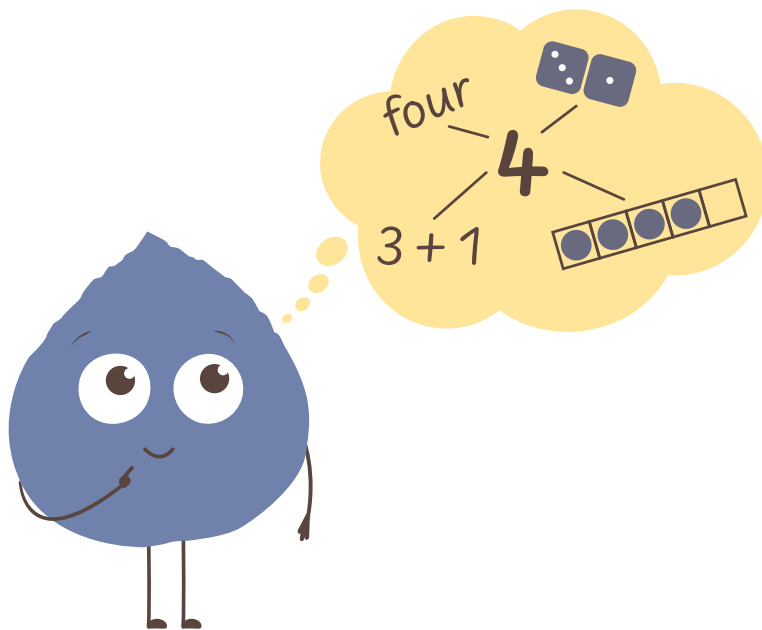


RELATE

K - 3

To show or make a connection between two or more things.



Relating requires that students understand the connection within or between one or more math concepts or ideas. For example, students identify information that supports an idea, and then make a connection to a similar idea in a different context, situation, problem, etc. ***Relating*** is a process that often involves more than one step.

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

Grade Level	Learning Outcomes	Skills & Procedures
Kindergarten		<p>Relate a numeral to a specific quantity.</p> <p>Relate shapes in nature to various two-dimensional and three-dimensional shapes.</p>
Grade 1	Students relate length to the understanding of size.	<p>Relate addition and subtraction to various contexts involving composition or decomposition of quantity.</p> <p>Relate cycles of seasons to First Nations, Métis, or Inuit practices.</p>
Grade 2	<p>Students relate length to the understanding of size.</p> <p>Students relate duration to time.</p> <p>Students relate data to a variety of representations.</p>	<p>Relate a number, including zero, to its position on the number line.</p> <p>Relate the faces of three-dimensional shapes to two-dimensional shapes.</p> <p>Relate First Nations' winter counts to duration.</p>

RELATE

To show or make a connection between two or more things.

Grade Level	Learning Outcomes	Skills & Procedures
Grade 3	Students relate geometric properties to shape.	<p>Relate the values of adjacent places.</p> <p>Relate strategies for the addition and subtraction of two-digit numbers to strategies for the addition and subtraction of three-digit numbers.</p> <p>Relate multiplication to repeated addition.</p> <p>Relate multiplication to skip counting.</p> <p>Relate various representations of the same fraction, limited to denominators of 12 or less.</p> <p>Relate a fraction less than one to its position on the number line, limited to denominators of 12 or less.</p> <p>Relate millimetres, centimetres, and metres.</p> <p>Relate inches to feet and yards.</p> <p>Relate minutes past the hour to minutes until the next hour.</p>

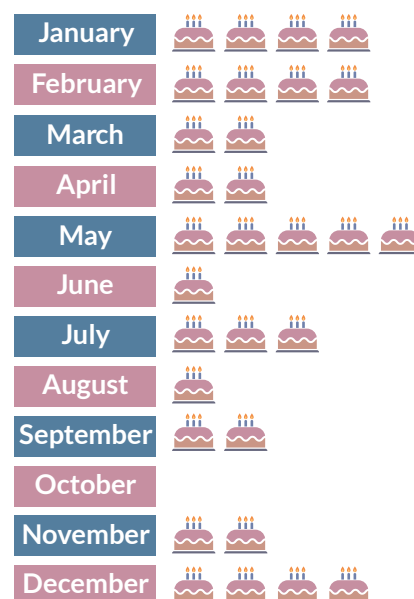


To best support learners, student action verbs should be explicitly taught, modeled and practiced through multiple experiences. The illustrative examples can provide clarification about how student understanding might be developed. It is important to reference the curriculum to view the entire context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

Illustrative Examples

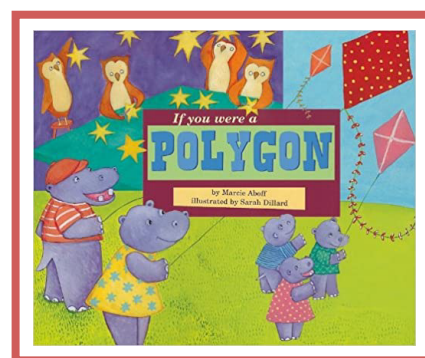
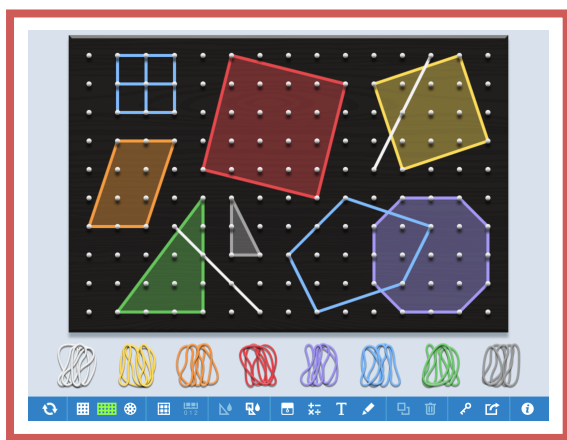
Learning Outcome 2T1.2: Students *relate* duration to time.

1. Make a pictograph of the class birthdays.
2. Present students with problems such as the following:
 - Bill's birthday is in September. Maria's birthday is two months after Bill's. Paul's birthday is three months before Bill's. In what month is Maria's birthday? Paul's birthday?
 - Name the seventh month. Who has a birthday in the third month? Which months are in the middle of the year? What month is between October and December?
 - Jason is going on a trip in two weeks. How many more days does he have to wait?
 - Kate's little sister is two years old. How many months old is she?
 - Anna walks her dog twice each day. How many times does she walk the dog in a week? In two weeks?



Learning Outcome 3G1.1: Students *relate* geometric properties to shape.

1. Read and/or view ["If You Were a Polygon"](#) by Marcie Aboff, illustrated by Sarah Dillard. This book introduces students to regular and irregular polygons. On chart paper *relate* the geometric properties of regular and irregular polygons.



2. Give students a geoboard with elastics or use a digital version of a geoboard from [Math Learning Center](#). Ask students to create different sizes and shapes of polygons. Students *relate* the geometric properties to regular and irregular polygons in a math journal.

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.

Additional Resources

[Manitoba Education's Grade 2 Mathematics : Shape and Space \(page 10\).](#)

References

Aboff, M., Dillard, S., & Milk and Cookies Storytime. (2020, April 27). *If You Were A Polygon | Children's Books Read Aloud – Milk and Cookies Story Time*. YouTube.
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