

Curriculum Correlation

Cluster 2: Spatial Reasoning

ON

Kindergarten
<p>15.5 subitize quantities to 5 without having to count, using a variety of materials (e.g., dominoes, dot plates, dice, number of fingers) and strategies (e.g., composing or decomposing numbers)</p> <p>15.6 use information to estimate the number in a small set (e.g., apply knowledge of quantity; use a common reference such as a five frame; subitize)</p>
Grade 1
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> – read and print in words whole numbers to ten, using meaningful contexts (e.g., storybooks, posters) (Activity 6) – estimate the number of objects in a set, and check by counting (e.g., “I guessed that there were 20 cubes in the pile. I counted them and there were only 17 cubes. 17 is close to 20.”) (Activities 7, 8) <p>Cross Strand: Patterning and Algebra</p> <p>Patterns and Relationships</p> <ul style="list-style-type: none"> – identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape, thickness, orientation)
Grade 2
<p>Number</p> <p>Quantity Relationships</p> <ul style="list-style-type: none"> – read and print in words whole numbers to twenty, using meaningful contexts (e.g., storybooks, posters, signs) – estimate, count, and represent (using the ϕ symbol) the value of a collection of coins with a maximum value of one dollar.

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BC/YT

<p>Kindergarten</p> <p>Number concepts to 10</p> <ul style="list-style-type: none"> Counting <ul style="list-style-type: none"> – subitizing <p>Ways to make 5</p> <ul style="list-style-type: none"> perceptual subitizing (e.g., I see 5) conceptual subitizing (e.g., I see 4 and 1) <p>Decomposition of numbers to 10</p> <ul style="list-style-type: none"> numbers can be arranged and recognized benchmarks of 5 and 10
<p>Grade 1</p> <p>Number concepts to 20</p> <ul style="list-style-type: none"> Counting <ul style="list-style-type: none"> – numbers to 20 can be arranged and recognized (Activities 6, 7, 8) – subitizing (Activities 6, 8) <p>Ways to make 10</p> <ul style="list-style-type: none"> numbers to 10 can be arranged and recognized (Activities, 6, 8) benchmarks of 10 and 20 (Activities 7, 8) <p>Cross Strand: Repeating patterns with multiple elements and attributes – patterns using visuals</p>
<p>Grade 2</p> <p>Quantities to 100 can be arranged and recognized</p> <ul style="list-style-type: none"> benchmarks of 25, 50, and 100 (Activity 7) <p>Benchmarks of 25, 50, and 100 and personal referents (Activity 7)</p>

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

Kindergarten
Number KN02. Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots. KN03. Relate a numeral, 1 to 10, to its respective quantity.
Grade 1
Number 1N02. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots. (Activities 6, 8) 1N03. Demonstrate an understanding of counting by: <ul style="list-style-type: none"> • indicating that the last number said identifies “how many” • showing that any set has only one count • using the counting on strategy • using parts or equal groups to count sets. (Activities 6, 7, 8) 1N05. Compare sets containing up to 20 elements to solve problems using: <ul style="list-style-type: none"> • referents • one-to-one correspondence. (Activities 7, 8) 1N06. Estimate quantities to 20 by using referents. (Activities 7, 8) Cross Strand: Patterns and Relations 1PR1: Demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, creating, patterns using manipulatives, diagrams, sounds and actions.
Grade 2
Number 2N06. Estimate quantities to 100 using referents.

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NS

Kindergarten
<p>Number</p> <p>KN02. Students will be expected to recognize, at a glance, and name the quantity represented by familiar arrangements of one to five objects or dots.</p> <p>KN03. Students will be expected to relate a numeral, 1 to 10, to its respective quantity.</p>
Grade 1
<p>Number</p> <p>1N02. Students will be expected to recognize, at a glance, and name the quantity represented by familiar arrangements of 1 to 10 objects or dots. (Activities 6, 8)</p> <p>1N03. Students will be expected to demonstrate an understanding of counting to 20 by</p> <ul style="list-style-type: none"> • indicating that the last number said identifies “how many” • showing that any set has only one count • using the counting-on strategy (Activities 6, 7, 8) <p>1N05. Students will be expected to compare sets containing up to 20 objects to solve problems using referents and one-to-one correspondence. (Activities 7, 8)</p> <p>1N06. Students will be expected to estimate quantities to 20 by using referents. (Activities 7, 8)</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>2N06. Students will be expected to estimate quantities to 100 by using referents.</p>