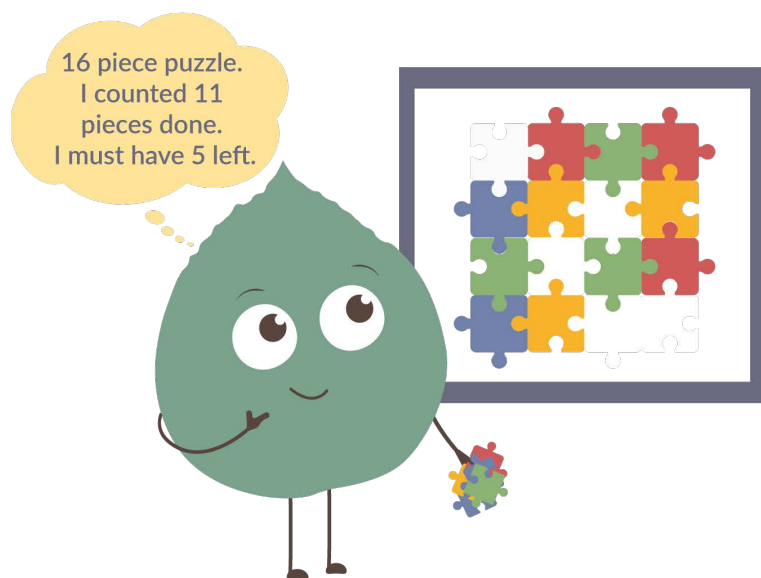


# SOLVE

K - 3

to find a solution or an answer.



**Solving** requires students to determine a value (or values) that makes the equation or situation true. Often there is more than one way to determine how to **solve** a problem. Students may use different strategies or approaches to arrive at the correct response. **Solving** becomes a higher level process when students are asked to justify the solution or situation.

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

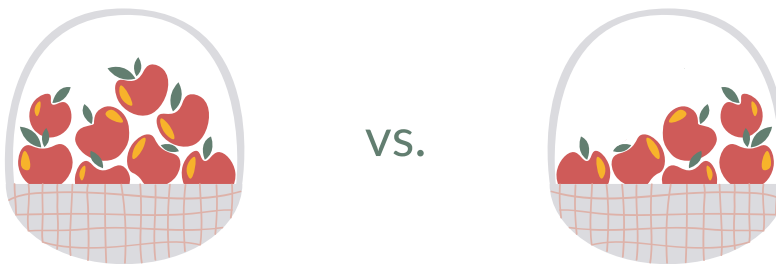
Grade Level	Learning Outcomes	Skills & Procedures
Kindergarten		<b>Solve</b> problems in familiar situations by counting.
Grade 1		<b>Solve</b> problems using addition and subtraction.
Grade 2		<b>Solve</b> problems using addition and subtraction of countable quantities or measurable lengths.
Grade 3		<b>Solve</b> problems using addition and subtraction. <b>Solve</b> problems using multiplication and division in sharing or grouping situations. <b>Solve</b> problems using equations, limited to equations with one operation.

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 (KN1.4): **Solve** problems in a familiar situation by counting.

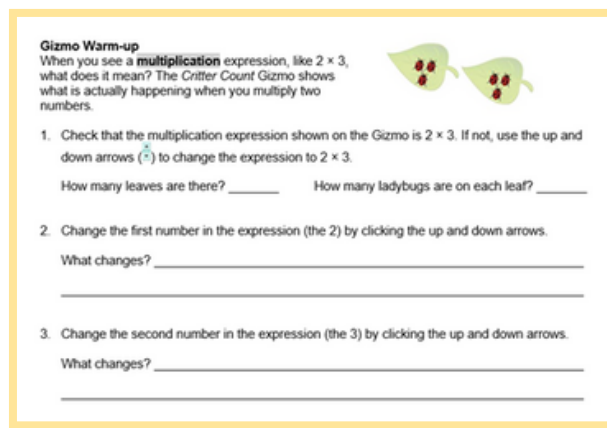
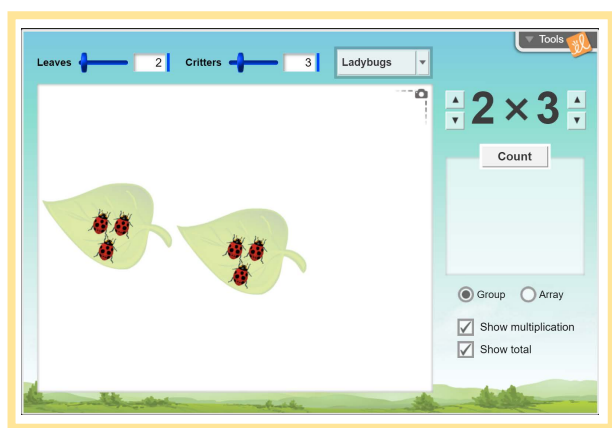
Have students count the number of apples in each basket. Ask students which basket has 'more' and which has 'less'.



Skills and Procedures (3N3.2): **Solve** problems using multiplication and division in sharing or grouping situations.

Have students explore [Gizmos "Critter Count \(Modeling Multiplication\) - \(Taken from newLearnAlberta-Explore Resources\)](https://gizmos.explorelearning.com/find-gizmos/lesson-info?resourceId=1013).

In this Gizmos interactive, students develop an understanding of multiplication statements and arrays. Students also view multiplication statements as repeated addition and demonstrate the commutative property.



## References

Explore Learning. (n.d.). *Critter Count (Modeling Multiplication)* | Gizmo. Gizmos.

<https://gizmos.explorelearning.com/find-gizmos/lesson-info?resourceId=1013>