

## 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 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:

- Integration of the mathematical processes within each strand is expected.
- By decreasing emphasis on rote calculation, drill and practice, and the size of numbers used in paper-and-pencil calculations, more time is available for concept development.
- Problem solving, reasoning, and connections are vital to increasing mathematical fluency, and must be integrated throughout the program.
- There is to be a balance among mental mathematics and estimation, paper-and-pencil exercises, and the use of technology, including calculators and computers. Concepts should be introduced using manipulatives and gradually developed from the concrete to the pictorial to the symbolic.