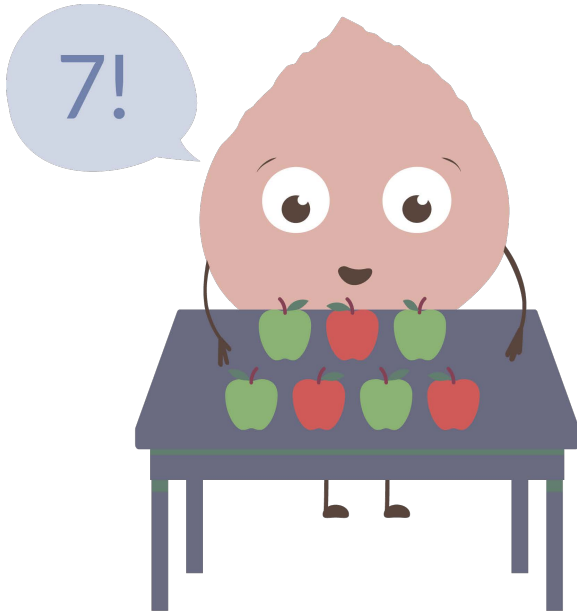


RECOGNIZE

K - 3

To be aware of, and acknowledge, features of information.



Recognizing indicates that students are recalling and/or identifying one or more particular features of information, ideas, concepts, etc. For example, a student can *recognize* the quantity for 7 apples, as 3 red and 4 green or 1 red and 6 green, etc.

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

Grade Level	Learning Outcomes	Skills & Procedures
Kindergarten		<p>Recognize a number of familiar objects as a quantity.</p> <p>Recognize various ways to make 5 and 10.</p> <p>Recognize repeating patterns encountered in daily routines and play, including songs or dances.</p> <p>Recognize change or constancy between elements in a repeating pattern.</p>
Grade 1		<p>Recognize quantities to 10.</p> <p>Recognize families of related addition and subtraction number facts.</p> <p>Recognize the height, width, or depth of an object as lengths in various orientations.</p> <p>Recognize cycles encountered in daily routines and nature.</p>

RECOGNIZE

K - 3

To be aware of and acknowledge features of information.

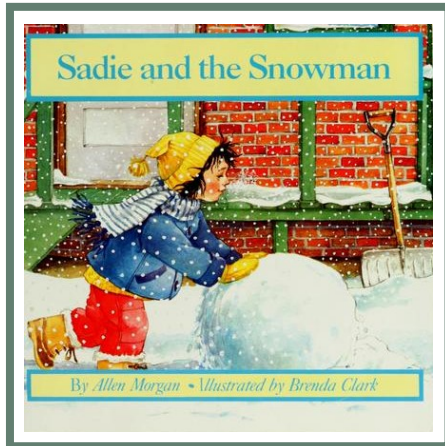
Grade Level	Learning Outcomes	Skills & Procedures
Grade 2		Recognize the translation, rotation, or reflection of shapes represented in artwork.
Grade 3		Recognize French and English symbolic representations of monetary values. Recognize interpretations of multiplication and division in various contexts. Recognize families of related multiplication and division number facts. Recognize length expressed in metric or imperial units. Recognize various angles in surroundings. Recognize situations in which an angle can be perceived as motion. Recognize familiar numerical sequences, including the sequence of even or odd numbers. Recognize skip-counting sequences in various representations, including rows or columns of a multiplication table.



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

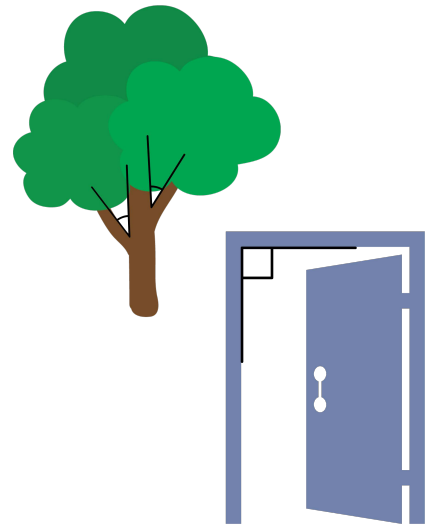
Skills and Procedures (1P1): **Recognize** cycles encountered in daily routines and nature.



Read the book and/or watch the read-aloud video of [Sadie and the Snowman](#) written by Allen Morgan, and illustrated by Brenda Clark. There are repeated cycles of Sadie building the snowman with face parts of various foods, neighbourhood animals eating the food and the snowman melting. When it becomes spring and the snowman melts it explains what Sadie does and how she begins the cycle the next winter. Students are given picture cards showing the steps Sadie took to build the snowman. Students need to **recognize** the sequence to put them in order. Another time, one step of the cycle might be left out, and the students **recognize** the part that is missing and draw it.

Skill & Procedure (3M2.1): **Recognize** various angles in surroundings.

1. Have a class discussion on the concept of angles. Show images of angles found in the environment. Have students answer questions, such as the following:
 - a. What are angles?
 - b. Where would you find angles?
 - c. Are angles all the same?
2. Have students write the word 'angle' in their journals. As a modelled experience, have the students complete the following:
 - a. Describe the characteristics of an angle. (space between two rays, line segment, vertex).
 - b. Provide examples of where you would **recognize** angles in the environment. Draw pictures of these angles.



References

Morgan, A., & Storytime Anytime. (2019, January 2). *Sadie and the Snowman* - Winter Kids Books Read Aloud. YouTube.

https://www.youtube.com/watch?v=6IWTmSF_Ak4