

# Curriculum Correlation

## Number Cluster 1: Counting

ON

Kindergarten
<ul style="list-style-type: none"> <li>– 15.1 investigate (e.g., using a number line, a hundreds carpet, a board game with numbered squares) the idea that a number’s position in the counting sequence determines its magnitude (e.g., the quantity is greater when counting forward and less when counting backward)</li> <li>– 15.3 make use of one-to-one correspondence in counting objects and matching groups of objects</li> <li>– 15.4 demonstrate an understanding of the counting concepts of stable order (i.e., the concept that the counting sequence is always the same – 1 is followed by 2, 2 by 3, and so on) and of order irrelevance (i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting)</li> <li>– 15.7 explore and communicate the function/purpose of numbers in a variety of contexts (e.g., use magnetic and sandpaper numerals to represent the number of objects in a set [to indicate quantity]; line up toys and manipulatives, and identify the first, second, and so on [to indicate ordinality]; use footsteps to discover the distance between the door and the sink [to measure]; identify a favourite sports player: “My favourite player is number twenty-four” [to label or name])</li> <li>– 20.1 demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation (e.g., show small quantities using fingers or manipulatives)</li> <li>– 20.2 use, read, and represent whole numbers to 10 in a variety of meaningful contexts (e.g., use a hundreds chart to read whole numbers; use magnetic and sandpaper numerals to represent the number of objects in a set; put the house number on a house built in the blocks area; find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant in the dramatic play area)</li> </ul>
Grade 1
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> <li>– read and print in words whole numbers to ten, using meaningful contexts (e.g., storybooks, posters) (Activity 1)</li> <li>– demonstrate, using concrete materials, the concept of conservation of number (e.g., 5 counters represent the number 5, regardless whether they are close together or far apart) (Activities 1, 2, 5)</li> </ul> <p>Counting</p> <ul style="list-style-type: none"> <li>– demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting; (Activities 1, 2, 3, 5)</li> <li>– count forward by 1’s, 2’s, 5’s, and 10’s to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundreds chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes) (Activities 1, 2, 3, 5)</li> <li>– count backwards by 1’s from 20 and any number less than 20 (e.g., count backwards from 18 to 11), with and without the use of concrete materials and number lines (Activities 3, 5)</li> <li>– use ordinal numbers to thirty-first in meaningful contexts (e.g., identify the days of the month on a calendar) (Activity 4)</li> </ul> <p>Cross Strand: Patterning and Algebra</p> <p>Patterning and Relationships</p> <ul style="list-style-type: none"> <li>– identify and extend, through investigation, numeric repeating patterns (e.g., 1, 2, 3, 1, 2, 3, 1, 2, 3, ...)</li> </ul>

# Curriculum Correlation

## Number Cluster 1: Counting

ON (con'd)

### Grade 2

#### Quantity Relationships

- read and print in words whole numbers to twenty, using meaningful contexts (e.g., storybooks, posters, signs)

#### Counting

- count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 (e.g., count by 5's from 15; count by 25's from 125)
- count backwards by 1's from 50 and any number less than 50, and count backwards by 10's from 100 and any number less than 100, using number lines and hundreds charts (Sample problem: Count backwards from 87 on a hundreds carpet, and describe any patterns you see.) (Activities 3, 5)

# Curriculum Correlation

## Number Cluster 1: Counting

BC/YT

Kindergarten
Number concepts to 10 <ul style="list-style-type: none"> <li>• Counting               <ul style="list-style-type: none"> <li>– one-to-one correspondence</li> <li>– conservation</li> <li>– cardinality</li> <li>– stable order counting</li> <li>– sequencing 1–10</li> <li>– linking sets to numerals</li> </ul> </li> </ul>
Grade 1
Number concepts to 20 <ul style="list-style-type: none"> <li>• Counting               <ul style="list-style-type: none"> <li>– counting on and counting back (Activities 1, 2, 3, 5)</li> <li>– sequencing numbers to 20 (Activities 1, 2, 3, 5)</li> </ul> </li> <li>• Books published by Native Northwest: <i>Learn to Count</i>, by various artists; <i>Counting Wild Bears</i>, by Gryn White; <i>We All Count</i>, by Jason Adair; <i>We All Count</i>, by Julie Flett (<a href="http://nativenorthwest.com">http://nativenorthwest.com</a>) using counting collections made of local materials; counting in different languages; different First Peoples counting systems (e.g., Tsimshian) (Activity 1)</li> <li>• <i>Tlingit Math Book</i> (<a href="http://yukon-ed-show-me-your-math.wikispaces.com/file/detail/Tlingit+Math+Book.pdf">http://yukon-ed-show-me-your-math.wikispaces.com/file/detail/Tlingit Math Book.pdf</a>) (Activity 1)</li> </ul> <p>Ways to make 10</p> <ul style="list-style-type: none"> <li>• Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5. (Activities 1, 3, 5)</li> <li>• Traditional songs/singing and stories (Activity 1)</li> </ul> <p>Cross Strand:</p> <p>Repeating patterns with multiple elements and attributes</p> <ul style="list-style-type: none"> <li>– patterns using visuals (ten-frames, hundred charts)</li> <li>– investigating numerical patterns</li> </ul>
Grade 2
Number concepts to 100 (Activities 3, 5) <ul style="list-style-type: none"> <li>• Skip-counting by 2, 5, and 10               <ul style="list-style-type: none"> <li>– Using different starting points</li> <li>– Increasing and decreasing (forward and backward)</li> </ul> </li> <li>• Even and odd numbers</li> </ul>

# Curriculum Correlation

## Number Cluster 1: Counting

NB/PEI/SK/NFL/MB

Kindergarten
<p>Number</p> <p>KN01. Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.</p> <p>KN03. Relate a numeral, 1 to 10, to its respective quantity.</p>
Grade 1
<p>Number</p> <p>1N01. Say the number sequence, 0 to 100, by:</p> <ul style="list-style-type: none"> <li>• 1s forward and backward between any two given numbers</li> <li>• 2s to 20, forward starting at 0</li> <li>• 5s and 10s to 100, forward starting at 0. (Activities, 1, 2, 3, 5)</li> </ul> <p>1N03. Demonstrate an understanding of counting by:</p> <ul style="list-style-type: none"> <li>• indicating that the last number said identifies “how many”</li> <li>• showing that any set has only one count</li> <li>• using the counting on strategy</li> <li>• using parts or equal groups to count sets. (Activities, 1, 2, 3, 5)</li> </ul> <p>Cross Strand:</p> <p>Patterns and Relations (Patterns)</p> <p>1PR1. Demonstrate an understanding of repeating patterns (two to four elements) by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions</p>
Grade 2
<p>Number</p> <p>2N01. Say the number sequence from 0 to 100 by:</p> <ul style="list-style-type: none"> <li>• 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>• 10s using starting points from 1 to 9</li> <li>• 2s starting from 1.</li> </ul> <p>2N02. Demonstrate if a number (up to 100) is even or odd.</p> <p>2N03. Describe order or relative position using ordinal numbers (up to tenth).</p>

# Curriculum Correlation

## Number Cluster 1: Counting

NS

Kindergarten
<p>Number</p> <p>PN01. Students will be expected to say the number sequence by</p> <ul style="list-style-type: none"> <li>• 1s, from 1 to 20</li> <li>• 1s, starting anywhere from 1 to 10 and from 10 to 1</li> </ul> <p>PN03: Students will be expected to relate a numeral, 1 to 10, to its respective quantity.</p>
Grade 1
<p>Number</p> <p>1N01: Students will be expected to say the number sequence by</p> <ul style="list-style-type: none"> <li>• 1s, forward and backward between any two given numbers, 0 to 100</li> <li>• 2s to 20, forward starting at 0</li> <li>• 5s to 100, forward starting at 0, using a hundred chart or a number line</li> <li>• 10s to 100, forward starting at 0, using a hundred chart or a number line (Activities, 1, 2, 3, 5)</li> </ul> <p>1N03. Students will be expected to demonstrate an understanding of counting to 20 by</p> <ul style="list-style-type: none"> <li>• indicating that the last number said identifies “how many”</li> <li>• showing that any set has only one count</li> <li>• using the counting-on strategy (Activities, 1, 2, 3, 5)</li> </ul> <p>Cross Strand:</p> <p>Patterns and Relations (Patterns)</p> <p>1PR01: Students will be expected to demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, and creating patterns using manipulatives, diagrams, sounds, and actions.</p>
Grade 2
<p>Number</p> <p>2N01: Students will be expected to say the number sequence by</p> <ul style="list-style-type: none"> <li>• 1s, forward and backward, starting from any point to 200</li> <li>• 2s, forward and backward, starting from any point to 100</li> <li>• 5s and 10s, forward and backward, using starting points that are multiples of 5 and 10 respectively to 100</li> <li>• 10s, starting from any point, to 100</li> </ul> <p>2N02: Students will be expected to demonstrate if a number (up to 100) is even or odd.</p> <p>2N03. Students will be expected to describe order or relative position using ordinal numbers (up to tenth).</p>

# Curriculum Correlation

## Number Cluster 1: Counting

AB/NWT/NU

Kindergarten
Number KN01. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. KN03. Relate a numeral, 1 to 10, to its respective quantity.
Grade 1
Number 1N01. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>• 1s forward between any two given numbers</li> <li>• 1s backward from 20 to 0</li> <li>• 2s forward from 0 to 20</li> <li>• 5s and 10s forward from 0 to 100. (Activities 1, 2, 3, 5)</li> </ul> 1N03. Demonstrate an understanding of counting by: <ul style="list-style-type: none"> <li>• indicating that the last number said identifies “how many”</li> <li>• showing that any set has only one count</li> <li>• using counting-on</li> <li>• using parts or equal groups to count sets. (Activities 1, 2, 3, 5)</li> </ul> 1N07. Demonstrate an understanding of conservation of number. (Activities 1, 2, 5)  Cross Strand: Patterns and Relations 1PR1. Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> patterns using manipulatives, diagrams, sounds and actions
Grade 2
Number 2N01. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>• 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>• 10s, using starting points from 1 to 9</li> <li>• 2s, starting from 1.</li> </ul> 2N02. Demonstrate if a number (up to 100) is even or odd.  2N03. Describe order or relative position using ordinal numbers (up to tenth).