SASKATCHEWAN KINDERGARTEN & GRADE 1 MATHEMATICS AT A GLANCE 2007

Mathematical Processes

C = Communication **CN = Connections** **ME = Mental Mathematics and Estimation**
PS = Problem Solving **R = Reasoning** **V = Visualization** **T = Technology**

Kindergarten		NUMBER STRAND OUTCOMES	Grade 1	
		WHOLE NUMBERS		
NK.1	Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0. **C CN V**		**N1.1**	Say the number sequence, 0 to 100, by: • 1s forward and backward between any two given numbers • 2s to 20, forward starting at 0 • 5s and 10s to 100, forward starting at 0. **C CN ME V**
NK.2	Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots or pictures. **C CN ME V**		**N1.2**	Recognize, at a glance, and name familiar arrangements of 1 to 10 objects, dots, and pictures. **C CN ME V**
NK.3	Relate a numeral, 0 to 10, to its respective quantity. **C R V**		**N1.3**	Demonstrate an understanding of counting by: • 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. **C CN ME R V**
			N1.6	Estimate quantities to 20 by using referents. **C ME PS R V**
		REPRESENTATION		
NK.4	Represent the partitioning of whole numbers (1 to 10) concretely and pictorially. **C CN ME R V**		**N1.4**	Represent and describe whole numbers to 20 concretely, pictorially and symbolically. **C CN ME R V**
		COMPARISON		
NK.5	Compare quantities, 0 to 10, using one-to-one correspondence. **C CN V**		**N1.5**	Compare sets containing up to 20 elements to solve problems using: • referents (known quantity) • one-to-one correspondence. **C CN ME PS R V**
		ORDINAL NUMBERS		
		PLACE VALUE		
			N1.7	Demonstrate, concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singles. **C R V**

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Kindergarten	NUMBER STRAND OUTCOMES (continued)	Grade 1

ADDING AND SUBTRACTING WHOLE NUMBERS

	N1.8 Identify the number, up to 20, that is one more, two more, one less and two less than a given number. **C CN ME R V**
	N1.9 Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically and symbolically by: • using familiar and mathematical language to describe additive and subtractive actions from their experience • creating and solving problems in context that involve addition and subtraction • modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically. **C CN ME PS R V**
	N1.10 Describe and use mental mathematics strategies (memorization not intended), such as: • counting on and counting back • making 10 • doubles • using addition to subtract to determine basic addition facts to 18 & related subtraction facts. **C CN ME PS R V**

Kindergarten	PATTERNS AND RELATIONS STRAND OUTCOMES	Grade 1

REPEATING PATTERNS

PK.1 Demonstrate an understanding of repeating pattern (two or three elements) by: • identifying • reproducing • extending • creating patterns, using manipulatives, sounds, and actions. **C CN PS V**	**P1.1** Demonstrate an understanding of repeating patterns (two to four elements), by: • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds and actions. **C PS R V**
	P1.2 Translate repeating patterns from one form of representation to another. **C R V**

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Kindergarten	PATTERNS AND RELATIONS STRAND (continued)	Grade 1
	INCREASING PATTERNS	
	EQUALITY AND INEQUALITY	
		P1.3 Describe equality as a balance and inequality as an imbalance, concretely, physically, and pictorially (0 to 20). **C CN R V**
		P1.4 Record equalities using the equal symbol. **C CN PS V**

Kindergarten	SHAPE AND SPACE STRAND OUTCOMES	Grade One
	TIME	
	DIRECT COMPARISON	
SSK.1 Use direct comparison to compare two objects based on a single attribute, such as: • length including height • mass • volume • capacity. **C CN PS R V**		**SS1.1** Demonstrate an understanding of measurement as a process of comparing by: • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching. **C CN PS R V**
	INDIRECT COMPARISON	
	3-D OBJECTS AND 2-D SHAPES	
SSK.2 Sort 3-D objects using a single attribute. **C CN PS R V**		**SS1.2** Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. **C CN R V**
SSK.3 Build and describe 3-D objects. **C PS V**		**SS1.3** Replicate composite 2-D shapes and 3-D objects. **CN PS V**
		SS1.4 Compare 2-D shapes to parts of 3-D objects in the environment. **C CN V**

STATISTICS AND PROBABILITY STRAND OUTCOMES

No formal instruction for this strand at the kindergarten and grade one levels