

<h2>Number</h2>
<b>General Outcome</b> <i>Develop number sense.</i>
<p>1.N.1. Say the number sequence by:</p> <ul style="list-style-type: none"> <li>• 1s forward and backward between any two given numbers (0 to 100)</li> <li>• 2s to 30, forward starting at 0</li> <li>• 5s and 10s to 100, forward starting at 0</li> </ul> <p>[C, CN, ME, V]</p>
<p>1.N.2. Subitize and name familiar arrangements of 1 to 10 dots (or objects).</p> <p>[C, CN, ME, V]</p>
<p>1.N.3. Demonstrate an understanding of counting by</p> <ul style="list-style-type: none"> <li>• using the counting on strategy</li> <li>• using parts or equal groups to count sets</li> </ul> <p>[C, CN, ME, R, V]</p>
<p>1.N.4. Represent and describe numbers to 20, concretely, pictorially and symbolically.</p> <p>[C, CN, V]</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"> <li>• referents</li> <li>• one-to-one correspondence</li> </ul> <p>[C, CN, ME, PS, R, V]</p>
<p>1.N.6. Estimate quantities to 20 by using referents.</p> <p>[C, ME, PS, R, 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.</p> <p>[C, R, V]</p>

<h2>Number (cont.)</h2>
<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.</p> <p>[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"> <li>• using familiar and mathematical language to describe additive and subtractive actions from their experience</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically</li> </ul> <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"> <li>• counting on and counting back</li> <li>• using one more or one less</li> <li>• making 10</li> <li>• starting from known doubles</li> <li>• using addition to subtract</li> </ul> <p>to determine the basic addition and related subtraction facts to 18.</p> <p>[C, CN, ME, PS, R, V]</p>

<h2>Patterns and Relations</h2>
<b>General Outcome</b> <i>Use patterns to describe the world and solve problems.</i>
<p>1.PR.1. Demonstrate an understanding of repeating patterns (two to four elements), by</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating patterns using manipulatives, diagrams, sounds and actions.</li> </ul> <p>[C, PS, R, V]</p>
<p>1.PR.2. Translate repeating patterns from one representation to another.</p> <p>[C, R, V]</p>
<b>General Outcome</b> <i>Represent algebraic expressions in multiple ways.</i>
<p>1.PR.3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).</p> <p>[C, CN, R, V]</p>
<p>1.PR.4. Record equalities using the equal symbol (0 to 20).</p> <p>[C, CN, PS, V]</p>

<h2>Shape and Space</h2>
<b>General Outcome</b> <i>Use direct or indirect measurement to solve problems.</i>
<p>1.SS.1. Demonstrate an understanding of measurement as a process of comparing by</p> <ul style="list-style-type: none"> <li>• identifying attributes that can be compared</li> <li>• ordering objects</li> <li>• making statements of comparison</li> <li>• filling, covering or matching</li> </ul> <p>[C, CN, PS, R, V]</p>
<b>General Outcome</b> <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>
<p>1.SS.2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.</p> <p>[C, CN, R, V]</p>
<p>1.SS.3. Replicate composite 2-D shapes and 3-D objects.</p> <p>[CN, PS, V]</p>
<p>1.SS.4. Compare 2-D shapes to parts of 3-D objects in the environment.</p> <p>[C, CN, V]</p>

<h2>Statistics and Probability</h2>
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Processes:

- C – Communication
- PS – Problem Solving
- V – Visualization

- CN – Connections
- R – Reasoning

- ME – Mental Mathematics and Estimation
- T – Technology