

**Correlation of Ontario Curriculum
to Addison Wesley Mathematics Makes Sense Kindergarten**

Number Sense and Numeration

Overall Expectations

By the end of Kindergarten, children will:

- Demonstrate understanding of sets and whole numbers

Specific Expectations	Addison Wesley Mathematics Makes Sense Kindergarten
Sort and classify objects into sets according to specific characteristics, and describe those characteristics (e.g., colour, size, shape)	Unit 2, Circle A, B Unit 6, Circle D, E, F
Match objects by one-to-one correspondence (e.g., one cup to one saucer)	Unit 2, Circle A Activity C – Count the Room Unit 6, Circle A, B, C Activity A – Path Games
Estimate and count to identify sets with more, fewer, or the same number of objects	Unit 2, Circle A Activity E – Who has more? Who has less? Unit 6, Circle F, H Activity F – Scooping 5 & 10
Count orally to 30, and use cardinal and ordinal numbers during play and daily classroom routines (e.g., identify first, second, and third places in a race)	Unit 2, Circle B, C, E, F Activity A – Count our families Activity B – Making faces Unit 6, Circle B, C, G, H
Recognize and write numerals from 1 to 10	Unit 2, Circle G, H Activity C – Match the Numbers Activity G – Write the numeral Activity H – Spin the Numeral Unit 6, Circle C, D Activity D – What’s the Number? Activity E – 10s Race Activity F – Looking for 5s Activity G – Scooping 5 & 10
Demonstrate awareness of addition and subtraction in everyday activities (e.g., in sharing crayons).	Unit 2, Circle D, E, F Activity D- Count down from 5 Activity F – Count down from 10 Unit 6, Circle C (Cluster 1 and 3)

Measurement

Overall Expectations

By the end of Kindergarten, children will:

- Measure and compare the length, weight, mass, capacity, and temperature of objects and demonstrate awareness of the passage of time

Specific Expectations	Addison Wesley Mathematics Makes Sense Kindergarten
Use simple measurement terms correctly (e.g., tall/short, big/small; empty/full, heavy/light, tomorrow/yesterday)	Unit 5, Circle A, B, E, F, H Activity A – Sorting by size Activity B – Tallest to Shortest Activity C – String Search
Order two or more objects according to size or mass (e.g., the Three Bears)	Unit 5, Circle A, B, F Activity A – Sorting by Size Activity B – Tallest to Shortest
Use non-standard measuring devices appropriately (e.g., string, scoops, sugar, cubes, sand timer)	Unit 5, Circle B, C, D Activity C – String Search Activity D – How Long?
Use some standard measuring devices appropriately (e.g., tape measure, balance scale, thermometer, clock)	Unit 5, Circle E, F Activity E – Container Sort Activity F – Heavier or Lighter? Activity F – Compare Cookies
Identify the values of some coins.	Unit 5, Circle I, J Activity I – Money Concentration

Spatial Sense and Geometry

Overall Expectations

By the end of Kindergarten, children will:

- Identify the characteristics of two-dimensional shapes and three-dimensional objects

Specific Expectations	Addison Wesley Mathematics Makes Sense Kindergarten
Use language accurately to describe basic spatial relationships (e.g., above/below, near/far, in/out)	Unit 3, Circle A, B, C, D Activity A – Where is it?
Identify and sort three-dimensional objects (e.g., cans, blocks, balls, cones)	Unit 3, Circle B, C, H Activity B – Mystery Boxes Activity C – Make a Model Activity D – Box Sculptures
Identify and sort two-dimensional shapes (e.g., circle, square, rectangle, triangle).	Unit 3, Circle D, E, F, G, H Activity D – Shape Sort Activity E – Make a Puppet Activity F – More Geoboard Shapes Activity G – Make a Creature

Patterning

Overall Expectations

By the end of Kindergarten, children will:

- Recognize and use patterns

Specific Expectations	<i>Addison Wesley Mathematics Makes Sense Kindergarten</i>
Identify and reproduce simple patterns (e.g., red blocks alternating with blue blocks; clap-clap-stamp)	Unit 4, Circle A, B Activity A – Sort to Make a Pattern Activity B – Pattern Stamps
Create and extend simple patterns using a variety of materials or actions (e.g., Popsicle sticks, pebbles, stickers, counters).	Unit 4, Circle C, D, E, F Activity C – Action Patterns Activity D – Make a Music Pattern Activity E – Make Pattern Books

Data Management and Probability

Overall Expectations

By the end of Kindergarten, children will:

- Collect, display, and interpret data in daily activities

Specific Expectations	Addison Wesley Mathematics Makes Sense Kindergarten
Place some specific types of objects (e.g., shoes, favourite foods) on concrete graphs and pictographs	Unit 1, Circle F, G, H Activity F – Graphing Concrete Graphs
Compare information on objects, using two categories (e.g., rough, smooth)	Unit 1, Circle A, B, C, D, E Activity A – How Are They Alike? Activity B – Same & Different
Use simple grids correctly (e.g., in games such as bingo, tick-tack-toe)	Unit 1, Circle F, G, H Activity F – More People Graphs Activity H – Favourite Foods
Use language of probability (e.g., chance, might, lucky).	Math Circle I Activity I – Could It Happen? Activity I – Story Search