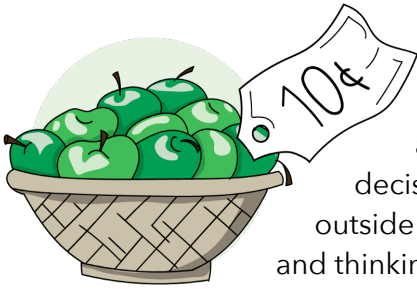


NUMERACY TASKS

K-2

How might we nurture numerate learners?

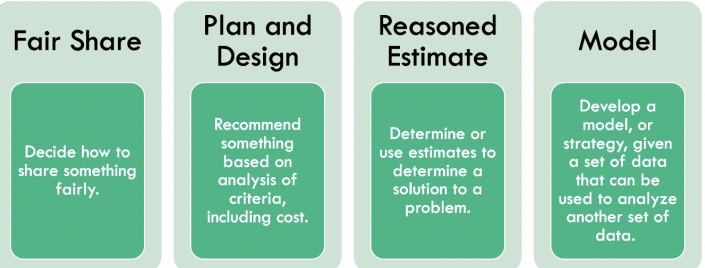
“Being numerate is a fundamental aspect of the Educated Citizen. Students should end their time in the B.C. education system with the confidence to approach real-life scenarios requiring mathematical problem solving. To that end, every teacher is responsible for creating opportunities for students to develop numerate thinking skills in their learning area(s).” ~Ministry of Education



Numeracy Tasks are contextualized problems that can be *mathematized* (translated into math problems). They allow for multiple approaches to determine a solution and enable learners to make informed decisions, while making connections to their experiences both inside and outside of the classroom. Learners draw upon various skills, strategies, concepts and thinking processes as they engage in numeracy tasks. Inviting students to fire up their curiosity, engage in productive struggle, and share and refine their ideas in numeracy tasks grows their potential to be innovative and flexible.

There are four types of numeracy tasks identified in the BC Grade 10 Graduation Numeracy Assessment that can be explored from kindergarten to grade 12: Fair Share, Plan and Design, Reasoned Estimate, and Model. More information about the GNA can be found [HERE](#).

FOUR TYPES OF NUMERACY TASKS



Click [HERE](#) for examples of the four types of numeracy tasks designed for specific grade levels.

Click [HERE](#) for considerations and a process for designing numeracy tasks.



How might students draw upon life experiences to help them find solutions to numeracy tasks?

What is the connection between problem solving and numeracy tasks?

Numeracy tasks invite students to engage in a special type of problem-solving process concerning problems in everyday life situations.

Numeracy tasks often begin with messy real-life problems that may have several different solutions that could all be correct. They require students to be critical and creative, to make choices, and to share thinking and decisions while drawing upon mathematical competencies, thinking, and language.