

# Curriculum Correlation

## Number Cluster 6: Early Place Value

ON

Kindergarten
<p>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)</p> <p>15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects (e.g., find out which of two cups contains more or fewer beans [i.e., the concept of one-to-one correspondence]; investigate the ideas of more, less, or the same, using concrete materials such as counters or five and ten frames; recognize that the last number counted represents the number of objects in the set [i.e., the concept of cardinality])</p> <p>15.9 compose and decompose quantities to 10 (e.g., make multiple representations of numbers using two or more colours of linking cubes, blocks, dot strips, and other manipulatives; play "shake and spill" games)</p>
Grade 1
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> <li>– represent, compare, and order whole numbers to 50, using a variety of tools (e.g., connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g., real-life experiences, number stories) (Activities 24, 25, 26, 27)</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 24, 25, 26, 27)</li> <li>– relate numbers to the anchors of 5 and 10 (e.g., 7 is 2 more than 5 and 3 less than 10) (Activities 24, 25, 26, 27)</li> <li>– compose and decompose numbers up to 20 in a variety of ways, using concrete materials (e.g., 7 can be decomposed using connecting cubes into 6 and 1, or 5 and 2, or 4 and 3) (Activities 26, 27)</li> </ul> <p>Counting</p> <ul style="list-style-type: none"> <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 24, 25, 26, 27)</li> </ul> <p>Cross Strand: Patterning and Algebra</p> <p>Expressions and Equality</p> <ul style="list-style-type: none"> <li>– demonstrate examples of equality, through investigation, using a "balance" model (Sample problem: Demonstrate, using a pan balance, that a train of 7 attached cubes on one side balances a train of 3 cubes and a train of 4 cubes on the other side.)</li> </ul>

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ON (con't)

**Grade 2**

## Number

## Quantity Relationships

- represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools (e.g., ten frames, base ten materials, coin manipulatives, number lines, hundreds charts and hundreds carpets)
- compose and decompose two-digit numbers in a variety of ways, using concrete materials (e.g., place 42 counters on ten frames to show 4 tens and 2 ones; compose 37¢ using one quarter, one dime, and two pennies) (Sample problem: Use base ten blocks to show 60 in different ways.)
- determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer (e.g., use counters on ten frames to determine that 47 is closer to 50 than to 40)

## 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)
- locate whole numbers to 100 on a number line and on a partial number line (e.g., locate 37 on a partial number line that goes from 34 to 41)

# Curriculum Correlation

## Number Cluster 6: Early Place Value

BC/YT

Kindergarten
<p>Number concepts to 20</p> <ul style="list-style-type: none"> <li>Counting <ul style="list-style-type: none"> <li>Stable order counting</li> </ul> </li> </ul> <p>Ways to make 5</p> <ul style="list-style-type: none"> <li>Comparing quantities 1-10</li> </ul> <p>Decomposition of numbers to 10</p> <ul style="list-style-type: none"> <li>Decomposing and recomposing quantities to 10</li> <li>Numbers can be arranged and recognized</li> <li>Making 10</li> <li>Using concrete materials to show ways to make 10</li> </ul>
Grade 1
<p>Number concepts to 20</p> <ul style="list-style-type: none"> <li>Counting on and counting back (Activities 24, 25, 26, 27)</li> <li>Comparing and ordering numbers to 20 (Activities 24, 25, 27)</li> <li>Numbers to 20 can be arranged and recognized (Activities 24, 25, 26, 27)</li> <li>Base 10 (Activities 24, 25, 26, 27)</li> <li>10 and some more (Activities 24, 25, 26, 27)</li> </ul> <p>Ways to make 10</p> <ul style="list-style-type: none"> <li>Benchmarks of 10 and 20 (Activity 25)</li> </ul> <p>Cross Strand: Meaning of equality and inequality</p> <ul style="list-style-type: none"> <li>Demonstrating and explaining the meaning of equality and inequality</li> </ul>
Grade 2
<p>Number concepts to 100</p> <ul style="list-style-type: none"> <li>Counting <ul style="list-style-type: none"> <li>Quantities to 100 can be arranged and recognized</li> <li>Comparing and ordering numbers to 100</li> <li>Place value</li> <li>Understanding of 10s and 1s</li> <li>Understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40)</li> <li>Decomposing two-digit numbers into 10s and 1s</li> </ul> </li> </ul>

# Curriculum Correlation

## Number Cluster 6: Early Place Value

NB/PEI/SK/MB/NWT/AB/NU

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> <p>KN04. Represent and describe numbers 2 to 10, concretely and pictorially.</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 24, 25, 26, 27)</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 24, 25, 26, 27)</li> </ul> <p>1N04. Represent and describe numbers to 20 concretely, pictorially and symbolically. (Activities 24, 25, 26, 27)</p> <p>1N07. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. (Activities 24, 25, 26, 27)</p> <p>Cross Strand:</p> <p>Patterns and Relations (Variables and Equations)</p> <p>1PR3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20)</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>2N04. Represent and describe numbers to 100, concretely, pictorially and symbolically.</p> <p>2N07. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p>

# Curriculum Correlation

## Number Cluster 6: Early Place Value

NS

Kindergarten
<p>Number</p> <p>KN01. 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>KN03. Students will be expected to relate a numeral, 1 to 10, to its respective quantity.</p> <p>KN04. Students will be expected to represent and describe numbers 2 to 10 in two parts, concretely and pictorially</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 24, 25, 26, 27)</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 24, 25, 26, 27)</li> </ul> <p>1N04. Students will be expected to represent and partition numbers to 20. (Activities 24, 25, 26, 27)</p> <p>1N07. Students will be expected to demonstrate an understanding of conservation of number for up to 20 objects. (Activities 24, 25, 26, 27)</p> <p>Cross Strand: Patterns and Relations (Variables and Equations)</p> <p>1PR3. Students will be expected to describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).</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>2N04. Students will be expected to represent and partition numbers to 100.</p> <p>2N07. Students will be expected to illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p>

# Curriculum Correlation

## Number Cluster 6: Early Place Value

NFL

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> <p>KN04. Represent and describe numbers 2 to 10, concretely and pictorially.</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 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 24, 25, 26, 27)</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 24, 25, 26, 27)</li> </ul> <p>1N04. Represent and describe numbers to 20 concretely, pictorially and symbolically. (Activities 24, 25, 26, 27)</p> <p>Cross Strand:</p> <p>Patterns and Relations (Variables and Equations)</p> <p>1PR3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20)</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>2N04. Represent and describe numbers to 100, concretely, pictorially and symbolically.</p> <p>2N07. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.</p>