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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 HideAcorns for WilaiyaSpot Check!Time for GamesLet’s Play Waltes!Hedge and HogTo Be LongThe Best in ShowA Lot of NoiseWe Can Bead!Zoom In, Zoom OutThe Castle WallThe 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 HideTime for Games  |
| Equality as a balance and inequality as an imbalance | Time for GamesSpot Check!Lots of Dots!Let’s Play Waltes!Dan’s Doggy DaycareAnimals HideAcorns 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 LongThe Best in Show |
| Single attributes of 2D shapes and 3D objects | Zoom In, Zoom OutCastle WallsThe 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 NoiseWe 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 DaycareAnimals HideAcorns for WilaiyaThe Best in ShowTo 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 WilaiyaLet’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 mathematicaldiscussions | 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 WilaiyaA Warm, Cozy NestTime for GamesLots 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 WilaiyaLet’s Play Waltes! |