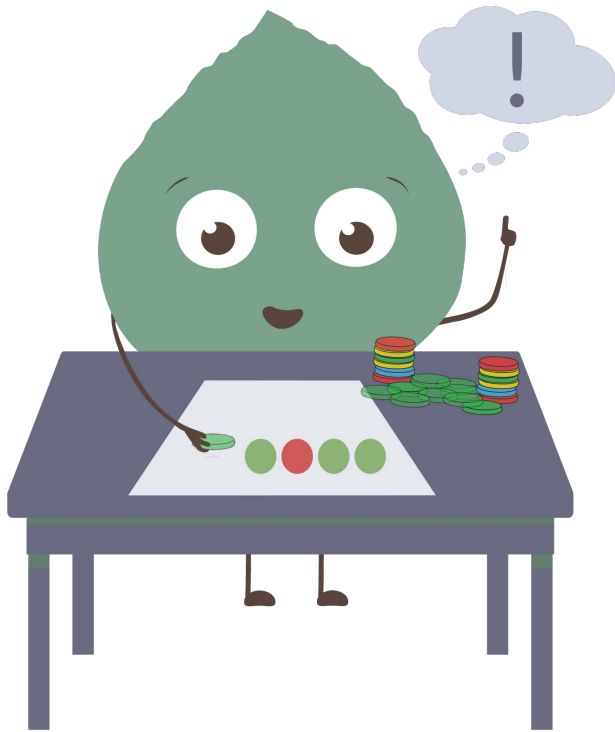


IDENTIFY

K - 3

To recognize by naming and/or indicating.



Identifying requires students to recognize a characteristic, attribute, shape, pattern in a group of numbers, etc. When students *identify* they will be using knowledge and understanding. For example, *identifying* the pattern core in a repeating pattern.

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

Grade Level	Learning Outcomes	Skills & Procedures
Kindergarten	Children identify and create repeating patterns.	Identify a quantity in various groups or arrangements. Identify familiar two- and three-dimensional shapes. Identify measurable attributes of familiar objects to which size may refer.

Grade Level	Learning Outcomes	Skills & Procedures
Grade 1		<p>Identify a quantity of 0 in familiar situations.</p> <p>Identify numbers that are one more, two more, one less, and two less than a given number.</p> <p>Identify patterns in addition and subtraction, including patterns in addition tables.</p> <p>Identify one-half in familiar situations.</p> <p>Identify familiar shapes in various sizes and orientations.</p> <p>Identify familiar shapes within two- or three-dimensional composite shapes.</p> <p>Identify the pattern core, up to four elements, in a cycle.</p> <p>Identify a missing element in a repeating pattern or cycle.</p> <p>Identify cycles from a calendar.</p> <p>Identify a quantity of 0 in familiar situations.</p> <p>Identify numbers that are one more, two more, one less, and two less than a given number.</p> <p>Identify patterns in addition and subtraction, including patterns in addition tables.</p> <p>Identify one-half in familiar situations.</p> <p>Identify familiar shapes in various sizes and orientations.</p> <p>Identify familiar shapes within two- or three-dimensional composite shapes.</p> <p>Identify the pattern core, up to four elements, in a cycle.</p> <p>Identify a missing element in a repeating pattern or cycle.</p> <p>Identify cycles from a calendar.</p>
Grade 2		<p>Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.</p> <p>Identify referents for a centimeter.</p>
Grade 3		<p>Identify the place value of each digit in a natural number.</p> <p>Identify the numerator and denominator of a fraction in various representations.</p> <p>Identify referents for a centimetre and a metre.</p> <p>Identify referents for 90°.</p> <p>Identify 90° angles in the environment using a referent.</p>

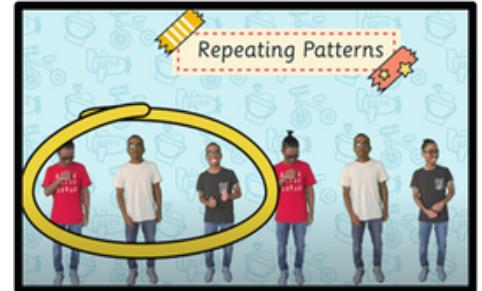


To best support learners, student action verbs should be explicitly taught, modeled and practiced through multiple experiences. The illustrative examples can provide clarification about how student understanding might be developed. It is important to reference the curriculum to view the entire context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

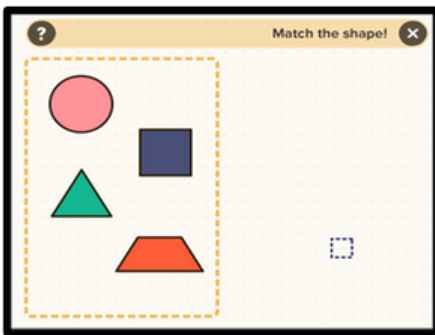
Illustrative Examples

Learning Outcome KP1: Children **identify** and create repeating patterns.

After students have had opportunities to see and explore a variety of repeating patterns (including colour, music, shape, dimension and sound), students view [Learning with Lueque's: Repeating Patterns](#). This allows students to continue practicing, as they collectively **identify** the next part of the patterns shown.



Skills and Procedure (1.G1): **Identify** familiar shapes in various sizes and orientations.



Students can do matching activities, such as the online [Hidden Pictures activity](#) in which they **identify** and match the shape to the one outside the dotted line. In this example, the square is much smaller and in a different position than the one inside the dotted line.

Skills and Procedure (2M1.2): **Identify** referents for a centimeter.

The teacher shares that their thumbs can be used as a referent for 1 cm. Students **identify** items in the classroom that can be measured in centimeters. Have students measure the length of an object using their thumb as a referent. Students share answers as a class.



References

Clements, D. H., & Sarama, J. (2017/2019). Learning and teaching with learning trajectories [LT]2. Retrieved from Marsico Institute, Morgridge College of Education, University of Denver.

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Hidden Pictures [Shape Matcher-Identical, Sizes, & Orientations]. (n.d.). Learning Trajectories. https://www.learningtrajectories.org/games/Hidden_Pictures/activity/?level=1&cell=1