

# WNCP B.C. KINDERGARTEN & GRADE 1 MATHEMATICS AT A GLANCE

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

## STRAND: NUMBER

**GENERAL OUTCOME: Develop number sense.**

Kindergarten Prescribed Learning Outcomes	Grade 1 Prescribed Learning Outcomes
<p><b>A1</b> Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.</p>	<p><b>A1</b> 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.</p>
<p><b>A2</b> Recognize at a glance and name familiar arrangements of 1 to 5 objects or dots.</p>	<p><b>A2</b> Recognize at a glance and name familiar arrangements of 1 to 10 objects or dots.</p>
<p><b>A3</b> Relate a numeral, 1 to 10, to its respective quantity.</p>	<p><b>A3</b> Demonstrate an understanding of counting by:                      (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>
<p><b>A4</b> Represent and describe numbers 2 to 10, concretely and pictorially.</p>	<p><b>A4</b> Represent and describe numbers concretely to 20 concretely, pictorially and symbolically.</p>
<p><b>A5</b> Compare quantities, 1 to 10, using one-to-one correspondence.</p>	<p><b>A5</b> Compare sets containing up to 20 elements to solve problems using:                      (a) referents (b) one-to-one correspondence.</p>
<p style="text-align: center;"><b>May be explored informally but do not assess</b></p>	<p><b>A6</b> Estimate quantities to 20 by using referents.</p>
	<p><b>A7</b> Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles.</p>
	<p><b>A8</b> Identify the number, up to 20, that is one more, two more, one less and two less than a given number.</p>
	<p><b>A9</b> Demonstrate an understanding of addition of numbers with answers to 20 &amp; their corresponding subtraction facts concretely, pictorially &amp; symbolically by:                      (a) using familiar and mathematical language to describe additive and subtractive actions from their experience                      (b) creating &amp; solving problems in context that involve addition &amp; subtraction                      (c) modelling addition and subtraction using a variety of concrete &amp; visual representations, and recording the process symbolically.</p>
	<p><b>A10</b> Communicate and use mental mathematics strategies (memorization not intended) for the basic addition and subtraction facts to 18, such as:                      (a) counting on/counting back (b) making ten                      (c) building on a known double (d) connecting addition to subtraction.</p>

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## STRAND: PATTERNS AND RELATIONS (PATTERNS)

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

### Kindergarten Prescribed Learning Outcomes

- B1** Demonstrate an understanding of repeating patterns (two or three elements) using manipulatives, sounds and actions, by:
- (a) identifying
  - (b) reproducing
  - (c) extending
  - (d) creating.

**May be explored informally but do not assess**

### Grade 1 Prescribed Learning Outcomes

- B1** Demonstrate an understanding of repeating patterns (two to four elements) using manipulatives, diagrams, sounds and actions, by:
- (a) describing
  - (b) reproducing
  - (c) extending
  - (d) creating.

- B2** Translate repeating patterns from one representation to another.

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

**General Outcome: Represent algebraic expressions in multiple ways.**

**May be explored informally but do not assess**

- 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*).

## STRAND: SHAPE AND SPACE (MEASUREMENT)

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

- C1** Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).

- C1** Demonstrate 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.

## 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 using a single attribute.

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

- C3** Build and describe 3-D objects.

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

**May be explored informally but do not assess**

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