Winnipeg School Division
Student Copy

Number Sense Name:_____

Note: This is not an official reporting document. This should be used to assist you in planning your classroom instruction & observation of students at work. Use the Provincial Report for convesations with parents/guardians.

Beginning of Year	During the Fall	After Winter Break	I am learning to:	Goal for June
I can order fractions using pictures or manipulatives.	I can match pictures of fractions to their symbolic format.	I can order improper or mixed fractions.		(N-II.1.7) Demonstrates and describes equivalent mixed numbers and improper fractions concretely, pictorially, and symbolically. (N-II.3.7) Compares and/or orders improper fractions and mixed numbers.
I can order decimals between 0 and 1 using tenths and hundredths.	I can order decimals greater than 1.	I can order decimals to the thousandths.	→	(N-II.3.7) Compares and/or orders decimals to thousandths.
I can represent the same number in a different way. *(representations: pictorial, fractions, decimal, percent, ratio)*	I can represent the same number two different ways.	I can represent the same number many different ways.		(N-II.2.7) Recognizes and illustrates that all fractions and mixed numbers can be represented in decimal form (including terminating and repeating decimals), converts from terminating decimals to fractions, converts from single-digit repeater decimal numbers to fractions, using patterns. (N-V-4.7) Converts, mentally, among fractions, decimals and percents to facilitate the solution of problems.

My Goals:

Next steps:

Winnipeg School Division
Student Copy

Number Skills Name:_____

Beginning of Year	Fall	After Winter Break	I am learning to:	Goal for June	
I can recognise, build, and extend patterns. I can represent patterns using materials, pictures or numbers. I can record what I know about patterns on tables or charts.	I can show my understanding of patterns on graphs and describes (in everyday language) rules to reflect and extend patterns.	I can write an algebraic equation for number patterns to solve problems. EXAMPLE: Let n = number of squares and t = number of toothpicks $t = 3n + 1$ $t = 3(51) + 1$ $t = 153 + 1$ $t = 154$		• (N-V..1.7) Uses estimation strategies to justify or assess the reasonableness of calculations. • (PR-I.4.7) Uses patterns and relations to represent simple oral and written expressions as mathematical symbols, and vice versa. • (PR-II.3.7) Writes mathematical expressions / equations that arise from problem-solving contexts. • (PR-I.3.7) Graphs relations, analyzes the results, and draws a conclusion from a pattern. • (PR-I.3.7) Evaluates expressions with and without concrete models. • (PR-I.4.7) Predict and justify possible n^{th} values of a number pattern.	
I can solve mental math problems but need to use pen and paper or vertical procedures.	I can solve mental math problems using a strategy and can explain my thinking.	I have several strategies that I use to do mental math and am comfortable using them in different situations.	→	• (N-V.2.7) Uses estimation strategies to justify or assess the reasonableness of calculations (Uses patterns, manipulatives and diagrams to demonstrate multiplication and division.)	• (PR-II.1.7) Illustrates the solution process for one-step, single-variable, first-degree equation, using concrete materials or diagrams. • (PR-II.2.7) Solves and verifies one-step linear equations, using a variety of techniques.

My Goals:

Next steps: