### Mathematics Specific Learning Outcomes

#### GRADE 1

#### NUMBER

**General Outcome**

**Develop number sense.**

1. **N.1.** Say the number sequence by
   - 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
   - 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
   - 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]

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
   - 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, including
   - counting on, counting back
   - using one more, 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]

1. **N.11.** Use patterns to describe the world and solve problems.

1. **PR.1.** Demonstrate an understanding of repeating patterns (two to four elements) by
   - 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]

1. **SS.1.** Demonstrate an understanding of measurement as a process of comparing by
   - identifying attributes that can be compared
   - ordering objects
   - making statements of comparison
   - filling, covering, or matching
   
   [C, CN, PS, R, V]

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]

**STATISTICS AND PROBABILITY**

**General Outcome**

**Use direct or indirect measurement to solve problems.**

1. **SS.1.** Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).
   
   [C, CN, R, V]

1. **PR.1.** Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).
   
   [C, CN, R, V]

1. **PR.2.** Record equalities using the equal symbol (0 to 20).
   
   [C, CN, PS, 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]

1. **PR.5.** Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).
   
   [C, CN, R, V]

1. **PR.6.** Record equalities using the equal symbol (0 to 20).
   
   [C, CN, PS, V]

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**Recall of one more and one less, complementary (compatible) numbers that add up to 5 and 10, doubles (up to 5 + 5), and related subtraction facts is expected by the end of Grade 1.**