

Standard Clarification for Early Childhood Mathematics

ECSQ.MathPractices.1.4

Standard MP.1.4		DOK
Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.		2
Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?	
<ul style="list-style-type: none"> • processes and procedures – sequential rules and practices applied to solving mathematical situations • concrete mathematical situations – a real world event in which mathematics can be used to solve the problem • simple mathematical situations – an event involving a one-step problem 	<ul style="list-style-type: none"> • begin to talk about – to start to verbally describe • identify – to tell or show • solve – to find a solution 	
Type of Target	Learning Targets: I Can Statements	DOK
R	I can begin to talk about the processes and procedures used to solve concrete mathematical situations.	2
R	I can begin to talk about the processes and procedures used to simple mathematical situations.	2
R	I can begin to talk about the processes and procedures I used to solve concrete and simple mathematical situations.	2
Notes/Examples		
TS Gold Connections: <ul style="list-style-type: none"> • 9a Uses language to express thoughts and needs: Uses an expanding expressive vocabulary (level 2+) 		
Resources Used		
Michigan Department of Education (2013). <i>Early childhood standards of quality for prekindergarten</i> . Lansing, MI: Michigan Department of Education.		