

Standard Clarification for Early Childhood Mathematics

ECSQ.MathematicalLiteracy.2.5

Standard ML.2.5		DOK
Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.		1
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"> • mathematical explorations – to experiment for the purpose of gaining understanding and insight that might lead to discovery • mathematical discoveries – the gained insight or understanding arrived at through exploration • simple mathematical language – verbally articulated vocabulary of math • quantity-related words – terms used to show numerals, size, amount, comparative values (e.g., more, less, taller, shorter, lighter) 	<ul style="list-style-type: none"> • talk about by using – to verbally explain by applying 	
Type of Target	Learning Targets: I Can Statements	DOK
S	I can talk about my own mathematical explorations and discoveries.	1
S	I can talk about my own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	1
Notes/Examples		
TS Gold Connections:		
<ul style="list-style-type: none"> • 20b Uses number concepts and operations: Quantifies (level 2+) • 20c Uses number concepts and operations: Connects numerals with their quantities (level 2+) • 22 Compares and measures (level 2+) • 23 Demonstrates knowledge of patterns (level 6+) 		
Resources Used		
Michigan Department of Education (2013). <i>Early childhood standards of quality for prekindergarten</i> . Lansing, MI: Michigan Department of Education.		