

# WILD Correlations: MATH GRADE K

## Content Standard 1: Mathematical Processes

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.	
GLE 0006.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	
GLE 0006.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	
GLE 0006.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	
GLE 0006.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	
GLE 0006.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	
GLE 0006.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	
GLE 0006.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	

## Content Standard 2: Numbers and Operations

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.2.1 Count objects in a set and use numbers, including written numerals to 25.	
GLE 0006.2.2 Create, represent and recognize a set with a given number of objects.	
GLE 0006.2.3 Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.	
GLE 0006.2.4 Understand addition as “putting together” and subtraction as “breaking apart.”	
GLE 0006.2.5 Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	

## Content Standard 3: Algebra

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.3.1 Identify, duplicate, and extend simple number patterns and sequential and growing patterns.	
GLE 0006.3.2 Recognize attributes (such as color, shape, size) and patterns (such as repeated pairs, bilateral symmetry).	<b>Fashion a Fish, AW56</b> - Students consider fish attributes (shape and coloration) and their effects on fish survival.
GLE 0006.3.3 Describe qualitative change.	

## Content Standard 4: Geometry and Measurement

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0006.4.1 Interpret and describe the physical world with geometric ideas and vocabulary.	
GLE 0006.4.2 Use positional terms to specify locations with simple relationships.	
GLE 0006.4.3 Compare and order measurable attributes of objects directly (by comparing them with each other) and indirectly (by comparing both with a third object).	<b>What's Wild?, W7</b> - Students classify pictures of animals.

## Content Standard 5: Data, Probability and Statistics

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0006.5.1 Sort objects and use one or more attributes to solve problems.</p>	<p><b>Graphananimal, W49</b> - Students graph and compare their results.  <b>Plastic Jellyfish, AW128</b> - Students collect and sort plastic litter (Steps 1 and 2). As <b>Extensions</b>, they establish a Litter Patrol and research the breakdown of plastic litter over a 1 month period.  <b>Water We Eating? AW83</b> – As an Extension, students classify food products by aquatic habitats or compare aquatic products in typical American supermarkets to those in ethnic markets  <b>What’s Wild?, W7</b> - Students classify pictures of animals.</p>
<p>GLE 0006.5.2 Re-sort objects using new attributes.</p>	