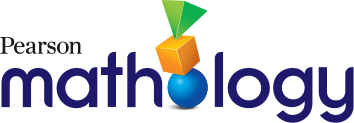
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**Mathology British Columbia Kindergarten Correlations**

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| **Learning Standards** | **Mathology Little Books & Teacher Guides** |
| **Big Idea: Numbers represent quantities that can be decomposed into smaller parts.** | |
| **Big Idea: One-­‐to-­‐one correspondence and a sense of 5 and 10 are essential for fluency with numbers.** | |
| Content: Students are expected to know the following: | |
| Number concepts to 10 | Animals Hide  Acorns for Wilaiya  Spot Check!  Time for Games  Let’s Play Waltes!  Hedge and Hog  To Be Long  The Best in Show  A Lot of Noise  We Can Bead!  Zoom In, Zoom Out  The Castle Wall  The New Nest |
| Ways to make 5 | A Warm, Cozy Nest |
| Decomposition of numbers to 10 | Lots of Dots!  Let’s Play Waltes!  Dan’s Doggy Daycare |
| Change in quantity to 10, using concrete materials | Let’s Play Waltes!  A Warm, Cozy Nest  Animals Hide  Time for Games |
| Equality as a balance and inequality as an imbalance | Time for Games  Spot Check!  Lots of Dots!  Let’s Play Waltes!  Dan’s Doggy Daycare  Animals Hide  Acorns for Wilaiya |
| **Big Idea: Objects have attributes that can be described, measured, and compared.** | |
| Content: Students are expected to know the following: | |
| Direct comparative measurement (e.g., linear, mass, capacity) | To Be Long  The Best in Show |
| Single attributes of 2D shapes and 3D objects | Zoom In, Zoom Out  Castle Walls  The New Nest |

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| **Big Ideas: Repeating elements in patterns can be identified.** | |
| Content: Students are expected to know the following: | |
| Repeating patterns with two or three elements | A Lot of Noise  We Can Bead |
| Equality as a balance and inequality as an imbalance |  |
| **Big Ideas: Familiar events can be described as likely or unlikely and compared.** | |
| Content: Students are expected to know the following: | |
| Concrete or pictorial graphs as a visual tool | Hedge and Hog |
| Likelihood of familiar life events |  |
| **Curricular Competencies: Students are expected to do the following:** | |
| **Reasoning and analyzing** | |
| Estimate reasonably | Lots of Dots!  Dan’s Doggy Daycare  Animals Hide  Acorns for Wilaiya  The Best in Show  To Be Long |
| Develop mental math strategies and abilities to make sense of quantities | All Kindergarten titles |
| **Understanding and representing** | |
| Develop and use multiple strategies to engage in problem solving | All Kindergarten titles |
| Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures | Acorns for Wilaiya  Let’s Play Waltes!  We Can Bead! |
| **Communicating and representing** | |
| Communicate mathematical thinking in many ways | All Kindergarten titles |
| Use mathematical vocabulary and language to contribute to mathematical  discussions | All Kindergarten titles |
| Explain and justify mathematical ideas and decisions | All Kindergarten titles |
| Represent mathematical ideas in concrete, pictorial, and symbolic forms | All books particularly:  Acorns for Wilaiya  A Warm, Cozy Nest  Time for Games  Lots of Dots! |
| **Connecting and reflecting** | |
| Reflect on mathematical thinking | All Kindergarten titles |
| Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts | Acorns for Wilaiya  Let’s Play Waltes! |