

WNCP B.C. GRADE 1 & 2 MATHEMATICS AT A GLANCE

NOTE: Text in *italics* is from the suggested achievement indicators.

STRAND: NUMBER

GENERAL OUTCOME: Develop number sense.

Grade 1 Prescribed Learning Outcomes	Grade 2 Prescribed Learning Outcomes
<p>A1 Say the number sequence, 0 to 100 by:</p> <ul style="list-style-type: none"> (a) 1s forward and backward between any two given numbers (b) 2s to 20, forward starting at 0 (c) 5s and 10s to 100, forward starting at 0. 	<p>A1 Say the number sequence from 0 to 100 by:</p> <ul style="list-style-type: none"> (a) 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively (b) 10s using starting points from 1 to 9 (c) 2s starting from 1.
<p>A2 Recognize at a glance, and name familiar arrangements of 1 to 10 objects or dots.</p>	<p>A2 Demonstrate if a number (up to 100) is even or odd (<i>concretely, pictorially and symbolically</i>).</p>
<p>A3 Demonstrate an understanding of counting by:</p> <ul style="list-style-type: none"> (a) indicating that the last number said identifies “how many (b) showing that any set has only one count (c) using the counting on strategy (d) using parts or equal groups to count sets. 	<p>A3 Describe order or relative position using ordinal numbers (1st to 10th).</p>
<p>A4 Represent and describe numbers to 20 concretely, pictorially and symbolically.</p>	<p>A4 Represent and describe numbers to 100, concretely, pictorially and symbolically.</p>
<p>A5 Compare sets containing up to 20 elements to solve problems using:</p> <ul style="list-style-type: none"> (a) referents (b) one-to-one correspondence. 	<p>A5 Compare and order numbers up to 100.</p>
<p>A6 Estimate quantities to 20 by using referents.</p>	<p>A6 Estimate quantities to 100 using referents.</p>
<p>A7 Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles.</p>	<p>A7 Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p>
<p>A8 Identify the number, up to 20, that is one more, two more, one less and two less than a given number.</p>	<p>A8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number</p>
<p>A9 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"> (a) using familiar and mathematical language to describe additive and subtractive actions from their experience (b) creating and solving problems in context that involve addition and subtraction (d) modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically. 	<p>A9 Demonstrate an understanding of addition and subtraction of numbers (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> (a) using personal strategies for adding and subtracting with and without the support of manipulatives (b) creating and solving problems that involve addition & subtraction (c) explaining that the order in which numbers are added does not affect the sum (d) explaining that the order in which numbers are subtracted may affect the difference.

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STRAND: NUMBER (continued)

Grade 1 Prescribed Learning Outcomes

A10 Communicate and use mental mathematics strategies (memorization not intended), such as:

- (a) counting on and counting back
- (b) making 10
- (c) doubles
- (d) using addition to subtract

to determine basic addition facts to 18 and related subtraction facts.

Grade 2 Prescribed Learning Outcomes

A10 Apply mental mathematics strategies to determine basic addition facts and related subtraction facts to 18, such as:

- (a) using doubles
- (b) making 10
- (c) one more, one less
- (d) two more, two less
- (e) addition for subtraction.

STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS)

General Outcome: Collect, display and analyze data to solve problems.

May be explored informally but do not assess

D1 Gather and record data about self and others to answer questions.

D2 Construct and interpret concrete graphs and pictographs to solve problems.

STRAND: PATTERNS AND RELATIONS (PATTERNS)

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

B1 Demonstrate an understanding of repeating patterns (two to four elements) by:

- (a) describing (b) reproducing (c) extending (d) creating patterns using manipulatives, diagrams, sounds and actions.

B2 Translate repeating patterns from one representation to another.

B1 Demonstrate an understanding of repeating patterns (3 to 5 elements) by:

- (a) describing (b) extending (c) comparing (d) creating patterns using manipulatives, diagrams, sounds and actions.

B2 Demonstrate an understanding of increasing patterns by:

- (a) describing (b) reproducing (c) extending (d) creating patterns using manipulatives, diagrams, sounds and actions (numbers to 100).

STRAND: PATTERNS & RELATIONS (VARIABLES & EQUATIONS) (continued)

General Outcome: Represent algebraic expressions in multiple ways.

B3 Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).

B4 Record equalities using the equal symbol (*concretely, pictorially and symbolically*).

B3 Demonstrate and explain the meaning of inequality by using manipulatives and diagrams (0 to 100).

B4 Record equalities and inequalities symbolically using the equal symbol or the not equal symbol (*with concrete representations*).

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STRAND: SHAPE AND SPACE (MEASUREMENT)

General Outcome: Use direct or indirect measurement to solve problems.

Grade 1 Prescribed Learning Outcomes

May be explored informally but do not assess

- C1** Demonstrate an understanding of measurement as a process of comparing by:
- (a) identifying attributes that can be compared
 - (b) ordering objects
 - (c) making statements of comparison
 - (d) filling, covering or matching.

Grade 2 Prescribed Learning Outcomes

- C1** Relate the number of days to a week and the number of months to a year in a problem-solving context.
- C2** 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).
- C3** Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.
- C4** Measure length to the nearest non-standard unit by:
- (a) using multiple copies of a unit
 - (b) using a single copy of a unit (iteration process).
- C5** Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.

STRAND: SHAPE AND SPACE (3-D OBJECTS & 2-D SHAPES)

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

- C2** Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.

- C3** Replicate composite 2-D shapes and 3-D objects.

- C4** Compare 2-D shapes to parts of 3-D objects in the environment.

- C6** Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule.

- C7** Describe, compare, construct 3-D objects including:
- (a) cubes (b) spheres (c) cones (d) cylinders (e) pyramids.

- C8** Describe, compare, construct 2-D shapes including:
- (a) triangles (b) squares (c) rectangles (d) circles.

- C9** Identify 2-D shapes as parts of 3-D objects in the environment.