

General and Specific Outcomes with Achievement Indicators by Grade

[C] Communication	[PS] Problem Solving
[CN] Connections	[R] Reasoning
[ME] Mental Mathematics and Estimation	[T] Technology
	[V] Visualization

Kindergarten Strand: Number	General Outcome: Develop number sense.
Specific Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
<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>	<ul style="list-style-type: none"> ■ Recite the number sequence from 1 to 30 and from 10 to 1. ■ Name the number that comes after a given number, 1 to 9. ■ Name the number that comes before a given number, 2 to 10. ■ Recite number names from a given number to a stated number (forward – 1 to 10, backward – 10 to 1) using visual aids.
<p>K.N.2. Subitize and name familiar arrangements of 1 to 6 dots (or objects). [C, CN, ME, V]</p>	<ul style="list-style-type: none"> ■ Look briefly at a given familiar arrangement of 1 to 6 dots (or objects), and identify the number represented without counting. ■ Identify the number represented by a given dot arrangement on a five frame, and describe the number's relationship to 5. ■ Identify the number represented by a given dot arrangement on a five frame, and identify the numbers that are one more and one less.
<p>K.N.3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]</p>	<ul style="list-style-type: none"> ■ Construct a set of objects corresponding to a given numeral. ■ Name the number for a set of objects. ■ Hold up the appropriate number of fingers for a given numeral. ■ Match numerals with their pictorial representations.
<p>K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. [C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> ■ Show a number as two parts, using fingers, counters, or other objects, and name the number of objects in each part. ■ Show a number as two parts using pictures, and name the number of objects in each part.

Kindergarten

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Strand:
Number

General Outcome:
Develop number sense.

Specific Outcomes

It is expected that students will:

Achievement Indicators

*The following set of indicators **may** be used to determine whether students have met the corresponding specific outcome.*

- K.N.5. Demonstrate an understanding of counting to 10 by
- indicating that the last number said identifies "how many"
 - showing that any set has only one count
- [C, CN, ME, R, V]

- Answer the question, "How many are in the set?" using the last number counted in a set.
- Show that the count of the number of objects in a set does not change regardless of the order in which the objects are counted.
- Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction.

- K.N.6. Compare quantities, 1 to 10,
- using one-to-one correspondence
 - by ordering numbers representing different quantities
- [C, CN, V]

- Construct a set to show more than, fewer than, or as many as a given set.
- Compare two sets through direct comparison, and describe the sets using words such as "more," "fewer," "as many as," or "the same number."
- Order quantities using objects, five frames, ten frames, or dot cards.
- Order, using at least 2 benchmarks, numerals 1 to 10 on a vertical or horizontal number line.

Kindergarten

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Strand:
Patterns and Relations (Patterns)

General Outcome:
Use patterns to describe the world and solve problems.

Specific Outcomes
It is expected that students will:

Achievement Indicators
*The following set of indicators **may** be used to determine whether students have met the corresponding specific outcome.*

K.PR.1. Demonstrate an understanding of repeating patterns (two or three elements) by

- identifying
- reproducing
- extending
- creating

patterns using manipulatives, sounds, and actions.
[C, CN, PS, V]

- Distinguish between repeating patterns and non-repeating sequences in a set by identifying the part that repeats.
- Copy a repeating pattern (e.g., actions, sound, colour, size, shape, orientation) and describe the pattern.
- Extend a variety of repeating patterns to two more repetitions.
- Create a repeating pattern using manipulatives, musical instruments, or actions, and describe the pattern.
- Identify and describe a repeating pattern in the classroom, the school, and outdoors (e.g., in a familiar song, in a nursery rhyme).

Kindergarten

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Strand: Shape and Space (Measurement)	General Outcome: Use direct or indirect measurement to solve problems.
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Specific Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following set of indicators may be used to determine whether students have met the corresponding specific outcome.</i>
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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]	<ul style="list-style-type: none">■ Compare the length (height) of two objects, and explain the comparison using the words "shorter," "longer (taller)," or "almost the same."■ Compare the mass (weight) of two objects, and explain the comparison using the words "lighter," "heavier," or "almost the same."■ Compare the volume (capacity) of two objects, and explain the comparison using the words "less," "more," "bigger," "smaller," or "almost the same."
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Kindergarten

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Strand:
Shape and Space
(3-D Objects and 2-D Shapes)

General Outcome:
Describe the characteristics of 3-D objects and 2-D shapes,
and analyze the relationships among them.

Specific Outcomes
It is expected that students will:

Achievement Indicators
*The following set of indicators **may** be used to determine whether students
have met the corresponding specific outcome.*

K.SS.2. Sort 3-D objects using a single attribute.
[C, CN, PS, R, V]

- Sort a set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule.
- Determine the difference between two pre-sorted sets by explaining a sorting rule used to sort them.

K.SS.3. Build and describe 3-D objects.
[CN, PS, V]

- Create a representation of a 3-D object using materials such as modelling clay and building blocks, and compare the representation to the original 3-D object.
- Describe a 3-D object using words such as "big," "little," "round," "like a box," and "like a can."