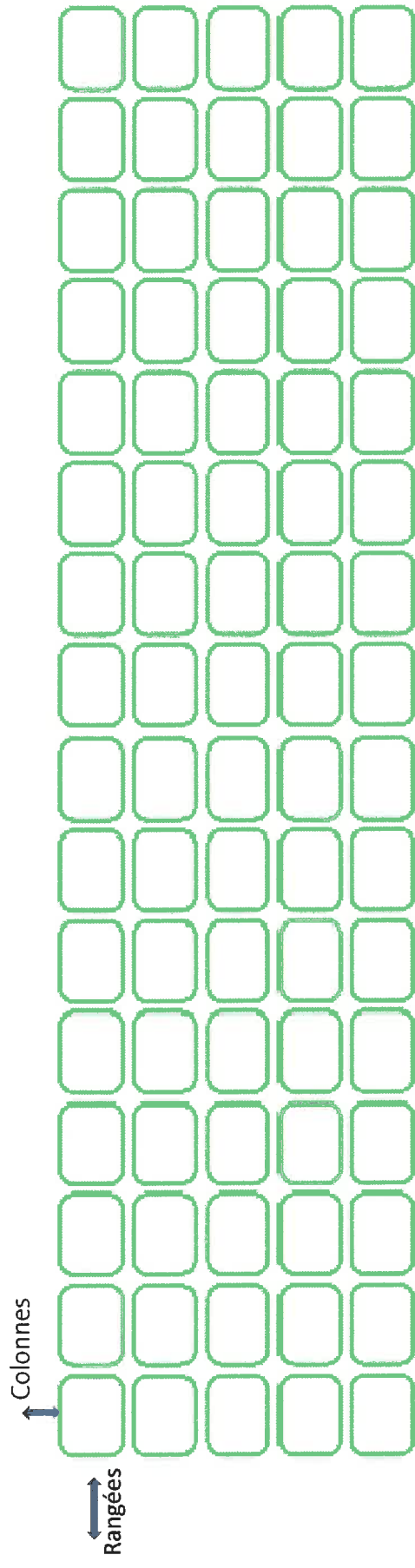
I have
Who has

(Colour C) :

Nom: _____

B: _____
(C): _____

Planifie ton projet.



Indique le nombre de perles de chaque couleur dans chaque colonne

[illegible]

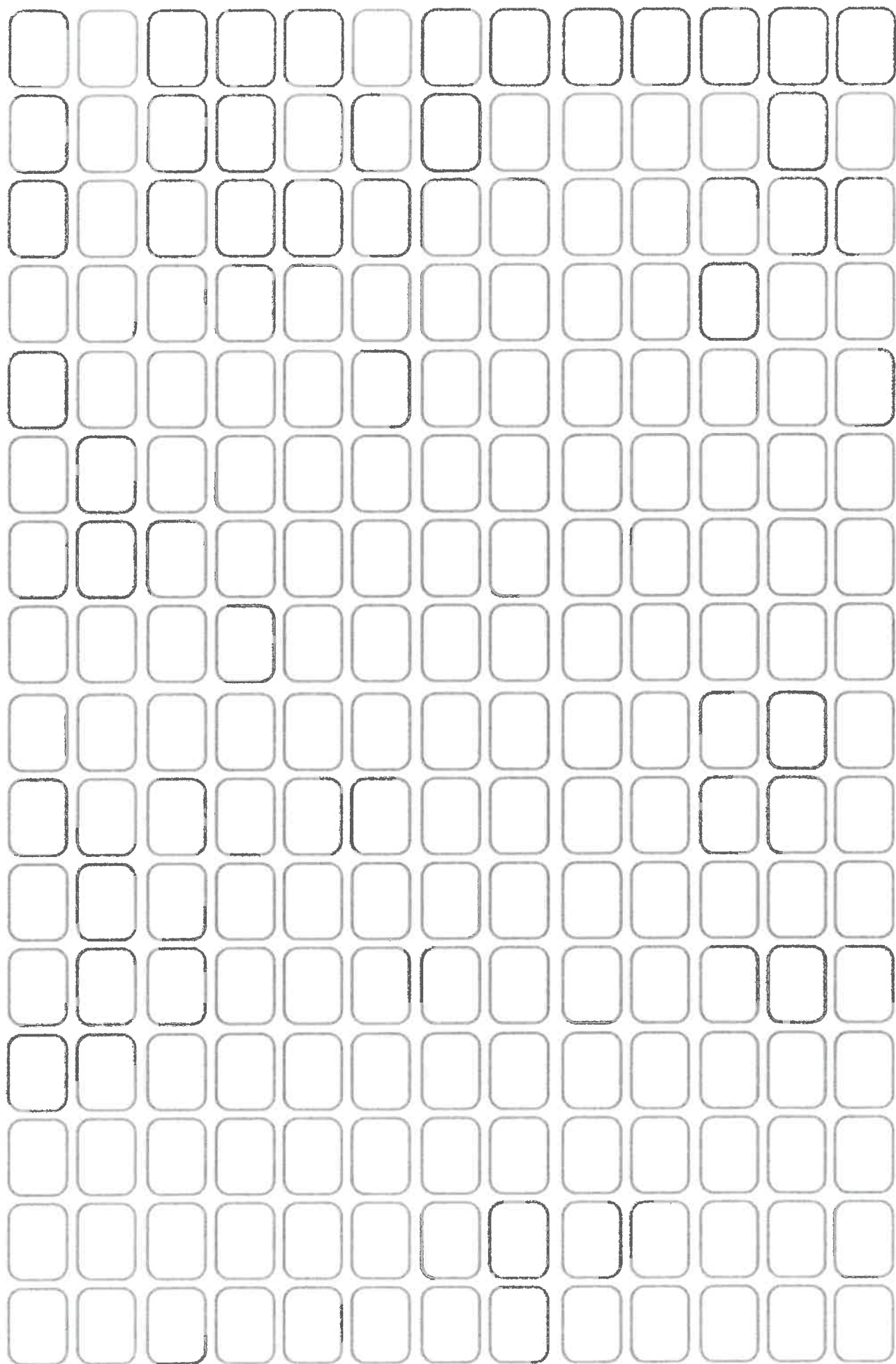
Montre le nombre total de perles de chaque type dont tu auras besoin pour ton projet. (Utilise des chiffres)

Couleur A:

Couleur B :

(Couleur C) :

Trouvez le cœur répété dans votre plan.



Directions

Set the Race to 110 Chart on a table or floor.

Roll the die and move that number of spaces with your counter.

If you land on a Pacific Northwest symbol, follow the directions given below.

Play continues until one player lands on or passes the 110 space.

Have fun racing to 110!



Bear in the area. Move back 10 spaces



Run with the pack. Move ahead 1 space



Rainstorm! Change your coat. Move back 1 space



Take a break to go fishing (Wait one turn)

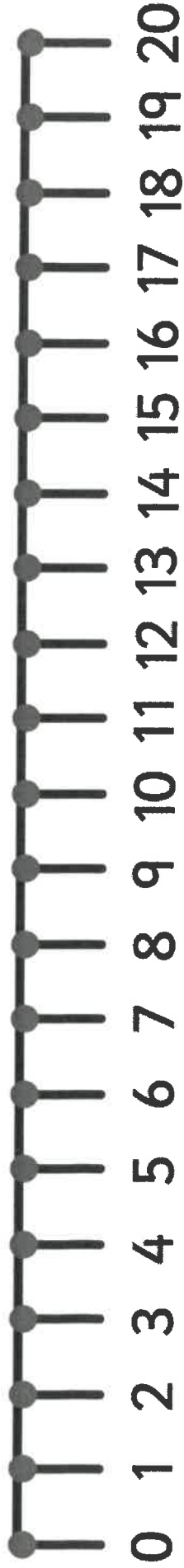


Fly ahead 10 spaces



Ribbit, ribbit, roll again!

1	2		4	5		7	8	9	
11		13	14	15	16	17		19	20
21	22	23		25		27	28	29	30
31		33	34	35	36	37		39	40
41	42	43		45	46	47	48	49	
	52	53	54	55	56		58	59	60
61	62		64	65	66	67	68		70
	72	73	74	75		77	78	79	80
81	82	83		85	86	87		89	
91		93	94	95		97	98	99	100
	102		104	105	106		108		110

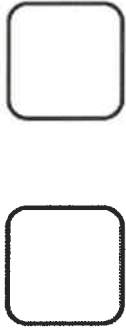
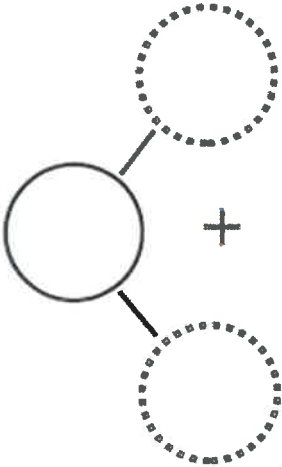


0 zero	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

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

Draw a Picture or Use Objects



My Number	Dice	Tally
Ten frame 		
Communicating & Representing	Picture	Take my number apart 
Understanding & Solving	One less: _____ - 1 = _____ Two less _____ - 2 = _____	In the World
Reasoning & Analyzing	One more: _____ + 1 = _____ Two more _____ + 2 = _____	

Connecting & Reflecting: Where have you seen this number?

Show where the number belongs on the number line



SNAP 1

Number Sense (0 – 20)

Name: _____

Date: _____

Count forwards by 1 from the number.

Draw the number (Dice, dominos, or ten frame)

Break apart the number

+

→

Count backwards by 1 from the number.

Make 3 number sentences that equal the number

Where have you seen this number?

Show where the number belongs on the number line

0
10
20

Connecting & Reflecting: What is special about this number?

Communicating
& Representing

Understanding
& Solving

Reasoning &
Analyzing

SNAP 2

Operations (Addition)

Name: _____

Date: _____

Operation: _____

Guess:

Draw :

Calculate:

Create a Math Story

Beginning

Middle

End

Communicating
& Representing

Understanding
& Solving

Reasoning &
Analyzing

Connecting & Reflecting: How well does the story make sense? Is it possible? Is it realistic?

SNAP Rubric

Number Sense

Name: _____

Date: _____

Stretches

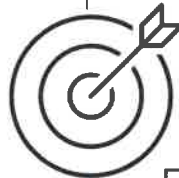


Communicating & Representing

- ☐ Pictures are clear and represent the target number accurately
- ☐ Descriptions are accurate and add clarity
- ☐ Information is organized in a way that makes it easy to understand
- ☐ Shape, spacing, and position of numbers respect place value and conventional ways of representing quantities

Understanding & Solving

- ☐ Uses grade-appropriate operations correctly
- ☐ Uses standard symbols and mathematical notation correctly
- ☐ Creates new equations from known facts.
(ex. a sum from a total, a difference from a sum, a factor from a product, etc.)



Connecting & Reflecting

- ☐ A reasonable real-life example is provided
- ☐ Example demonstrates understanding of the number value
- ☐ Reflection highlights both strengths and stretches

"I feel confident with _____"

_____ was challenging

My goal is _____"

Strengths



Reasoning & Analyzing

- ☐ Estimate is reasonable and 3 or more benchmarks are appropriately identified
- ☐ Pattern making (counting forward and backward is consistent and accurate
- ☐ Assumptions are logical & process shows evidence of planning or refinement

Overall Proficiency

Emerging

Developing

Proficient

Extending

SNAP Rubric Operations

Name: _____

Date: _____

Stretches



Communicating & Representing

- ☐ Communicates clear understanding multiple ways:
 - Written
 - Pictorial
 - Symbolic
- ☐ Uses **conventional** ways of representing quantities (ex. base 10, arrays, expanded form, standard, etc.)

Understanding & Solving

- ☐ Uses **grade-appropriate** strategies and operations to solve the problem and show understanding
- ☐ Uses standard symbols and mathematical notation correctly
- ☐ Creates new equations from known facts.
(ex. a sum from a total, a difference from a sum, a factor from a product, etc.)



Connecting & Reflecting

- ☐ Provides a reasonable real-life example
- ☐ Connects mathematical concepts to each other and to other topics
- ☐ Reflects on personal mathematical thinking strengths and stretches

"I feel confident with _____"

I need to remember _____

My goal is _____"

Strengths



Reasoning & Analyzing

- ☐ Estimation / mental math strategies are reasonable
- ☐ Any assumptions are logical and clearly stated
- ☐ Process is detailed (outlined, step by step) and shows evidence of planning or refining

Overall Proficiency

Emerging

Developing

Proficient

Extending

Foundational Numeracy & Operational Fluency

Name: _____

Reasoning and Analyzing: Demonstrate and apply mental math strategies

Understanding and Solving: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving

Foundational Numeracy (K-2)	 (K)	 (1)	 (2)	 (2+)
Understanding Counting	Counts 1:1 (touch and talk)	Counting On, Skip Counting, Choral Counting	Counts forward and backward in sequence (+/- 1, +/- 2, 5, 10)	Selects and uses various counting strategies fluently
Understanding & Communicating Recognize / Subitize	Decodes values on 6-sided dice and uses a 10-frame	Correctly reads a D10 or D20 die, 10-frame, calendar, Rekenrek, and 100 Grid	Uses a 100 Grid, Base-10 models, and dice to explore & investigate place value	Writes number stories that include grouping / subitizing
Analyzing Compare / Order	Can order values when concrete models are given	Can compare and order values less than 20	Compares and orders values up to 100	Compares values beyond or between other values (2.5 is less than 3, but more than 2)
Reasoning Compose / Combine	Making Ten $\underline{\quad} + \underline{\quad} = 10$	+/- 0, 1, 2 Doubles $10 + \underline{\quad}$	Near doubles (double +/- 1, 2) Compensation (borrowing)	Manipulates and combines multiple strategies effectively
Representing* Modeling Numbers	Encodes/Decodes concrete visual models of numbers (1:1 models)	Connects number & equivalent concrete visual models (matching equivalent values)	Creates number sequences & patterns (increasing and decreasing)	Interprets and extends number patterns and models

*Suggested Resources: Tiny Dots card game, Interactive 100s Maze

KG: Numbers to 10

1: Numbers to 20 (recommend 31 to connect with **calendar and weather**)

2: Numbers to 100 (connecting to money concepts – **focus on whole dollars**)

Understanding

- Reread the question
- Identify key information
- Break it into smaller parts
- Refer to a similar example

Visualizing

- Build or draw a model or sketch
- Draw a tally chart
- Draw a graph

Patterning

- Create a table
- Make a list (in order)
- Find or describe a pattern
- Use the pattern to extend the table

Logic & Mental Strats

- Use logic to fill in gaps (or algebra)
- Identify a logical minimum and max
- Make a logical estimate
- Use a strategic guess & revise

Verification & Reflection

- Use a different method
- Compare with a peer
- Ask, Is the answer reasonable?
- Is it always true?

Write your name

Capital letter at the beginning

Capital letter for common names

lower-case letters everywhere else

One space between each word

One space after all punctuation

Check spelling of common words

Check spelling of new words

Check choice of homophones

Period at the end of a sentence

Question mark after a question

Comma after a leading clause

Add details to make it unique

Add an image