

INSTRUCTIONAL FOCUS

The *Manitoba Curriculum Framework* is arranged into four strands. These strands are not intended to be discrete units of instruction. The integration of learning outcomes across strands makes mathematical experiences meaningful. Students should make the connection between concepts both within and across strands.

Consider the following when planning for instruction:

- Routinely incorporating conceptual understanding, procedural thinking, and problem solving within instructional design will enable students to master the mathematical skills and concepts of the curriculum.
 - Integration of the mathematical processes within each strand is expected.
 - Problem solving, conceptual understanding, reasoning, making connections, and procedural thinking are vital to increasing mathematical fluency, and must be integrated throughout the program.
 - Concepts should be introduced using manipulatives and gradually developed from the concrete to the pictorial to the symbolic.
 - Students in Manitoba bring a diversity of learning styles and cultural backgrounds to the classroom and they may be at varying developmental stages. Methods of instruction should be based on the learning styles and abilities of the students.
 - Use educational resources by adapting to the context, experiences, and interests of students.
- Collaborate with teachers at other grade levels to ensure the continuity of learning of all students.
 - Familiarize yourself with exemplary practices supported by pedagogical research in continuous professional learning.
 - Provide students with several opportunities to communicate mathematical concepts and to discuss them in their own words.

“Students in a mathematics class typically demonstrate diversity in the ways they learn best. It is important, therefore, that students have opportunities to learn in a variety of ways—individually, cooperatively, independently, with teacher direction, through hands-on experience, through examples followed by practice. In addition, mathematics requires students to learn concepts and procedures, acquire skills, and learn and apply mathematical processes. These different areas of learning may involve different teaching and learning strategies. It is assumed, therefore, that the strategies teachers employ will vary according to both the object of the learning and the needs of the students” (Ontario 24).

