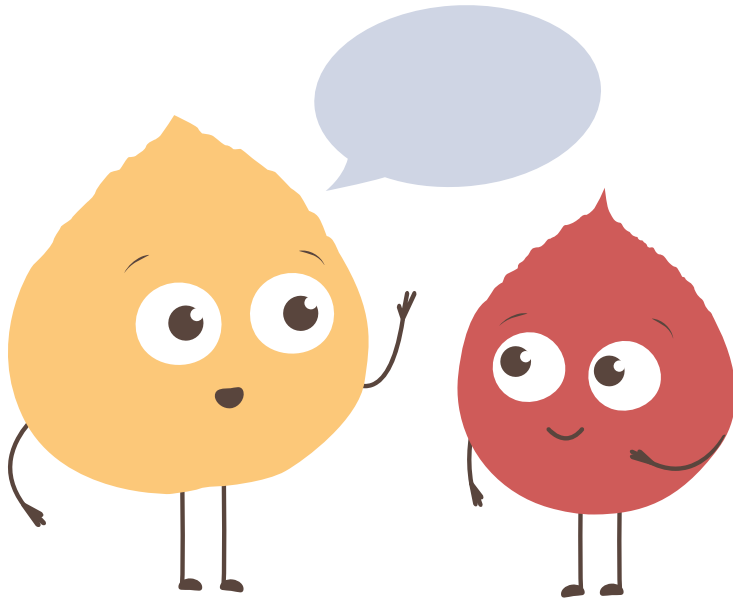


# COMMUNICATE

K - 3

To convey knowledge and understanding to another.



*Communicating* requires that students share (orally or in writing) their knowledge and/or understanding about a mathematical concept or idea. The information shared is clear and the emotion and intention behind the information is understood by the person receiving it.

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

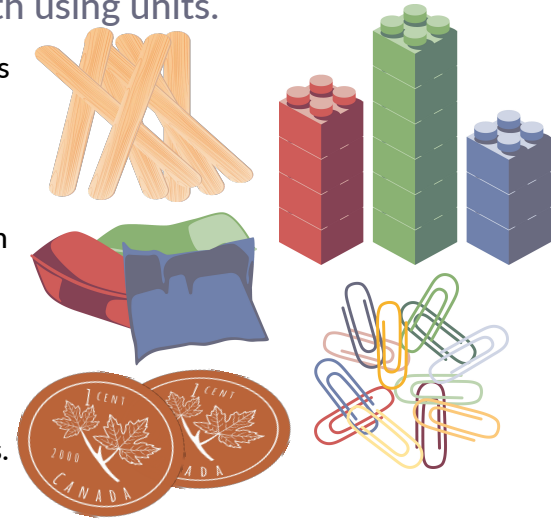
Grade Level	Learning Outcomes	Skills & Procedures
Kindergarten		
Grade 1		
Grade 2	Students <b>communicate</b> length using units.	
Grade 3		

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 2M1: Students *communicate* length using units.

1. Students collect a variety of non-standard measurement tools such as craft sticks, paper clips (large and small if possible), bear counters (three sizes), toothpicks, straws, unifix cubes, colour tiles, pennies, blocks, etc.
2. Students work in small groups to compare units. Provide each group with a different non-standard unit (small paper clips, craft sticks, straws, bear counters [one size], toothpicks). Have students use the unit to measure the length of their table or a desk. Record their results. Debrief the activity with the whole class. Have each group **communicate** their findings. Ask question prompts, such as:
  - a. Did any group have problems using their measuring unit? (Perhaps a group with a very small unit such as a paper clip might have difficulty handling them or keeping them in a row.)
  - b. Did you find your measuring unit easy to use? Why?
  - c. Each group measured the same object. Why did groups get a different answer?
  - d. Does the size of the measuring unit make a difference?
  - e. What is important to know when you're measuring, so that you arrive at the same unit length each time? (Student response example: Always start and end at the same spot.)



## Additional Resources

[Shape and Space task, \(Pg. 17\).](#)

## References

Manitoba Education's Support Document: *Grade 2 Mathematics Shape and Space*. (n.d.). Manitoba Education. 17.  
[https://www.edu.gov.mb.ca/k12/cur/math/support\\_gr2/shape.pdf](https://www.edu.gov.mb.ca/k12/cur/math/support_gr2/shape.pdf)