**Curriculum Correlation**

**Master 16a**

**Cluster 2: Spatial Reasoning**

**ON**

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| **Kindergarten** |
| 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)  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) |
| **Grade 1** |
| Number  Quantity Relationships  – 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)  Cross Strand: Patterning and Algebra  Patterns and Relationships  – identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape, thickness, orientation) |
| **Grade 2** |
| Number  Quantity Relationships  – read and print in words whole numbers to twenty, using meaningful contexts (e.g., storybooks, posters, signs)  – estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar. |

**Curriculum Correlation**

**Master 16b**

**Cluster 2: Spatial Reasoning**

**BC/YT**

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| **Kindergarten** |
| Number concepts to 10   * Counting   – subitizing  Ways to make 5   * perceptual subitizing (e.g., I see 5) * conceptual subitizing (e.g., I see 4 and 1)   Decomposition of numbers to 10   * numbers can be arranged and recognized * benchmarks of 5 and 10 |
| **Grade 1** |
| Number concepts to 20   * Counting   – numbers to 20 can be arranged and recognized (Activities 6, 7, 8)  – subitizing (Activities 6, 8)  Ways to make 10   * numbers to 10 can be arranged and recognized (Activities, 6, 8) * benchmarks of 10 and 20 (Activities 7, 8)   Cross Strand:  Repeating patterns with multiple elements and attributes  – patterns using visuals |
| **Grade 2** |
| Quantities to 100 can be arranged and recognized   * benchmarks of 25, 50, and 100 (Activity 7)   Benchmarks of 25, 50, and 100 and personal referents (Activity 7) |

**Curriculum Correlation**

**Master 16c**

**Cluster 2: Spatial Reasoning**

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

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| **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:  • 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:  • 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. |

**Curriculum Correlation**

**Master 16d**

**Cluster 2: Spatial Reasoning**

**NS**

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| **Kindergarten** |
| Number  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.  KN03. Students will be expected to relate a numeral, 1 to 10, to its respective quantity. |
| **Grade 1** |
| Number  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)  1N03. Students will be expected to demonstrate an understanding of counting to 20 by  • 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)  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)  1N06. Students will be expected to estimate quantities to 20 by using referents. (Activities 7, 8)  Cross Strand:  Patterns and Relations  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. |
| **Grade 2** |
| Number  2N06. Students will be expected to estimate quantities to 100 by using referents. |