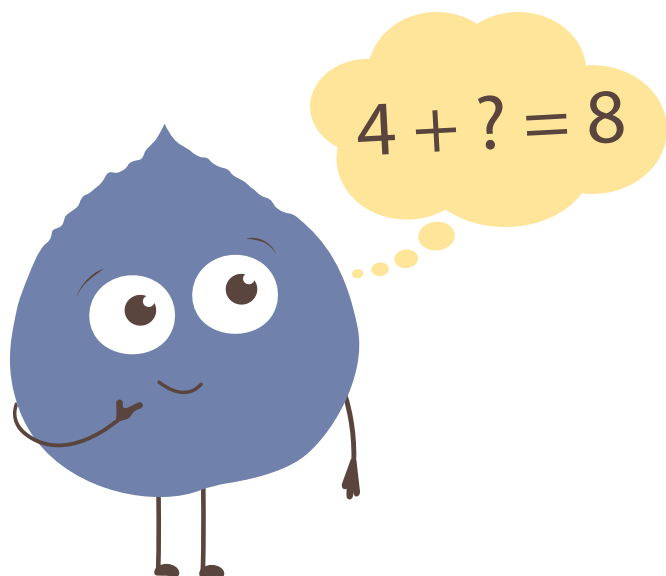


DETERMINE

K - 3

To find an answer using a reasonable strategy, procedure, and/or calculation.



Determining requires that students collect all the relevant information and then use reasoning to consider and select the most appropriate strategy, procedure and/or calculation to find the solution.

The table below shows where **determine** is included as student action within Alberta's K-3 Math curriculum.

Grade Level	Learning Outcomes	Skills & Procedures
Kindergarten		
Grade 1		Determine a missing quantity in a sum or difference, within 20, in a variety of ways.
Grade 2		Determine the value of each digit in a natural number. Determine a missing quantity in a sum or difference, within 100, in a variety of ways.
Grade 3	Students determine length using standard units.	Determine the value of each digit in a natural number. Determine a missing quantity in a product or quotient in a variety of ways. Determine an unknown value on the left or right side of an equation, limited to equations with one operation. Determine the perimeter of polygons. Determine the length of an unknown side given the perimeter of a polygon. Determine any missing term in a skip-counting sequence using multiplication.

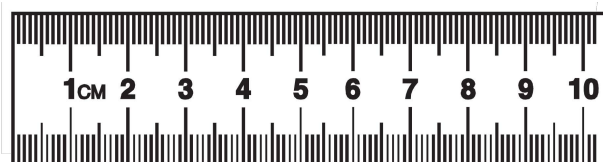
To best support learners, student action verbs should be explicitly taught, modeled and practiced through multiple experiences. The illustrative examples can provide clarification about how student understanding might be developed. It is important to reference the curriculum to view the entire context of the Learning Outcome and related KUSPS.

Illustrative Examples

Learning Outcome 3M1: Students **determine** length using standard units.

Tell students that they will be learning about a new unit of linear measure called a millimetre. Place a cm ruler on the Smartboard and point out that there are 10 spaces between consecutive centimetres. Tell students that each space represents 1 millimetre. Write the word millimetre on the board, and show students the symbol for the unit.

- a. Have students take out their cm rulers. Ask them to **determine** the number of millimeters between:
 - The 1 cm mark and the 2 cm mark.
 - The 10 cm mark and the 11 cm mark.
 - The 15 cm mark and the 17 cm mark.
 - The 20 cm mark and the 23 cm mark.
- b. Have students show these points on their ruler:
 - 20mm.
 - 45mm.
 - 85mm
 - 120mm.



References

Grade 5 Mathematics Support Documents for Teachers. (n.d.). Manitoba Education. 19.

https://www.edu.gov.mb.ca/k12/cur/math/support_gr5/full_doc.pdf