

# WNCP B.C. K & GRADE 1 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.**

**Kindergarten: Use Ongoing Centres Selectively**

**Gr. 1: Use Student Pages and Investigations Selectively**

Kindergarten Prescribed Learning Outcomes	MMS K Meets	Exceeds	Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds
<b>A1</b> Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.	<b>Unit 2</b> Math Circles B, C, D, E, F <b>Unit 6</b> Math Circles A, C	<b>Unit 6</b> Math Circles G, H count to 20 and 30	<b>A1</b> Say the number sequence, 0 <b>TO 100</b> , by: (a) 1s forward and <b>BACKWARD BETWEEN ANY TWO GIVEN NUMBERS</b> (b) 2s to 20, forward starting at 0 (c) 5s and 10s <b>TO 100</b> , forward starting at 0.	<b>Unit 7</b> Launch, Lessons 1, 3, 5 <b>Unit 10</b> Lessons 1, 2, 7 Counting sequences are forward only from 0 to 50	<b>Unit 7</b> Lesson 4 increasing patterns on the calculator
<b>A2</b> Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots.	<b>Unit 2</b> Math Circles C, D, F <b>Unit 6</b> Math Circles D, E, F Problem Solving Investigations: How Many Ways Can You Make 5? How Many of Each Could There Be? (See Assessment Support)		<b>A2</b> Recognize at a glance, and name familiar arrangements of 1 to 10 objects or dots.	<b>Unit 2</b> Lesson 3, 4, 6, 7 <b>Unit 4</b> Lesson 5, 6	
<b>A3</b> Relate a numeral, 1 to 10, to its respective quantity.	<b>Unit 2</b> Math Circles C, E <b>Unit 6</b> Math Circles A, C Problem Solving Investigations: How Many Ways Can You Make 5? How Many of Each Could There Be?	<b>Unit 2</b> Math Circles G, H write numerals 1 to 10	<b>A3</b> 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.	<b>Unit 2</b> Launch, Lessons 1, 3 to 6, 8	<b>Unit 7</b> Lesson 4 increasing number patterns
<b>A4</b> Represent and describe numbers 2 to 10, concretely and pictorially.	<b>Unit 2</b> Math Circles C, E <b>Unit 6</b> Math Circles D, E Problem Solving Investigations: How Many Ways Can You Make 5? How Many of Each Could There Be?		<b>A4</b> Represent and describe numbers to 20 concretely, pictorially and symbolically.	<b>Unit 2</b> Lessons 1 to 4, 6 to 8, 10, 11 number words to 10 <b>Unit 4</b> Launch, Lessons 1, 6 See MMS Unit 2 Line Master 4	Do not assess printing number words
<b>A5</b> Compare quantities, 1 to 10, using one-to-one correspondence.	<b>Unit 1</b> Math Circle E <b>Unit 2</b> Math Circles A, D, E <b>Unit 6</b> Math Circles C, D, F Problem Solving Investigations: How Many Ways Can You Make 5? How Many of Each Could There Be?		<b>A5</b> Compare sets containing up to <b>20</b> elements to solve problems using: (a) referents (b) one-to-one correspondence.	<b>Unit 2</b> Lessons 3 to 5, 9 to 11 <b>Unit 4</b> Lesson 3 sets contain up to 10 only	
<b>May be explored informally but do not assess</b>		<b>Unit 6</b> Math Circle B, F ordinal numbers, estimating	<b>A6</b> Estimate quantities to 20 by using referents.	<b>Unit 2</b> Lessons 7, 9 <b>Unit 7</b> Lesson 2	<b>Unit 10</b> Launch to 50
			<b>A7</b> Demonstrate, concretely and pictorially, how a given number can be represented by <b>A VARIETY OF EQUAL GROUPS</b> with and without singles.	<b>Unit 10</b> Lessons 3, 4, 7 very limited groups of 10 only	recording in place value chart
			<b>A8</b> Identify the number, <b>UP TO 20</b> , that is one more, two more, one less and two less than a given number.	<b>Unit 2</b> Lesson 5 <b>Unit 4</b> Lesson 6 up to 10 only	
<b>May be explored informally but do not assess</b>			<b>A9</b> Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially & 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.	<b>Unit 2</b> Lesson 10 <b>Unit 3</b> Lesson 7 <b>Unit 4</b> Launch, Lessons 2, 4 to 7 <b>Unit 7</b> Lessons 6 to 9 <b>Unit 10</b> Lessons 5, 7	<b>Unit 10</b> Lesson 6 stories using a calculator

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STRAND: NUMBER (continued) General Outcome: Develop number sense.			Kindergarten: Use Ongoing Centres Selectively Gr. 1: Use Student Pages and Investigations Selectively		
Kindergarten Prescribed Learning Outcomes	MMS K Meets	Exceeds	Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds
May be explored informally but do not assess			A10 Communicate and use mental mathematics strategies (memorization not intended), such as: (a) counting on and counting back (b) <b>MAKING 10</b> (c) doubles (d) using addition to subtract to determine the basic addition facts to 18 and related subtraction facts.	Unit 4 Lessons 2 to 7 Unit 7 Lessons 6, 7, 9 Unit 10 Lesson 5	

STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS) General Outcome: Collect, display and analyze data to solve problems.			
May be explored informally but do not assess		Unit 1 Math Circles F, G, H, I concrete & picture graphs, probability	Unit 5 concrete & picture graphs, probability (begins in grade 5)
May be explored informally but do not assess			

STRAND: PATTERNS AND RELATIONS (PATTERNS) General Outcome: Use patterns to describe the world and solve problems.					
Kindergarten Prescribed Learning Outcomes	MMS K Meets	Exceeds	Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds
B1 Demonstrate an understanding of repeating patterns (2 or 3 elements) by: (a) identifying (b) reproducing (c) extending (d) creating patterns, using manipulatives, diagrams, sounds and actions.	Unit 4 Math Circles A, B, C, D, E, F Problem Solving Investigation: How Can We Make a Pattern? (See Assessment Support)		B1 Demonstrate an understanding of repeating patterns (2 to 4 elements) by: (a) describing (b) reproducing © extending (d) creating patterns using manipulatives, diagrams, sounds & actions.	Unit 1 Lessons 3 to 6 Unit 3 Lesson 1 Most patterns contain 2 or 3 elements	
May be explored informally but do not assess			<b>B2 TRANSLATE REPEATING PATTERNS FROM ONE REPRESENTATION TO ANOTHER.</b>	See MMS 2 Unit 1 Lesson 3	

STRAND: PATTERNS & RELATIONS (VARIABLES & EQUATIONS) General Outcome: Represent algebraic expressions in multiple ways.					
May be explored informally but do not assess			<b>B3 DESCRIBE EQUALITY AS A BALANCE AND INEQUALITY AS AN IMBALANCE, CONCRETELY AND PICTORIALY (0 TO 20).</b>		
			<b>B4 RECORD EQUALITIES USING THE EQUAL SYMBOL (CONCRETELY, PICTORIALY AND SYMBOLICALLY).</b>		

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## STRAND: SHAPE AND SPACE (MEASUREMENT)

Kindergarten: Use Ongoing Centres Selectively

General Outcome: Use direct or indirect measurement to solve problems. Gr. 1: Use Student Pages and Investigations Selectively

Kindergarten Prescribed Learning Outcomes	MMS K Meets	Exceeds	Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds
<b>C1</b> Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight), and volume (capacity).	<b>Unit 5</b> Math Circles A, B, C, E, F	<b>Unit 5</b> Math Circles D, G, H, I, J indirect comparisons, ordering events, duration, naming and identifying values of coins	<b>C1</b> 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.	<b>Unit 8</b> Launch, Lessons 1, 3, 6, 7 (part 1) <b>Unit 11</b> Launch, Lessons 1 to 4, 6  see MMS 2 Unit 11 Lessons 1, 2, 3	<b>Unit 3</b> Launch, Lessons 2 to 6, 8 days of the week, time, money, temperature <b>Unit 8</b> Lessons 2, 4, 5, 7 (part 2 & 3) non-standard units of length <b>Unit 11</b> Lesson 5 estimate mass/capacity (non-standard units)

## 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.

<b>C2</b> Sort 3-D objects using a single attribute.	<b>Unit 1</b> Math Circles A, B, C, D, E <b>Unit 3</b> Math Circle B <b>Unit 5</b> Math Circle A	<b>Unit 3</b> Math Circles A, D, E, F, G, H positional words, recognize, sort, make, combine, identify 2-D shapes, identify 3-D shapes in the world	<b>C2</b> Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.	<b>Unit 1</b> Launch, Lessons 1, 2 <b>Unit 6</b> Launch, Lessons 1, 2 <b>Unit 9</b> Launch, Lessons 2, 3, 8 (Part 1 and 2)	<b>Unit 6</b> Lesson 4 spatial awareness <b>Unit 9</b> Lessons 5 to 7, 8 (part 3) symmetry, fractions, telling time
<b>C3</b> Build and describe 3-D objects.	<b>Unit 3</b> Math Circles B, C assess making a model of a single 3-D object only  positional words are common to other disciplines so are not considered a math outcome		<b>C3</b> Replicate composite 2-D shapes and 3-D objects.	<b>Unit 6</b> Launch, Lessons 1, 3, 5, 6 <b>Unit 9</b> Launch, Lesson 4  do not assess drawing 2-D shapes and 3-D objects  see MMS 2 Unit 6 Lesson 3	
<b>May be explored informally but do not assess</b>			<b>C4</b> COMPARE 2-D SHAPES TO PARTS OF 3-D OBJECTS IN THE ENVIRONMENT.		