

NUMERACY PROCESSES

K-2

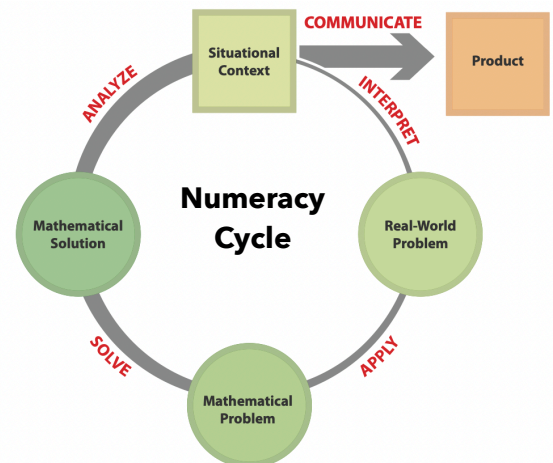
How might numeracy processes enable learners to recognize and use mathematics in their daily lives?

Numeracy Processes are different ways of thinking and working. They involve learners using their skills, resources, and creativity, along with mathematical concepts and tools, to answer questions, solve problems, and make sense of their daily experiences.

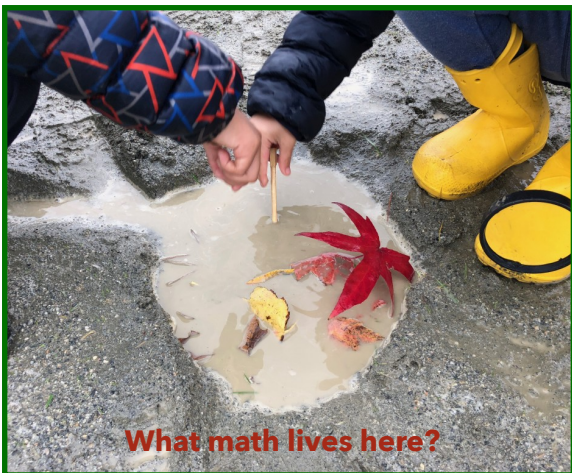
BC Ministry of Education Numeracy Processes

When engaged in numeracy practice, learners understand the context (situation, idea, or problem), decide how to go about addressing it, determine what mathematics can be used, and decide if their solutions (answers or decisions) make sense to the context. The numeracy cycle identifies the five numeracy processes students may draw upon.

In the K- 2 classroom, a focus might be placed on the **apply**, **solve** and **communicate** processes.



(This process is based on a mathematical modelling cycle. Refer to Liljedahl, 2016; OECD, 2019; and Perrelet & Zwaneveld, 2012.)



Understanding Situational Contexts

As learners explore ideas and concepts, they may come across personal, social, and scientific contexts where questions or problems arise. In order for learners to determine answers to questions, make decisions, and find solutions to problems, learners must unpack and make sense of the specific and identified context. The following questions might be useful to support learners in understanding situational context:

- **Where does math live in the world around us and in our daily lives?**
- **What questions do you have about this place, story, or?**
- **What else could I try?**
- **What math did I learn? When could I use this math again?**

Numeracy Processes in Action

Click [HERE](#) for examples of numeracy processes demonstrated while students engage in numeracy tasks.