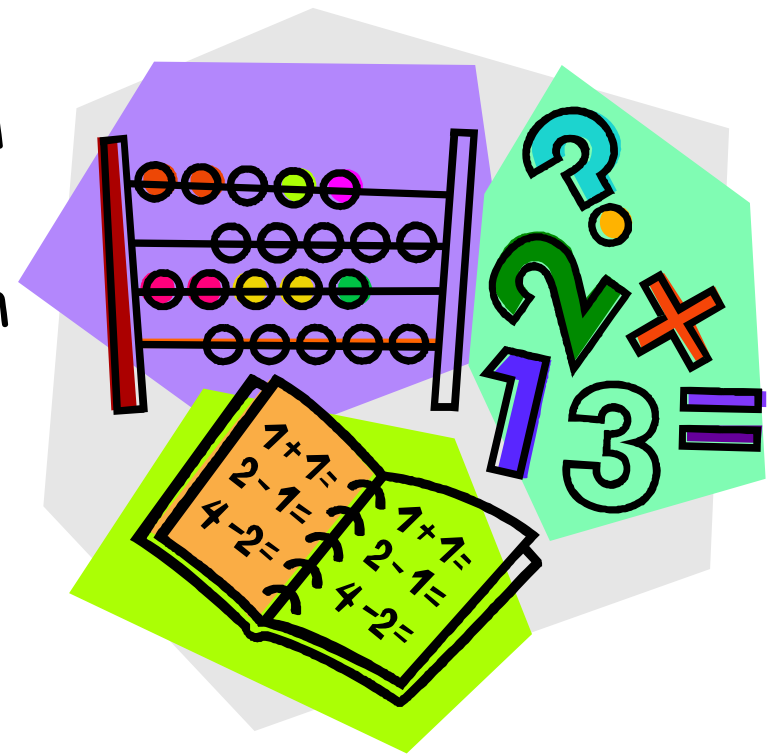


Grade 1 Mathematics

Correlation
between
1996 Curriculum
and
2008 Curriculum





NUMBER

1996 Curriculum	2008 Curriculum
<p>Counts orally by 1s, 2s, 5s, and 10s to 100; and estimates, then counts the number of objects in a set (0-50), comparing the estimate with the actual number (N-I.1.1)</p>	<p>1.N.1. Say the number sequence by:</p> <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 <p>[C, CN, ME, V]</p> <p>1.N.3. Demonstrate an understanding of counting by</p> <ul style="list-style-type: none"> • using the counting on strategy • using parts or equal groups to count sets <p>[C, CN, ME, R, V]</p> <p>1.N.6. Estimate quantities to 20 by using referents. [C, ME, PS, R, V]</p>
<p>Reads and writes numerals to 20, reads number words to ten, and explores the representation of numerals (0-50), using a calculator or computer (N-I.2.1)</p>	<p>1.N.4. Represent and describe numbers to 20 , concretely, pictorially and symbolically. [C, CN, V]</p>
<p>Recognises, builds, compares, and orders sets that contain 0 to 50 elements (N-I.3.1)</p>	<p>1.N.5. Compare and order sets containing up to 20 elements to solve problems using</p> <ul style="list-style-type: none"> • referents • one-to-one correspondence <p>[C, CN, ME, PS, R, V]</p>
<p>Represents and describes numbers to 50 in a variety of ways (N-I.4.1)</p>	<p>1.N.4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]</p>
<p>Demonstrates, and explains orally, an understanding of halves as part of a shape or solid (N-II.1.1)</p>	

1996 Curriculum	2008 Curriculum
<p>Uses manipulatives and diagrams to demonstrate and to describe the processes of addition and subtraction of numbers to 18 (N-V.1.1)</p>	<p>1.N.4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]</p> <p>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]</p> <p>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]</p> <p>1.N.9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by</p> <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. <p>[C, CN, ME, PS, R, V]</p> <p>1.N.10. Describe and use mental mathematics strategies (memorization not intended), including</p> <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 <p>to determine the basic addition and related subtraction facts to 18. [C, CN, ME, PS, R, V]</p>
	<p>1.N.2. Subitize and name familiar arrangements of 1 to 10 dots (or objects). [C, CN, ME, V]</p>



Patterns and Relations

1996 Curriculum	2008 Curriculum
Sorts objects, using a single given attribute, or a single self-determined attribute (PR-I.1.1)	1.SS.2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. [C, CN, R, V]
Identifies, names, reproduces, extends, compares, and creates patterns, using actions, manipulatives, diagrams, and spoken terms (PR-II.1.1)	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]
Begins to recognise patterns in the environment (PR-III.1.1)	
	1.PR.2. Translate repeating patterns from one representation to another. [C, R, V]
	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

1996 Curriculum	2008 Curriculum
Selects an appropriate non-standard unit, and estimates, measures, records, compares, and orders objects by length, height, and distance around (SS-I.1.1)	
Estimates the number of uniform objects or shapes, or the number of irregular shapes that will cover a given area, and verifies by covering and counting (SS-II.1.1)	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]
Estimates, measures, records, and compares the volume/capacity of containers using non-standard units (SS-III.1.1)	
Estimates, measures, records, and compares objects by mass/weight using non-standard units (SS-IV.1.1)	
Recognises that different objects may have the same mass (SS-IV.3.1)	
Estimates and measures the passage of time related to non-standard units, and compares the duration of activities (SS-VI.1.1)	
Describes the time of day (e.g., morning), sequences events within one day and over several days, and names in order the days of the week and the seasons of the year (SS-VI.2.1)	
Recognises and names Canadian coins (SS-VII.1.1)	
States the value, in cents, of nickels and dimes, and creates equivalent sets of coins up to 10 cents (SS-VII.3.1)	
Describes and compares temperatures using the senses (SS-VIII.1.1)	

1996 Curriculum	2008 Curriculum
Explores and describes 3-D objects according to two attributes (SS-IX.1.1)	
Observes and builds a given 3-D object (SS-IX.2.1)	1.SS.3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]
Identifies, names, and describes specific 2-D shapes such as <ul style="list-style-type: none"> ▪ circles ▪ triangles ▪ rectangles and compares, sorts, and classifies 2-D shapes (SS-X.1.1)	
Describes the relative position of 3-D objects and 2-D shapes, using words such as near, far, left, right (SS-XII.1.1)	
Matches size and shape of figures by superimposing one on top of the other; and describes reflections in a mirror (SS-XII.2.1)	
	1.SS.4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]

Statistics and Probability



1996 Curriculum	2008 Curriculum
Chooses, with guidance, first-hand sources for obtaining information (SP-I.2.1)	
Collects, with guidance, first-hand information by <ul style="list-style-type: none"> ▪ observing/counting ▪ conducting surveys ▪ measuring ▪ performing simple experiments (SP-II.1.1)	
Constructs concrete-object graphs and pictographs, with guidance, using 1:1 correspondence (SP-III.2.1)	
Compares data using appropriate language, including quantitative terms such as how many more, and poses oral questions in relation to the data gathered (SP-IV.1.1)	
Predicts the chance of an event happening, using the terms never, sometimes, always (SP-V.1.1)	