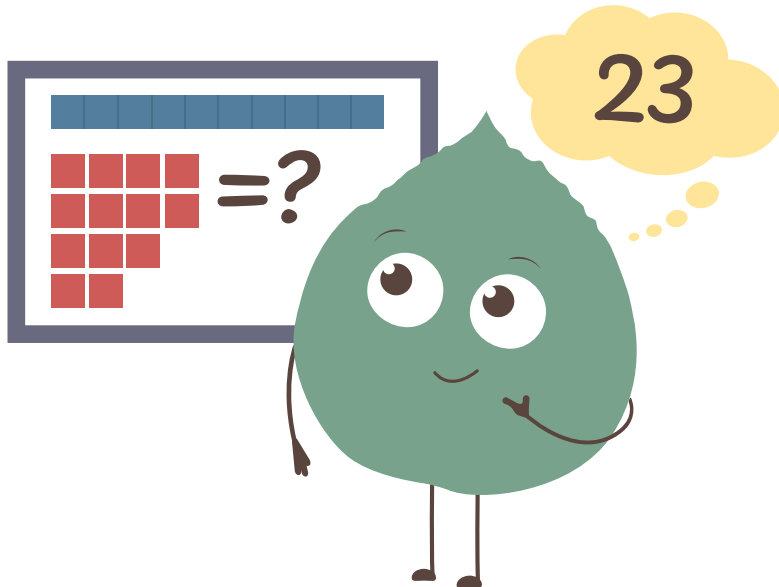


# INTERPRET

K - 3

To use reasoning and knowledge to make sense of, and draw meaning from, a text, set of data, visual graph, etc.



*Interpreting* requires students to draw conclusions from, and/or explain the meaning of, given information. It involves identifying the key features of the information, recognizing connections, patterns, similarities and/or differences and then expressing understanding in their own words. *Interpreting* is a comprehensive process in which students have multiple opportunities over time to work within the specific grade level context of the verb in the curriculum.

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

Grade Level	Learning Outcomes	Skills & Procedures
<b>Kindergarten</b>	Children <b>interpret</b> compositions of quantities within 10. Children <b>interpret</b> time as a sequence of events.	
<b>Grade 1</b>	Students <b>interpret</b> shape in two and three dimensions. Students <b>interpret</b> and explain quantity to 100. Students <b>interpret</b> shape in two and three dimensions.	
<b>Grade 2</b>	Students <b>interpret</b> part-whole relationships using unit fractions.	<b>Interpret</b> graphs to answer questions.
<b>Grade 3</b>	Students <b>interpret</b> place value within 100 000. Students <b>interpret</b> fractions in relation to one whole. Students <b>interpret</b> angles. Students <b>interpret</b> and explain representations of data.	

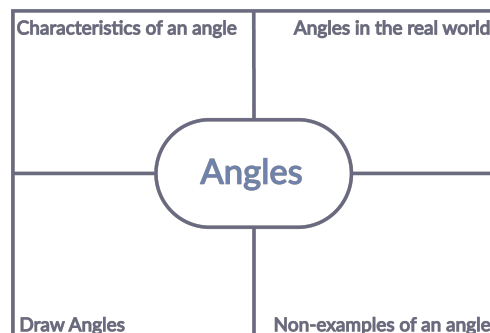
To best support learners, student action verbs should be explicitly taught, modeled and practiced through multiple experiences. The illustrative examples can provide clarification about how student understanding might be developed. It is important to reference the curriculum to view the entire context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

## Illustrative Examples

Learning Outcome 3G.1: Students **interpret** angles.

Provide students with a Frayer model template. Students write the word "angle" in and include:

1. The definition of an angle.
2. One or more examples of angle characteristics.
3. One or more examples of non-angles.
4. Pictures of one or more angles.



Students discuss with their group members where they see angles in their environment, including:

1. In the classroom.
2. On the playground.

ASK: How do you know it has angles? Have students **interpret** the characteristics of angles.

## Additional Resources

[Manitoba Education's Grade 6 Mathematics Support Document.](#)

## References

15 Blank Frayer Model Templates (Word, PDF, PowerPoint). (n.d.). Template Lab.  
<https://templatelab.com/frayer-model/>

Grade 6 Mathematics Support Document for Teachers. (n.d.). Manitoba Education.  
[https://www.edu.gov.mb.ca/k12/cur/math/support\\_gr6/index.html](https://www.edu.gov.mb.ca/k12/cur/math/support_gr6/index.html)