

WNCP B.C. GRADE 1 & 2 AT A GLANCE CORRELATED WITH MATH MAKES SENSE (WESTERN)

NOTE: **Text in UPPERCASE** indicates outcomes that are not met in MATH MAKES SENSE. Text in *italics* is from the suggested achievement indicators.

STRAND: NUMBER

General Outcome: Develop number sense.

Use Student Pages and Investigations Selectively

Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds	Grade 2 Prescribed Learning Outcomes	MMS 2 Meets	Exceeds
A1 Say the number sequence, 0 TO 100 , by: (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.	Unit 7 Launch, Lessons 1, 3, 5 Unit 10 Lessons 1, 2, 7 Counting sequences are forward only from 0 to 50	Unit 7 Lesson 4 increasing patterns on the calculator	A1 Say the number sequence from 0 to 100 by: (a) 2s, 5s and 10s, forward & BACKWARD, USING STARTING POINTS THAT ARE MULTIPLES OF 2, 5 & 10 (b) 10S USING STARTING POINTS FROM 1 TO 9 (c) 2s starting from 1.	Unit 2 Lesson 3 (to 50 only) Unit 3 Lesson 6 money amounts to 1 dollar	Unit 2: Lessons 9, 10 starting points are not multiples; beyond 100
A2 Recognize at a glance, and name familiar arrangements of 1 to 10 objects or dots.	Unit 2 Lesson 3, 4, 6, 7 Unit 4 Lesson 5, 6		A2 Demonstrate if a number (up to 100) is even or odd.	Unit 2 Lesson 6 limited Lesson 9 student page 46 only	
A3 Demonstrate an understanding of counting by: (a) indicating 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.	Unit 2 Launch, Lessons 1, 3 to 6, 8	Unit 7 Lesson 4 Increasing patterns not starting at 0	A3 DESCRIBE ORDER OR RELATIVE POSITION USING ORDINAL NUMBERS (1ST TO 10TH).	See MMS 1 Unit 3 Lesson 2.	
A4 Represent and describe numbers to 20 concretely, pictorially and symbolically.	Unit 2 Lessons 1 to 4, 6 to 8, 10, 11 number words to 10 Unit 4 Launch, Lessons 1, 6 See MMS Unit 2 Line Master 4	Do not assess printing number words	A4 Represent and describe numbers to 100, concretely, pictorially and symbolically.	Unit 2 Launch, Lessons 1, 2, 11 Unit 3 Lesson 6, 7 Unit 7 Launch, Lessons 2 to 5, 7 See MMS 1 Unit 3 Lessons 5 and 6 (money)	
A5 Compare sets containing up TO 20 elements to solve problems using: (a) referents (b) one-to-one correspondence.	Unit 2 Lessons 3 to 5, 9 to 11 Unit 4 Lesson 3 sets contain up to 10 elements		A5 Compare and order numbers up to 100.	Unit 2 Lessons 3, 8	
A6 Estimate quantities to 20 by using referents.	Unit 2 Lessons 7, 9 Unit 7 Lesson 2 assess quantities to 20 only	Unit 10 Launch to 50	A6 Estimate quantities to 100 using referents.	Unit 2 Lessons 2, 7, 11 See MMS 1 Unit 7 Lesson 2 and Unit 10 Lesson 3	
A7 Demonstrate, concretely and pictorially, how a given number can be represented by A VARIETY OF EQUAL GROUPS with and without singles.	Unit 10 Lessons 3, 4, 7 very limited groups of 10 only	recording in place value chart	A7 Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	Unit 7 Lesson 1 limited See MMS 1 Unit 10	
A8 Identify the number, UP TO 20 , that is one more, two more, one less and two less than a given number.	Unit 2 Lesson 5 Unit 4 Lesson 6 up to 10 only		A8 DEMONSTRATE AND EXPLAIN THE EFFECT OF ADDING ZERO TO OR SUBTRACTING ZERO FROM ANY NUMBER.		
A9 Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by: (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 (c) modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.	Unit 2 Lesson 10 Unit 3 Lesson 7 Unit 4 Launch, Lessons 2, 4 to 7 Unit 7 Lessons 6 to 9 Unit 10 Lessons 5, 7	Unit 10 Lesson 6 stories using a calculator	A9 Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: (a) using personal strategies for adding and subtracting with and without the support of manipulatives (b) creating and solving problems that involve addition and subtraction (c) EXPLAINING THE ORDER IN WHICH NUMBERS ARE ADDED DOES NOT AFFECT THE SUM (d) EXPLAINING THE ORDER IN WHICH NUMBERS ARE SUBTRACTED MAY AFFECT THE DIFFERENCE.	Unit 4 Lessons 2 to 8 Unit 7 Lessons 2 to 7 supplement with additional activities involving <i>missing addends and minuends</i> ; Units 4 and 7 should be taught in conjunction	

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STRAND: NUMBER (continued)

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Use Student Pages and Investigations Selectively

Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds	Grade 2 Prescribed Learning Outcomes	MMS 2 Meets	Exceeds
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 the basic addition facts to 18 and related subtraction facts. (<i>recall of basic facts not intended</i>)	Unit 4 Lessons 2 to 7 Unit 7 Lessons 6, 7, 9 Unit 10 Lesson 5		A10 Apply mental mathematics strategies, such as: (a) using doubles (b) making 10 (c) 1 MORE, 1 LESS (d) 2 MORE, 2 LESS (e) building on a known double (f) addition for subtraction to determine basic addition facts to 18 and related subtraction facts.	Unit 2 Lesson 4 to 6, 11 Unit 4 Launch, Lesson 1	Unit 10 multiplication, division and fractions

STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS)

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

May be explored informally but do not assess	Unit 5 all lessons concrete and picture graphs, probability	D1 GATHER AND RECORD DATA ABOUT SELF AND OTHERS TO ANSWER QUESTIONS.	See MMS 1 Unit 5 Launch, Lessons 3, 4, 6.	Unit 5 bar graphs, probability (outcomes begin in gr. 5)
		D2 CONSTRUCT AND INTERPRET CONCRETE GRAPHS AND PICTOGRAPHS TO SOLVE PROBLEMS.	See MMS 1 Unit 5 Lessons 1, 2, 6.	

STRAND: PATTERNS AND RELATIONS (PATTERNS)

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

B1 Demonstrate an understanding of repeating patterns (2 to 4 elements) by: (a) describing (b) reproducing (c) extending (d) creating patterns using manipulatives, diagrams, sounds and actions.	Unit 1 Lessons 3 to 6 Unit 3 Lesson 1 Most patterns contain 2 or 3 elements		B1 Demonstrate an understanding of repeating patterns ((three to FIVE elements) by: (a) describing (b) extending (c) comparing (d) creating using manipulatives, diagrams, sounds and actions.	Unit 1 Launch, Lessons 2 to 5 provide additional activities with 5 elements
B2 TRANSLATE REPEATING PATTERNS FROM ONE REPRESENTATION TO ANOTHER.	See MMS 2 Unit 1 Lesson 3		B2 DEMONSTRATE UNDERSTANDING OF INCREASING PATTERNS BY: (a) DESCRIBING (b) REPRODUCING (c) EXTENDING (d) CREATING PATTERNS USING MANIPULATIVES, DIAGRAMS, SOUNDS AND ACTIONS (NUMBERS TO 100).	increasing patterns are limited to counting patterns in Unit 2

STRAND: PATTERNS & RELATIONS (VARIABLES & EQUATIONS)

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).			B3 DEMONSTRATE AND EXPLAIN THE MEANING OF EQUALITY AND INEQUALITY BY USING MANIPULATIVES AND DIAGRAMS (0 TO 100).	
B4 RECORD EQUALITIES USING THE EQUAL SYMBOL (CONCRETELY, PICTORIALLY AND SYMBOLICALLY).			B4 RECORD EQUALITIES AND INEQUALITIES SYMBOLICALLY USING THE EQUAL SYMBOL OR THE NOT EQUAL SYMBOL.	

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STRAND: SHAPE AND SPACE (MEASUREMENT)

General Outcome: Use direct or indirect measurement to solve problems. Use Student Pages and Investigations Selectively

Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds	Grade 2 Prescribed Learning Outcomes	MMS 2 Meets	Exceeds
May be explored informally but do not assess			C1 Relate the number of days to a week and the number of months to a year in a problem-solving context.	Unit 3 Lesson 4 limited Integrate temperature with science outcomes	Unit 3 Launch, Lessons 1 to 3, 5, 8 telling time, money, temperature
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.	Unit 8 Launch, Lessons 1, 3, 6, 7 (part 1) Unit 11 Launch, Lessons 1 to 4, 6 See MMS 2 Unit 11 Lessons 1 to 3.	Unit 3 Launch, Lessons 2 to 6, 8 days of the week, time, money, temperature Unit 8 Lessons 2, 4, 5, 7 (part 2 & 3) non-standard units of length Unit 11 Lesson 5 estimate mass/capacity (non-standard units))	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).	Unit 8 Lesson 1 Unit 11 Lesson 5 see MMS 1 Unit 8 Lessons 4, 7 (part 2)	
			C3 Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.	Unit 8 Lesson 1 Unit 11 Launch, Lessons 4, 5, 6 (part 2) see MMS 1 Unit 8 Lessons 2, 4, 5, 7 (part 2).	Unit 11 Lessons 1 to 3, 6 (part 1) capacity
			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).	Unit 8 Launch See MMS 1 Unit 8 Lessons 2, 4	Unit 8 Lessons 2 to 9 cm, m, area
			C5 DEMONSTRATE THAT CHANGING THE ORIENTATION OF AN OBJECT DOES NOT ALTER 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.	Unit 1 Launch, Lessons 1, 2 Unit 6 Launch, Lessons 1, 2 Unit 9 Launch, Lessons 2, 3, 8 (Part 1 and 2)	Unit 6 Lesson 4 spatial awareness Unit 9 Lessons 5 to 7, 8 (part 3) symmetry, fractions, telling time	C6 Sort 2-d shapes & 3-d objects using two attributes, and explain the sorting rule.	Unit 1 Launch, Lesson 1 limited	Unit 6 Unit 9 3-D and 2-D geometry; naming polygons; prisms; sorting according to faces, edges, vertices; symmetry
C3 Replicate composite 2-D shapes and 3-D objects.	Unit 6 Launch, Lessons 1, 3, 5, 6 Unit 9 Launch, Lesson 4 do not assess drawing 2-D shapes and 3-D objects See MMS 2 Unit 6 Lesson 3.		C7 DESCRIBE, COMPARE, CONSTRUCT 3-D OBJECTS INCLUDING: (a) CUBES (b) SPHERES (c) CONES (d) CYLINDERS (e) PYRAMIDS.		
C4 COMPARE 2-D SHAPES TO PARTS OF 3-D OBJECTS IN THE ENVIRONMENT.			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.		