

Kindergarten JUMP Math Correlation to the New BC Curriculum

NOTES:

JUMP Math strands are represented by:

- NS Number Sense
- ME Measurement
- G Geometry
- PA Patterns and Algebra
- PDM Probability and Data Management

Big Ideas			
Numbers represent quantities that can be decomposed into smaller parts.			
One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.			
Repeating elements in patterns can be identified.			
Objects have attributes that can be described, measured, and composed.			
Familiar events can be described as likely or unlikely and compared.			

Content	JUMP Math Lessons		
number concepts to 10	Part	Unit	Lessons
	1	1	NSK-1 to 6, 8, 9, 11, 12, 14
	1	2	NSK-17, 19, 21
	1	5	NSK-26, 27, 29, 30, 32, 33
	1	6	NSK-37 to 41
	2	12	PAK-7
• counting:	Part	Unit	Lessons
	1	1	NSK-1 to 6, 8, 9, 11, 12, 14
	1	2	NSK-17, 19, 21
	1	5	NSK-26, 27, 29, 30, 32, 33
	1	6	NSK-37 to 41

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Content	JUMP Math Lessons		
◦ one-to-one correspondence	Part	Unit	Lessons
	1	1	NSK-4 to 6, 8, 11, 14
	1	2	NSK-17, 19, 21
	1	5	NSK-26, 29, 32
	1	6	NSK-37 to 41
◦ conservation	Part	Unit	Lessons
	1	1	NSK-5, 8, 11, 14
	1	5	NSK-26, 29, 32
◦ cardinality	Part	Unit	Lessons
	1	1	NSK-5, 6, 8, 11, 14
	1	5	NSK-26, 29, 32
◦ stable order counting	Part	Unit	Lessons
	1	1	NSK-1, 4 to 6, 8, 11, 14
	1	5	NSK-26, 27, 29, 30, 32, 33
	1	6	NSK-40, 41
◦ sequencing 1–10	Part	Unit	Lessons
	1	6	NSK-40
◦ linking sets to numerals	Part	Unit	Lessons
	1	1	NSK-2 to 6, 8, 9, 11, 12, 14
	1	5	NSK-26, 27, 29, 30, 32, 33
	1	6	NSK-40
◦ subitizing	Part	Unit	Lessons
	1	1	NSK-2, 3, 9, 12
	1	5	NSK-27, 30, 33
• using counting collections made of local materials	Part	Unit	Lessons
	2	12	PAK-7
• counting to 10 in more than one language, including local First Peoples language or languages	Part	Unit	Lessons
	1	1	NSK-14

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Content	JUMP Math Lessons		
ways to make 5	Part	Unit	Lessons
	1	1	NSK-2, 3, 9, 12
	1	2	NSK-16, 17, 19, 21
	1	5	NSK-27, 30, 33
	1	6	NSK-37 to 41
	2	8	NSK-46, 47
	2	9	NSK-57
	2	13	NSK-73
	2	14	NSK-81
• perceptual subitizing (e.g., I see 5)	Part	Unit	Lessons
	1	1	NSK-2, 3, 9, 12
	1	5	NSK-27, 30, 33
	2	8	NSK-46
• conceptual subitizing (e.g., I see 4 and 1)	Part	Unit	Lessons
	2	8	NSK-46
	2	9	NSK-57
• comparing quantities, 1–10	Part	Unit	Lessons
	1	2	NSK-16, 17, 19, 21
	1	6	NSK-37 to 41
• using concrete materials to show ways to make 5	Part	Unit	Lessons
	2	13	NSK-73
	2	14	NSK-81
<ul style="list-style-type: none"> Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5. <ul style="list-style-type: none"> aboriginalperspectives.uregina.ca/rosella/lessons/math/numberconcepts.shtml ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/mathbook.pdf youtube.com/watch?v=6-k_5hezWPE 	Part	Unit	Lessons
	2	8	NSK-47

Content	JUMP Math Lessons		
decomposition of numbers to 10	Part	Unit	Lessons
	2	8	NSK-44 to 46
	2	9	NSK-55 to 61, 63
	2	13	NSK-66 to 68, 73, 74
	2	14	NSK-75 to 77, 81
• decomposing and recomposing quantities to 10	Part	Unit	Lessons
	2	8	NSK-44, 45
	2	9	NSK-55 to 61, 63
	2	13	NSK-66 to 68, 73, 74
	2	14	NSK-75 to 77
• Numbers can be arranged and recognized.	Part	Unit	Lessons
	2	8	NSK-44, 46
	2	9	NSK-57 to 60
	2	13	NSK-67, 73, 74
	2	14	NSK-76, 77, 81
• benchmarks of 5 and 10	Part	Unit	Lessons
	2	8	NSK-45
	2	9	NSK-57 to 59
	2	13	NSK-67, 73, 74
	2	14	NSK-76, 81
• making 10	Part	Unit	Lessons
	2	9	NSK-58, 59
	2	14	NSK-81
• part-part-whole thinking	Part	Unit	Lessons
	2	8	NSK-44 to 46
	2	13	NSK-68, 73, 74
	2	14	NSK-77, 81
• using concrete materials to show ways to make 10	Part	Unit	Lessons
	2	9	NSK-58 to 60
	2	14	NSK-81
• whole-class number talks	Throughout		

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Content	JUMP Math Lessons		
repeating patterns with two or three elements	Part	Unit	Lessons
	1	4	PAK-3 to 6
	2	10	PDMK-2 to 4
	2	12	PAK-7 to 9
• sorting and classifying using a single attribute	Part	Unit	Lessons
	2	10	PDMK-2 to 4
• identifying patterns in the world	Part	Unit	Lessons
	2	12	PAK-7 to 9
• repeating patterns with 2–3 elements	Part	Unit	Lessons
	1	4	PAK-3 to 6
	2	12	PAK-7 to 9
• identifying the core	Part	Unit	Lessons
	1	4	PAK-5, 6
	2	12	PAK-7 to 9
• representing repeating patterns in various ways	Part	Unit	Lessons
	1	4	PAK-3 to 6
	2	12	PAK-7 to 9
• noticing and identifying repeating patterns in First Peoples and local art and textiles, including beadwork and beading, and frieze work in borders	Part	Unit	Lessons
	2	12	PAK-9
change in quantity to 10, using concrete materials	Part	Unit	Lessons
	2	8	NSK-43, 47
	2	9	NSK-57, 61, 63
	2	13	NSK-67, 68, 73, 74
	2	14	NSK-76, 77, 81
• generalizing change by adding 1 or 2	Part	Unit	Lessons
	2	8	NSK-43, 47
	2	9	NSK-57, 61, 63
	2	13	NSK-73, 74

Content	JUMP Math Lessons		
<ul style="list-style-type: none"> modeling and describing number relationships through change (e.g., build and change tasks - begin with four cubes, what do you need to do to change it to six? to change it to 3?) 	Part	Unit	Lessons
	2	8	NSK-43, 47
	2	9	NSK-61, 63
	2	13	NSK-67, 68, 73, 74
equality as a balance and inequality as an imbalance	2	14	NSK-76, 77, 81
	Part	Unit	Lessons
<ul style="list-style-type: none"> modeling equality as balanced and inequality as imbalanced using concrete and visual models (e.g., using a pan balance with cubes on each side to show equal and not equal) 	2	7	MEK-8
	Part	Unit	Lessons
<ul style="list-style-type: none"> fish drying and sharing 	2	7	MEK-8
direct comparative measurement (e.g., linear, mass, capacity)	Not addressed		
	Part	Unit	Lessons
<ul style="list-style-type: none"> understanding the importance of using a baseline for direct comparison in linear measurement 	2	7	MEK-2, 4, 5, 8
	Part	Unit	Lessons
<ul style="list-style-type: none"> linear height, width, length (e.g., longer than, shorter than, taller than, wider than) 	2	7	MEK-4, 5
	Part	Unit	Lessons
<ul style="list-style-type: none"> mass (e.g., heavier than, lighter than, same as) 	2	7	MEK-4, 5
	Part	Unit	Lessons
<ul style="list-style-type: none"> capacity (e.g., holds more, holds less) 	2	7	MEK-8
	Part	Unit	Lessons
single attributes of 2D shapes and 3D objects	2	7	MEK-2
	Part	Unit	Lessons
	1	3	GK-2 to 14
	2	7	MEK-10
<ul style="list-style-type: none"> At this level, using specific math terminology to name and identify 2D shapes and 3D objects is not expected 	2	10	PDMK-5
	2	11	GK-16 to 22
<ul style="list-style-type: none"> sorting 2D shapes and 3D objects using a single attribute 			
	Part	Unit	Lessons
	1	3	GK-2 to 5, 7, 8
	2	10	PDMK-5
	2	11	GK-16 to 18

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Content	JUMP Math Lessons		
• building and describing 3D objects (e.g., shaped like a can)	Part	Unit	Lessons
	2	11	GK-22
• exploring, creating, and describing 2D shapes	Part	Unit	Lessons
	1	3	GK-2 to 9, 13, 14
	2	7	MEK-10
• using positional language, such as beside, on top of, under, and in front of	Part	Unit	Lessons
	1	3	GK-10 to 13
	2	11	GK-19 to 21
concrete or pictorial graphs as a visual tool	Part	Unit	Lessons
	2	10	PDMK-6, 7
• creating concrete and pictorial graphs to model the purpose of graphs and provide opportunities for mathematical discussions (e.g., survey the students about how they got to school, then represent the data in a graph and discuss together as a class)	Part	Unit	Lessons
	2	10	PDMK-6, 7
likelihood of familiar life events	Part	Unit	Lessons
	2	12	PAK-10, 11
• using the language of probability, such as unlikely or likely (e.g., Could it snow tomorrow?)	Part	Unit	Lessons
	2	12	PAK-10, 11
financial literacy — attributes of coins, and financial role-play	Part	Unit	Lessons
	2	7	MEK-9
• noticing attributes of Canadian coins (colour, size, pictures)	Part	Unit	Lessons
	2	7	MEK-9
• identifying the names of coins	Part	Unit	Lessons
	2	7	MEK-9
• role-playing financial transactions, such as in a restaurant, bakery, or store, using whole numbers to combine purchases (e.g., a muffin is \$2.00 and a juice is \$1.00), and integrating the concept of wants and needs	Part	Unit	Lessons
	2	7	MEK-9
• token value (e.g., wampum bead/trade beads for furs)	Part	Unit	Lessons
	2	7	MEK-9

Kindergarten JUMP Math Exemplar Lessons for Curricular Competencies

The Curricular Competencies in the new BC Mathematics curriculum are addressed throughout JUMP Math's Kindergarten resource. The following table lists a selection of JUMP Math lessons that provide effective illustrations of how each Curricular Competency is addressed.

Curricular Competencies			
Reasoning and analyzing	JUMP Math Lessons		
• Use reasoning to explore and make connections	Part	Unit	Lessons
	1	2	NSK-24
	2	14	NSK-84
• Estimate reasonably	Part	Unit	Lessons
	2	7	MEK-4
• Develop mental math strategies and abilities to make sense of quantities	Part	Unit	Lessons
	1	1	NSK-11
	2	8	NSK-46
• Use technology to explore mathematics	Not addressed		
• Model mathematics in contextualized experiences	Part	Unit	Lessons
	1	4	PAK-3 to 5
	2	13	NSK-66 to 68
Understanding and solving	JUMP Math Lessons		
• Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Part	Unit	Lessons
	1	3	GK-14, 15
	2	10	PDMK-7
• Visualize to explore mathematical concepts	Part	Unit	Lessons
	1	2	NSK-19
	2	8	NSK-46
• Develop and use multiple strategies to engage in problem solving	Part	Unit	Lessons
	1	6	NSK-41
	2	9	NSK-55, 61, 62

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Curricular Competencies

<ul style="list-style-type: none"> Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures 	Part	Unit	Lessons
	2	12	PAK-7 to 9
Communicating and representing	JUMP Math Lessons		
<ul style="list-style-type: none"> Communicate mathematical thinking in many ways 	Part	Unit	Lessons
	2	9	NSK-58
	2	10	PDMK-4
<ul style="list-style-type: none"> Use mathematical vocabulary and language to contribute to mathematical discussions 	Part	Unit	Lessons
	2	11	GK-18, 22
	2	14	NSK-79 to 82
<ul style="list-style-type: none"> Explain and justify mathematical ideas and decisions 	Part	Unit	Lessons
	1	3	GK-6
	2	7	MEK-2
<ul style="list-style-type: none"> Represent mathematical ideas in concrete, pictorial, and symbolic forms 	Part	Unit	Lessons
	1	5	NSK-26 to 28
	2	14	NSK-79 to 82
Connecting and reflecting	JUMP Math Lessons		
<ul style="list-style-type: none"> Reflect on mathematical thinking 	Part	Unit	Lessons
	2	9	NSK-56
	2	10	PDMK-7
<ul style="list-style-type: none"> Connect mathematical concepts to each other and to other areas and personal interests 	Part	Unit	Lessons
	2	7	MEK-4
	2	12	PAK-8
<ul style="list-style-type: none"> Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts 	Part	Unit	Lessons
	2	12	PAK-7