

# Curriculum Correlation

## Cluster 4: Skip-Counting

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>15.3 make use of one-to-one correspondence in counting objects and matching groups of objects</p> <p>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)</p>
Grade 1
<p>Number 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 13, 14, 15, 16)</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 13, 14, 16)</li> <li>– count backwards from 20 by 2's and 5's, using a variety of tools (e.g., number lines, hundreds charts) (Activities 15, 16)</li> </ul> <p>Cross Strand: Patterning and Algebra Patterns 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> <li>– describe numeric repeating patterns in a hundred chart</li> </ul>
Grade 2
<p>Number Counting</p> <ul style="list-style-type: none"> <li>– 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)</li> <li>– 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.)</li> </ul>

# Curriculum Correlation

## Cluster 4: Skip-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> </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 14, 16)</li> <li>– skip-counting by 2 and 5 (Activities 13, 14, 15, 16)</li> </ul> </li> </ul> <p>Cross Strand:</p> Repeating patterns with multiple elements and attributes <ul style="list-style-type: none"> <li>– patterns using visuals (ten-frames, hundred charts)</li> <li>– investigating numerical patterns (e.g., skip-counting by 2s or 5s on a hundred chart)</li> </ul>
Grade 2
Number concepts to 100 <ul style="list-style-type: none"> <li>• Counting               <ul style="list-style-type: none"> <li>– skip-counting by 2, 5, and 10</li> <li>– using different starting points</li> <li>– increasing and decreasing (forward and backward)</li> </ul> </li> </ul>

# Curriculum Correlation

## Cluster 4: Skip-Counting

NB/PEI/SK/MB

<b>Kindergarten</b>
<p>Number</p> <p>KN01. Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.</p>
<b>Grade 1</b>
<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 13, 14, 16)</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 13, 14, 16)</li> </ul> <p>1N07. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. (Activities 13, 14, 16)</p> <p>Cross Strand: Patterns and Relations</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>
<b>Grade 2</b>
<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>

# Curriculum Correlation

## Cluster 4: Skip-Counting

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>
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 13, 14, 16)</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 13, 14, 16)</li> </ul> <p>1N07. Students will be expected to demonstrate an understanding of conservation of number for up to 20 objects. (Activities 13, 14, 16)</p> <p>Cross Strand:</p> <p>Patterns and Relations</p> <p>1PR1. 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>

# Curriculum Correlation

## Cluster 4: Skip-Counting

NFL/AB/NWT/NU

<b>Kindergarten</b>
<p>Number</p> <p>KN01. Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.</p>
<b>Grade 1</b>
<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 13, 14, 16)</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 13, 14, 16)</li> </ul> <p>Cross Strand: Patterns and Relations</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>
<b>Grade 2</b>
<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>