

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

NOTE: Text in *italics* is from the suggested achievement indicators.

STRAND: NUMBER

General Outcome: Develop number sense.

Use Ongoing Centres Selectively

Kindergarten Prescribed Learning Outcomes	MMS K Meets	Exceeds	Additional Notes
A1 Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1.	Unit 2 Math Circles B, C, D, E, F Unit 6 Math Circles A, C	Unit 6 Math Circles G, H count to 20 and 30	Unit 2 Circles D and F have students finding the numeral that is “one less” as well as saying the number. When assessing, have students <i>name the number that comes before or after a given number and recite number names from a given number to a stated number forward and backward</i> to meet this outcome in full.
A2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots.	Unit 2 Math Circles C, D, F Unit 6 Math Circles D, E Problem Solving Investigations: How May Ways Can You Make 5? How Many of Each Could There Be? *		Students explore five and ten frames in some math circles. Assess <i>identifying the number represented by a given dot arrangement on a five frame only</i> . * See Assessment Support for Problem Solving Investigations.
A3 Relate a numeral, 1 to 10, to its respective quantity.	Unit 2 Math Circles C, E Unit 6 Math Circles A, C Problem Solving Investigations: How May Ways Can You Make 5? How Many of Each Could There Be? *	Unit 2 Math Circles G, H write numerals 1 to 10	Writing numeral outcomes begin in grade 1.
A4 Represent and describe numbers 2 to 10, concretely and pictorially.	Unit 2 Math Circles C, E Unit 6 Math Circles D, E Problem Solving Investigations: How May Ways Can You Make 5? How Many of Each Could There Be? *	Unit 6 Math Circle B, F ordinal numbers, estimating	Provide opportunities for students to <i>show a given number as two parts, using fingers, counters, other objects or pictures and name the number of objects in each part</i> .
A5 Compare quantities, 1 to 10, using one-to-one correspondence.	Unit 1 Math Circle E Unit 2 Math Circles A, D, E Unit 6 Math Circles C, D Problem Solving Investigations: How May Ways Can You Make 5? How Many of Each Could There Be? *		Provide opportunities for students to <i>construct a set to show more than, fewer than or as many as a given set</i> .

STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS)

General Outcome: Collect, display and analyze data to solve problems.

May be explored informally but do not assess	Unit 1 Math Circles F, G, H, I concrete & picture graphs probability	Concrete and picture graph outcomes begin in grade 1. Graphs may be used as a tool to meet other outcomes when appropriate, but do not assess. Probability outcomes begin in grade 5.
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STRAND: PATTERNS AND RELATIONS (PATTERNS)

General Outcome: Use patterns to describe the world and solve problems.

Use Ongoing Centres Selectively

Kindergarten Prescribed Learning Outcomes	MMS K Meets	Exceeds	Additional Notes
<p>B1 Demonstrate an understanding of repeating patterns (2 or 3 elements) by:</p> <p>(a) identifying (b) reproducing (c) extending (d) creating patterns, using manipulatives, diagrams, sounds and actions.</p>	<p>Unit 4 Math Circles A, B, C, D, E, F Problem Solving Investigation: How Can We Make a Pattern? *</p>		<p>* See Assessment Support for Problem Solving Investigation.</p>

STRAND: SHAPE AND SPACE (MEASUREMENT)

General Outcome: Use direct or indirect measurement to solve problems.

Use Ongoing Centres Selectively

Kindergarten Prescribed Learning Outcomes	MMS K Meets	Exceeds	Additional Notes
<p>C1 Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight), and volume (capacity).</p>	<p>Unit 5 Math Circles A, B, C, E, F</p>	<p>Unit 5 Math Circles D, G, H, I, J indirect comparisons, ordering events, duration, naming and identifying values of coins</p>	<p>Money is no longer a topic in the math curriculum. Use money to meet number outcomes when appropriate. Time outcomes begin in grade 2.</p>

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.

<p>C2 Sort 3-D objects using a single attribute.</p>	<p>Unit 1 Math Circles A, B, C, D, E Unit 3 Math Circle B Unit 5 Math Circle A</p>	<p>Unit 3 Math Circles A, D, E, F, G, H positional words, recognize, sort, make, combine, identify 2-D shapes; identify 3-D shapes in the world</p>	<p>Positional words are common to other disciplines so are not included in the math outcomes. 2-D outcomes begin in grade 1. 2-D shapes and figures may be used to meet other outcomes when appropriate but do not assess 2-D outcomes.</p>
<p>C3 Build and describe 3-D objects.</p>	<p>Unit 3 Math Circles B, C assess making a model of a single 3-D object only</p>		<p>In Unit 3 Math Circle C students build with 3-D objects. Assess only <i>creating a representation of a given 3-D object and comparing the representation to the original 3-D object.</i></p>