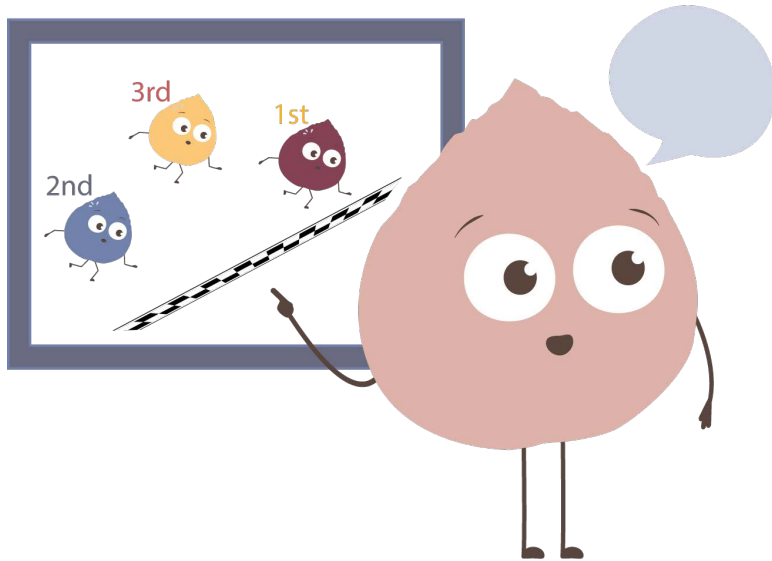


DESCRIBE

K - 3

To communicate (orally or in writing) qualities, attributes, details and/or (orally or in writing) qualities, attributes, details and/or features of something.



Describing indicates that students are engaged in a process. They determine relevant details, facts, attributes, ideas, etc. and then share the information in a way that is understandable to the 'audience' (e.g. a classmate.) Depending on the context or complexity of what is being described, students may need to order this information or put it in sequence.

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

Grade Level	Learning Outcomes	Skills & Procedures
Kindergarten		<p>Describe quantities relative to each other using comparative language.</p> <p>Describe a quantity in relation to a purpose or need using comparative language.</p> <p>Describe a shape using words such as flat, curved, straight, or round.</p> <p>Describe the size of an object in relation to another object, using comparative language.</p> <p>Describe the size of an object in relation to a purpose or need, using comparative language.</p> <p>Describe daily events as occurring yesterday, today, or tomorrow.</p>

Grade Level	Learning Outcomes	Skills & Procedures
Grade 1		<p>Describe one of two equal groups or pieces as one-half.</p> <p>Sort shapes according to one attribute and describe the sorting rule.</p> <p>Describe distance in familiar contexts.</p> <p>Describe change and constancy in repeating patterns and cycles.</p> <p>Describe cycles of time encountered in daily routines and nature.</p> <p>Describe observable changes that indicate a cycle of time.</p>
Grade 2		<p>Describe a quantity as even or odd.</p> <p>Describe a quantity as less than, greater than, or equal to another quantity.</p> <p>Sort shapes according to two geometric attributes and describe the sorting rule.</p> <p>Describe geometric attributes of two- and three-dimensional shapes in various orientations.</p> <p>Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature.</p> <p>Describe the duration between or until significant events using comparative language.</p> <p>Describe the duration of events using non-standard units.</p> <p>Describe the relationship between days, weeks, months, and years.</p> <p>Describe the duration between or until significant events using standard units of time.</p>
Grade 3		<p>Describe geometric properties of regular and irregular polygons.</p> <p>Sort polygons according to geometric properties and describe the sorting rule.</p> <p>Describe position in a sequence using ordinal numbers.</p> <p>Describe the change from term to term in a numerical sequence using mathematical operations.</p> <p>Describe time of day as a.m. or p.m. relative to 12-hour cycles of day and night.</p> <p>Describe the story that a representation tells about a collection of data in relation to a statistical question.</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

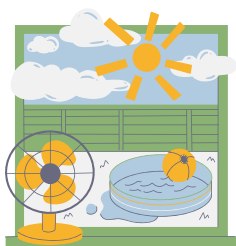
Skill & Procedure (K.M1.2): **Describe** the size of an object in relation to a purpose or need, using comparative language.

Engage students in a realistic context. Teachers bring students outside to gather leaves in front of the school. The teacher brings out their classroom garbage can and asks if it will hold all the leaves. Have students **describe** if they think the can will be "too big", "too small" or "just right" to hold all the leaves.

As students start to pick up the leaves and put them in the garbage in the can, stop, and have students **describe** whether the container (garbage can) will hold all of the leaves. For example, Student A responds, "Oh! There are still LOTS and LOTS of leaves, so we will need a BIGGER can to fit them all."



Skill & Procedure (1.T1): **Describe** cycles of time encountered in daily routines and nature.



1. Students **describe** what they do to get ready for school in the morning. Prompt students to describe how they know it's morning. Have them **describe** what they do in the morning. For example, if the alarm wakes them up, it may be light out (depending on the season), or it's after nighttime. They can also **describe** or share that they get dressed for school, put things in their backpack, eat breakfast etc. Next, prompt students to **describe** what they do to get ready for bed at night.
2. Students talk about the seasons and **describe** the characteristics of winter in comparison to summer. They can **describe** what the weather is typically like and what clothes to wear that may be the same or different. Students may talk about holidays that happen in certain seasons. For example, Winter: special holidays such as Christmas, Hanukkah, and traditional Cree activities such as snowshoeing and ice fishing. Spring: Easter, flowers blooming, Holi (Hindu Festival of Colours, Love and Spring). The class could explore and **describe** local festivals that happen in our city or province throughout the year.