WNCP B.C. GRADE 1 AT A GLANCE CORRELATED WITH MATH MAKES SENSE (WESTERN)

NOTE: Text in **UPPERCASE** indicates outcomes that are not met in MATH MAKES SENSE. Text in *italics* is from the suggested achievement indicators.

STRAND: NUMBER
General Outcome: Develop number sense.   **Use Student Pages and Investigations Selectively**

Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds	Additional Notes
A1 Say the number sequence, 0 TO 100, by: (a) 1s forward and BACKWARD BETWEEN ANY TWO GIVEN NUMBERS (b) 2s to 20, forward starting at 0 (c) 5s and 10s TO 100, forward starting at 0.	**Unit 7** Launch, Lessons 1, 3, 5 **Unit 10** Lessons 1, 2, 7 Counting sequences are forward only from 0 to 50	**Unit 7** Lesson 4 increasing patterns on the calculator	Assess only whether students can say the number sequences. Students at this level are not expected to create increasing patterns or to identify a pattern rule.
A2 Recognize at a glance, and name familiar arrangements of 1 to 10 objects or dots.	**Unit 2** Lesson 3, 4, 6, 7 **Unit 4** Lesson 5, 6		See MMS 2 Unit 2 Line Master 57 for Dot Plates.
A3 Demonstrate an understanding of counting by: (a) indicating the last number said identifies "how many" (b) showing that any set has only one count (c) using the counting on strategy (d) using parts or equal groups to count sets.	**Unit 2** Launch, Lessons 1, 3 to 6, 8	**Unit 7** Lesson 4 Increasing patterns not starting at 0	Provide opportunities for students to *identify and correct counting errors in a given counting sequence.*
A4 Represent and describe numbers to 20 concretely, pictorially and symbolically.	**Unit 2** Lessons 1 to 4, 6 to 8, 10, 11 number words to 10 only **Unit 4** Launch, Lessons 1, 6		Assess reading number words only. Do not assess printing. See MMS 2 Unit 2 Line Master 4 for Number Word Cards to twenty. Provide opportunities for students to *place numerals on a number line with benchmarks of 0, 5, 10, and 20.*
A5 Compare sets containing up TO 20 elements to solve problems using: (a) referents (b) one-to-one correspondence.	**Unit 2** Lessons 3 to 5, 9 to 11 **Unit 4** Lesson 3 sets contain up to 10 elements		Extend activities to include 10 to 20 elements in a set.
A6 Estimate quantities to 20 by using referents.	**Unit 2** Lessons 7, 9 **Unit 7** Lesson 2	**Unit 10** Launch to 50	Quantities to 50 are explored. When assessing, focus on quantities to 20.
A7 Demonstrate, concretely and pictorially, how a given number can be represented by A VARIETY OF EQUAL GROUPS with and without singles.	**Unit 10** Lessons 3, 4, 7 very limited groups of 10 only	recording in place value chart	Extend the grouping by 10s activities to include grouping by other numbers as well. Place value outcomes do not begin until grade 2.
A8 Identify the number, UP TO 20, that is one more, two more, one less and two less than a given number.	**Unit 2** Lesson 5 **Unit 4** Lesson 6 numbers to 10 only		Extend activities to include numbers from 11 to 20.
A9 Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by: (a) using familiar and mathematical language to describe additive and subtractive actions from their experience (b) creating and solving problems in context that involve addition and subtraction (c) modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.	**Unit 2** Lesson 10 **Unit 3** Lesson 7 **Unit 4** Launch, Lessons 2, 4 to 7 **Unit 7** Lessons 6 to 9 **Unit 10** Lessons 5, 7	**Unit 10** Lesson 6 stories using a calculator	

STRAND: NUMBER (continued)
General Outcome: Develop number sense.   **Use Student Pages and Investigations Selectively**

Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds	Additional Notes

A10 Communicate and use mental mathematics strategies (memorization not intended), such as:
  (a) counting on and counting back
  (b) MAKING 10
  (c) doubles
  (d) using addition to subtract
to determine the basic addition facts to 18 and related subtraction facts.
	Unit 4 Lessons 2 to 7
	Unit 7 Lessons 6, 7, 9
	Unit 10 Lesson 5
			It is not intended that students recall basic facts but become familiar with strategies to mentally determine sums and differences.

STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS)
General Outcome: Collect, display and analyze data to solve problems.

May be explored informally but do not assess	Unit 5 graphs, probability	Outcomes for concrete and pictograms are introduced in grade 2. Outcomes for probability are introduced in grade 5.

STRAND: PATTERNS AND RELATIONS (PATTERNS)
General Outcome: Use patterns to describe the world and solve problems.

B1 Demonstrate an understanding of repeating patterns (2 to 4 elements) by:
  (a) describing   **(b)** reproducing
  (c) extending   **(d)** creating
patterns using manipulatives, diagrams, sounds and actions.
	Unit 1 Lessons 3 to 6
	Unit 3 Lesson 1
			Most patterns contain 2 or 3 elements. Extend activities to include 4 elements when assessing. Provide opportunities for students to *identify errors in a given repeating pattern.*

B2 TRANSLATE REPEATING PATTERNS FROM ONE REPRESENTATION TO ANOTHER.			See MMS 2 Unit 1 Lesson 3

STRAND: PATTERNS & RELATIONS (VARIABLES & EQUATIONS)
General Outcome: Represent algebraic expressions in multiple ways.

B3 DESCRIBE EQUALITY AS A BALANCE AND INEQUALITY AS AN IMBALANCE, CONCRETELY AND PICTORIALLY (0 TO 20).			
B4 RECORD EQUALITIES USING THE EQUAL SYMBOL *(CONCRETELY, PICTORIALLY AND SYMBOLICALLY).*			

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STRAND: SHAPE AND SPACE (MEASUREMENT)
General Outcome: Use direct or indirect measurement to solve problems. Use Student Pages and Investigations Selectively

Grade 1 Prescribed Learning Outcomes	MMS 1 Meets	Exceeds	Additional Notes
C1 Demonstrate an understanding of measurement as a process of comparing by: (a) identifying attributes that can be compared (b) ordering objects (c) making statements of comparison (d) filling, covering or matching.	**Unit 8** Launch, Lessons 1, 3, 6, 7 (part 1) **Unit 11** Launch, Lessons 1 to 4, 6	**Unit 3** Launch, Lessons 2 to 6, 8 days of the week, time, money, temperature **Unit 8** Lessons 2, 4, 5, 7 (part 2 & 3) non-standard units of length **Unit 11** Lesson 5 estimate mass/capacity (non-standard units)	See MMS 2 Unit 11 Lessons 1 to 3. *Focus on common attributes such as length (height), mass (weight), volume (capacity), and area that could be used to compare* directly *a given set of two objects.*

STRAND: SHAPE AND SPACE (3-D OBJECTS & 2-D SHAPES)
General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

C2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.	**Unit 1** Launch, Lessons 1, 2 **Unit 6** Launch, Lessons 1, 2 **Unit 9** Launch, Lessons 1 to 3, 8 (part 1 and 2)	**Unit 6** Lesson 4 spatial awareness **Unit 9** Lessons 5 to 7, 8 (part 3) symmetry, fractions, telling time	Focus on language to describe attributes. Do not assess naming figures and objects. Positional words are common across disciplines so are not assessed in the math curriculum.
C3 Replicate composite 2-D shapes and 3-D objects.	**Unit 6** Launch, Lessons 1, 3, 5, 6 **Unit 9** Launch, Lesson 4		Students at this level are not expected to draw 2-D shapes and 3-D objects. Do not assess drawings. See MMS 2 Unit 6 Lesson 3.
C4 COMPARE 2-D SHAPES TO PARTS OF 3-D OBJECTS IN THE ENVIRONMENT.			