

Number	Patterns and Relations	Shape and Space	Statistics and Probability
<p>General Outcome <i>Develop number sense.</i></p>	<p>General Outcome <i>Use patterns to describe the world and solve problems.</i></p>	<p>General Outcome <i>Use direct or indirect measurement to solve problems.</i></p>	
<p>K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. [C, CN, V]</p>	<p>K.PR.1. Demonstrate an understanding of repeating patterns (two or three elements) by</p> <ul style="list-style-type: none"> • identifying • reproducing • extending • creating <p>patterns using manipulatives, sounds and actions. [C, CN, PS, V]</p>	<p>K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]</p>	
<p>K.N.2. Subitize and name familiar arrangements of 1 to 6 dots (or objects). [C, CN, ME, V]</p>	<p>K.N.3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</p>	<p>General Outcome <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i></p>	
<p>K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. [C, CN, ME, R, V]</p>	<p>K.N.5. Demonstrate an understanding of counting to 10 by</p> <ul style="list-style-type: none"> • indicating that the last number said identifies "how many" • showing that any set has only one count <p>[C, CN, ME, R, V]</p>	<p>K.SS.2. Sort 3-D objects using a single attribute. [C, CN, PS, R, V]</p>	
<p>K.N.6. Compare quantities, 1 to 10,</p> <ul style="list-style-type: none"> ▪ using one-to-one correspondence ▪ by ordering numbers representing different quantities <p>[C, CN, V]</p>		<p>K.SS.3. Build and describe 3-D objects. [CN, PS, V]</p>	

Processes:

C – Communication
PS – Problem Solving
V – Visualization

CN – Connections
R – Reasoning

ME – Mental Mathematics and Estimation
T – Technology

Number
General Outcome <i>Develop number sense.</i>
1.N.1. Say the number sequence by: <ul style="list-style-type: none"> • 1s forward and backward between any two given numbers (0 to 100) • 2s to 30, forward starting at 0 • 5s and 10s to 100, forward starting at 0 [C, CN, ME, V]
1.N.2. Subitize and name familiar arrangements of 1 to 10 dots (or objects). [C, CN, ME, V]
1.N.3. Demonstrate an understanding of counting by <ul style="list-style-type: none"> • using the counting on strategy • using parts or equal groups to count sets [C, CN, ME, R, V]
1.N.4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]
1.N.5. Compare and order sets containing up to 20 elements to solve problems using <ul style="list-style-type: none"> • referents • one-to-one correspondence [C, CN, ME, PS, R, V]
1.N.6. Estimate quantities to 20 by using referents. [C, ME, PS, R, V]
1.N.7. Demonstrate, concretely and pictorially, how a number, up to 30, can be represented by a variety of equal groups with and without singles. [C, R, V]

Number (cont.)
1.N.8. Identify the number, up to 20, that is one more, two more, one less, and two less than a given number. [C, CN, ME, R, V]
1.N.9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by <ul style="list-style-type: none"> • using familiar and mathematical language to describe additive and subtractive actions from their experience • creating and solving problems in context that involve addition and subtraction • modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically [C, CN, ME, PS, R, V]
1.N.10. Describe and use mental mathematics strategies (memorization not intended), including <ul style="list-style-type: none"> • counting on and counting back • using one more or one less • making 10 • starting from known doubles • using addition to subtract to determine the basic addition and related subtraction facts to 18. [C, CN, ME, PS, R, V]

Patterns and Relations
General Outcome <i>Use patterns to describe the world and solve problems.</i>
1.PR.1. Demonstrate an understanding of repeating patterns (two to four elements), by <ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V]
1.PR.2. Translate repeating patterns from one representation to another. [C, R, V]
General Outcome <i>Represent algebraic expressions in multiple ways.</i>
1.PR.3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]
1.PR.4. Record equalities using the equal symbol (0 to 20). [C, CN, PS, V]

Shape and Space
General Outcome <i>Use direct or indirect measurement to solve problems.</i>
1.SS.1. Demonstrate an understanding of measurement as a process of comparing by <ul style="list-style-type: none"> • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching [C, CN, PS, R, V]
General Outcome <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>
1.SS.2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. [C, CN, R, V]
1.SS.3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]
1.SS.4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]

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<p>2.N.1. Say the number sequence from 0 to 100 by:</p> <ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1 <p>[C, CN, ME, R]</p>	<p>2.PR.1. Predict an element in a repeating pattern using a variety of strategies. [C, CN, PS, R, V]</p>	<p>2.SS.1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]</p>	<p>2.SP.1. Gather and record data about self and others to answer questions. [C, CN, PS, V]</p>
<p>2.N.2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]</p>	<p>2.PR.2. Demonstrate an understanding of increasing patterns by</p> <ul style="list-style-type: none"> • describing • reproducing • extending • creating <p>patterns using manipulatives, diagrams, sounds, and actions (numbers to 100). [C, CN, PS, R, V]</p>	<p>2.SS.2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight). [C, CN, ME, R, V]</p>	<p>2.SP.2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]</p>
<p>2.N.3. Describe order or relative position using ordinal numbers. [C, CN, R]</p>	<p>General Outcome <i>Represent algebraic expressions in multiple ways.</i></p>	<p>2.SS.3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison. [C, CN, ME, R, V]</p>	
<p>2.N.4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]</p>	<p>2.PR.3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V]</p>	<p>2.SS.4. Measure length to the nearest non-standard unit by</p> <ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process) <p>[C, ME, R, V]</p>	
<p>2.N.5. Compare and order numbers up to 100. [C, CN, R, V]</p>	<p>2.PR.4. Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol. [C, CN, R, V]</p>	<p>2.SS.5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]</p>	
<p>2.N.6. Estimate quantities to 100 by using referents. [C, ME, PS, R]</p>		<p>General Outcome <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i></p>	
<p>2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100. [C, CN, R, V]</p>		<p>2.SS.6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. [C, CN, R, V]</p>	
<p>2.N.8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number. [C, R]</p>		<p>2.SS.7. Describe, compare and construct 3-D objects, including</p> <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • prisms • pyramids <p>[C, CN, R, V]</p>	
<p>2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference. <p>[C, CN, ME, PS, R, V]</p>		<p>2.SS.8. Describe, compare and construct 2-D shapes including</p> <ul style="list-style-type: none"> • triangles • squares • rectangles • circles <p>[C, CN, R, V]</p>	
<p>2.N.10. Apply mental mathematics strategies, including</p> <ul style="list-style-type: none"> • using doubles • making 10 • using one more, one less • using two more, two less • building on a known double • using addition for subtraction <p>to develop recall basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]</p>		<p>2.SS.9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]</p>	

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