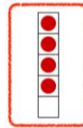
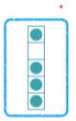
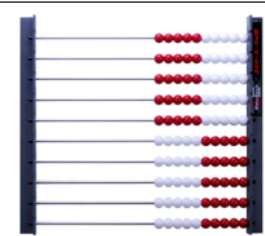
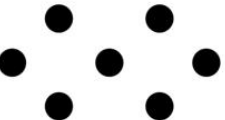
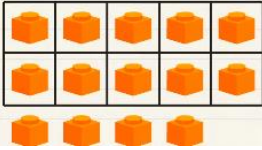
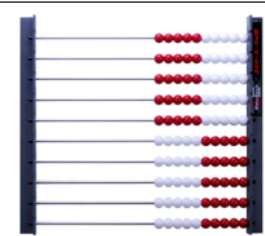
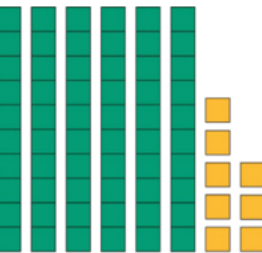
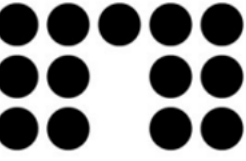
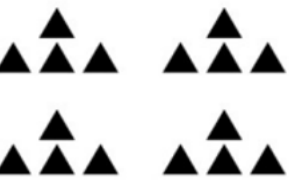
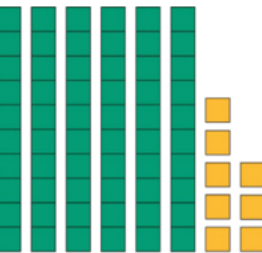
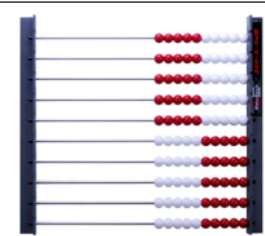
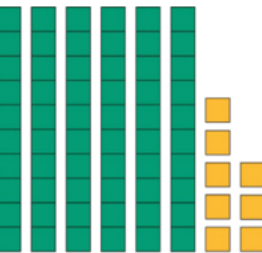
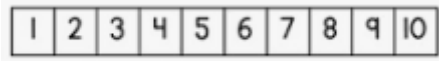
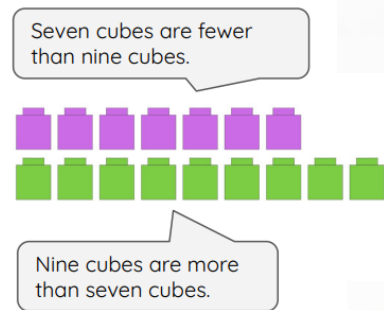


Strand: Number Sense																					
Big Idea	Kindergarten	Grade One	Grade Two																		
Quantity and Place Value	Skill Descriptor: Represent and investigate relationships among numbers to 10 in a variety of ways. Global Competencies: TBD Achievement Indicators: - Say number names when shown a given numeral 0-10 seven7 ten10 six6 eight8 nine9 - Represent a given quantity to 10 concretely, pictorially, and symbolically <table><tr><th>Concrete</th><th>Pictorial</th><th>Symbolic</th></tr><tr><td></td><td></td><td>7</td></tr></table> - Match a given numeral with an image of a quantity to 10 (e.g., finger patterns, dot arrangements, five frame) - Print numerals 0-10 to represent given quantities, with increasing efficiency and legibility - Recognize and name quantities within 5 at a glance without counting (perceptual subitizing) using familiar and unfamiliar patterns: dice, finger patterns, dot arrangements, five frame, etc.  	Concrete	Pictorial	Symbolic			7	Skill Descriptor: Represent and investigate relationships among numbers to 100 in a variety of ways. Global Competencies: TBD Achievement Indicators: - Read number words 0 to 10 - Say number names when shown a given numeral 0-100 (e.g., What number is this? 36) - Write a given numeral to 100 when it is stated orally - Represent a given quantity to 100 concretely, pictorially and symbolically <table><tr><th>Concrete</th><th>Pictorial</th><th>Symbolic</th></tr><tr><td></td><td></td><td>10 + 7</td></tr></table> - Recognize and name quantities within 10 at a glance by grouping the parts to know the whole (conceptual subitizing) and explain the strategy used (e.g., “I see two groups of 3 and 1 in the middle makes 7” or “I see 4 and 3 more is 7”).   Examples of quick images to support conceptual subitizing - Demonstrate understanding of place value by grouping objects into sets of tens and ones (unitizing), using materials such as ten frames, Unifix cubes and bundled popsicle sticks 	Concrete	Pictorial	Symbolic			10 + 7	Skill Descriptor: Represent and investigate relationships among numbers to 200 in a variety of ways. Global Competencies: TBD Achievement Indicators: - Read number words up to two hundred - Say number names when shown a numeral 0-200 (e.g., What is this number? 114) - Write a given numeral to 200 when it is stated orally - Write number words up to twenty - Represent a given quantity to 200 concretely, pictorially and symbolically. <table><tr><th>Concrete</th><th>Pictorial</th><th>Symbolic</th></tr><tr><td></td><td></td><td>50+40= 90</td></tr></table> - Recognize and name quantities within 20 at a glance by grouping the parts to know the whole (conceptual subitizing) and explain the strategy used (e.g., “I see 3 groups of 5 and 2 more which makes 17; I see 10 and 7 more is 17.”)   - Represent and describe a quantity of a given number to 200 using place value language (e.g., 164 represents 1 hundred, 6 tens and 4 ones)	Concrete	Pictorial	Symbolic			50+40= 90
	Concrete	Pictorial	Symbolic																		
		7																			
Concrete	Pictorial	Symbolic																			
		10 + 7																			
Concrete	Pictorial	Symbolic																			
		50+40= 90																			

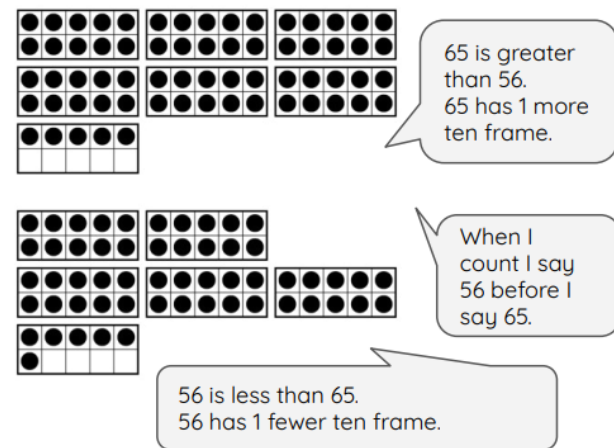
- Compare quantities, by matching items one-to-one, to see if they have same, more, or fewer items
- Describe a quantity relative to 5 or 10 using manipulatives or pictures (e.g., Is a given number closer to 5 or 10? How do you know?)
- Use a number path to compare the position of numbers relative to each other



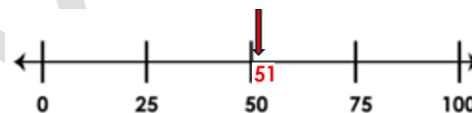
- Describe a quantity in relation to a purpose or need using comparative language, such as more than, fewer than (fewer describes countable items, i.e., fewer apples, fewer birds), or as many as, as well as we have enough, or we need more (e.g., There are enough glue sticks for each learner to have one.)
- Construct quantities relative to each other using comparative language such as, more than, fewer than, as many as, for a given set of objects



- Represent and describe a quantity of a given number to 100 using place value language (e.g., 82 represents 8 tens and 2 ones)
- Demonstrate an understanding of place value by using zero to represent the absence of value in the tens and ones place (e.g., 30, 100)
- Compare two quantities concretely and pictorially to determine which is greater or less



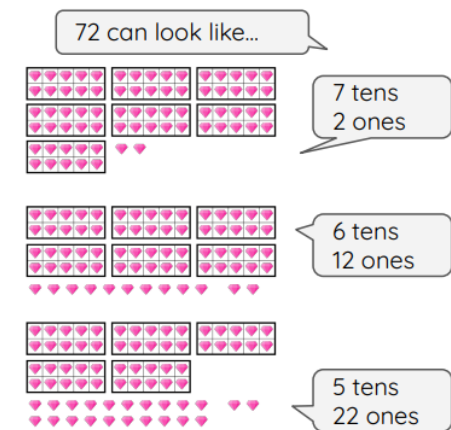
- Given an open number line (0-100), place benchmarks of 50, 25 and 75
- Use benchmarks 25, 50, and 75 to determine placement of a given number 1-99 on a number line and justify reasoning (e.g., Where is 51 on this number line? How do you know?)



- Recognize and describe common uses of "halves" and "fourths" in familiar contexts (e.g., using 2D and 3D shapes, sets of items, and distances)
- Partition sets and rectangular shapes into "halves" and "fourths", demonstrating the groups and parts are equal



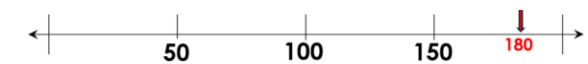
- Demonstrate an understanding of place value by using zero to represent the absence of value in the tens and ones place
- Represent and compare given quantities from 0-200 concretely, pictorially, and symbolically using $>$, $<$, and $=$
- Use understanding of place value to represent and rename whole numbers to 200, in multiple ways with models (e.g., base 10 materials, place value discs) and without models (e.g., $109 = 1$ hundred and 9 ones OR 9 tens and 19 ones)



- Identify situations or contexts where numbers are used as symbols without a value (e.g., license plates, house and street numbers, phone numbers)
- Given a number line (0-200), place benchmarks of 100, 50 and 150



- Use benchmarks 50, 100, and 150 to determine placement of a given number 1-199 on a number line and justify reasoning

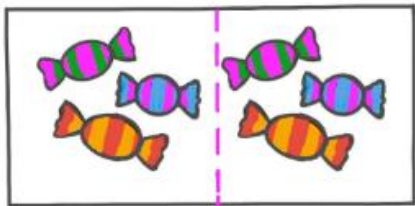


- Demonstrate and explain how a given number relates to near multiples of 10 (e.g., How far away is 137 from 130, 140? How far away is 176 from 170, 180?)

- Demonstrate and explain that zero represents the absence of objects using a contained model (a rekenrek, a five frame, and/or a ten frame)



- Modelling “halves” in familiar contexts (e.g., splitting a sandwich, sharing an apple, folding a piece of paper)
- Modelling half of a set with familiar objects (must be an even number in the set)

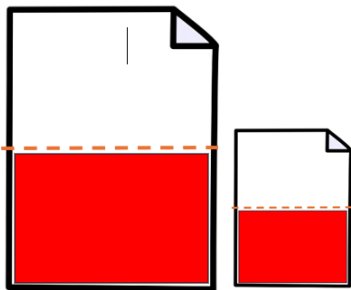


- Recognize that one-fourth is half of one-half of the same sized whole (i.e., a fourth is smaller than a half)?

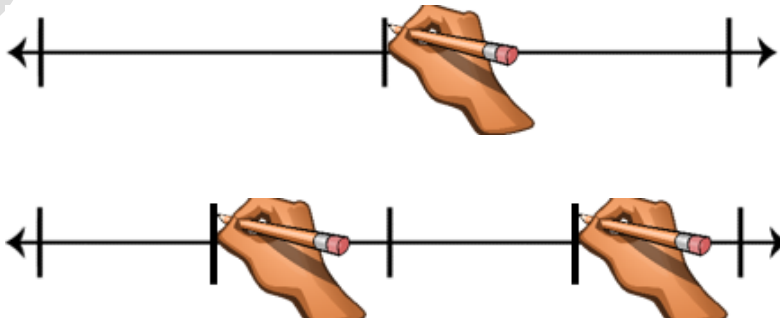
When I break a half in half I get fourths. Fourths are half the size of one half. More pieces mean the size of each piece gets smaller. One fourth is *smaller* than one half.



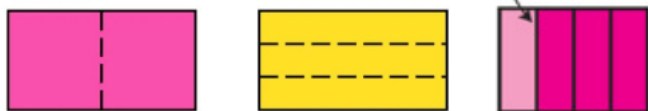
- Estimate “halves” and “fourths” (e.g., about one-half or about one-fourth of a rectangular table, of a piece of rope/string, of a distance in a hallway/classroom)
- Describe when one-half of a whole or set can be larger/smaller than another half of a whole or set (e.g., If one piece of paper is larger than another, and each is folded in half, then the half from the larger piece of paper will be larger)



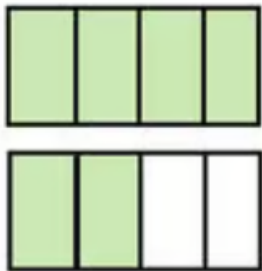
- Determine placement of "a half" and "fourths" on an open number line.



- Select between two possible estimates for a given quantity and explain the choice.
- Select and justify a reasonable referent to estimate quantities to 200
- Demonstrate and explain if a set of objects contains an even or odd amount by sharing and grouping
- Recognize and describe common uses of “halves”, “thirds” and “fourths” in objects and sets in the environment
- Partition rectangular models and sets into “halves”, “thirds” and “fourths” proving the parts/groups are equal



- Identify and describe “halves”, “thirds”, and “fourths”, using models to justify how the fractional parts of a shape and fractional shares of a set are equal.
- Describe when one-fourth or one-third of a whole or set (such as 12, 24), can be larger/smaller than half of a whole or set (e.g., when the size of the whole/set is larger/smaller)
- Count thirds and fourths up to and beyond one using a number line, bar , area, and set models (e.g., “1 one-fourth”, “2 one-fourths”, “3 one-fourths”, “4 one-fourths”, “5 one-fourths”, “6 one-fourths”).



Skill Descriptor: Count quantities and sequence numbers to at least 10, while demonstrating counting principles

Global Competencies: TBD

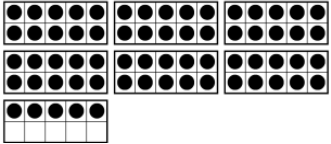
Achievement Indicators:

- Count collections of objects, sounds, events and ideas, in various contexts, demonstrating:
 - **stable order** by using a consistent set of counting words, in a sequence that never changes.
 - **one-to-one correspondence/tagging** by using only one number for each object in a set
 - **cardinality** by recognizing the last number named in a set is the total amount (without recounting)
 - **order irrelevance** by knowing that counting can begin anywhere in a set and the count remains the same
 - **conservation** by recognizing that the quantity remains the same no matter how objects are grouped or arranged
 - **abstraction** by knowing that any collection, whether tangible or not (e.g., 5 claps, 5 blocks), can be counted using the same number names
 - **hierarchical inclusion** by demonstrating a numbered quantity contains all previous numbers in the counting sequence (e.g., a count of 7 also contains 6, 5, 4, 3, 2 and 1 item within the set)
- Order numerals in print 1-10
- Name the number before a given number 2-10
- Name the number after a given number 1-9
- Say the number sequence from any number forward to 10 (i.e., “Start at 6 and say the number sequence forward to 10”)
- Say the number sequence from any number backward to 1 (i.e., “Start at 7 and say the number sequence backward to 1”)

Skill Descriptor: Count quantities and sequence numbers to at least 100, while demonstrating counting principles and understanding of place value

Global Competencies: TBD

Achievement Indicators:

- Count collections of objects to 20, including mixed collections, reinforcing the following counting principles:
 - **stable order** by using a consistent set of counting words, in a sequence that never changes.
 - **one-to-one correspondence/tagging** by using only one number for each object in a set
 - **cardinality** by recognizing the last number named in a set is the total amount (without recounting)
 - **order irrelevance** by knowing that counting can begin anywhere in a set and the count remains the same
 - **conservation** by recognizing that the quantity remains the same no matter how objects are grouped or arranged
 - **abstraction** by knowing that any collection, whether tangible or not (e.g., 5 claps, 5 blocks), can be counted using the same number names
 - **hierarchical inclusion** by demonstrating a numbered quantity contains all previous numbers in the counting sequence (e.g., a count of 7 also contains 6, 5, 4, 3, 2 and 1 item within the set)
 - Count visual examples (e.g., multiple five frames, ten frames, and bundled and loose popsicle sticks) representing quantities to 100
- The image shows a visual representation of the number 100. It consists of two ten frames, each containing 10 dots, and a bundle of 10 popsicle sticks. The ten frames are arranged in a 2x5 grid, and the bundle of sticks is placed below them.
- Count collections of objects to 100 efficiently by partitioning, rearranging, or regrouping them
 - Say a range of numbers within 100 forward and backward by 1s, beginning with any number (e.g., 36-48)
 - Skip count by 2s forward and backward to 20
 - Skip count by 5s and 10s forward to 100
 - Order a given set of printed numerals between 0- 100 (consecutive and non-consecutive) in ascending order
 - Identify the number that is one more, two more, one less or two less than a given number within 100

Skill Descriptor: Count quantities and sequence numbers to at least 200 applying understanding of place value

Global Competencies: TBD

Achievement Indicators:

- Describe order or relative position up to ten, using ordinal numbers (e.g. 1st, 2nd, 3rd...)
- Count collections of objects to at least 200, using efficient groupings and an understanding of place value
- Recognize and describe place value patterns in the numbers 0-200
- Recite a range of numbers by 1s, forward and backward, within 200 (e.g., 94-126)
- Skip count by 10s forward and backward, starting from any number within 200 (e.g., 108, 98, 88)
- Skip count by 2s forward and backward within a given range (e.g., 112-130; 110-96)
- Skip count by 5s forward and backward, starting at a multiple of 5, within a given range (e.g., 180-200; 135-95)
- Order a given set of numerals (consecutive and non- consecutive) in ascending and descending order.
- Name two consecutive numbers before and after given numbers that cross decades (e.g., two numbers before 131; two numbers after 119) or that cross the century (e.g., two numbers before 201, two numbers after 199)
- Identify the number that is 10 less or 10 more than a given number within 200

Skill Descriptor: Decompose and compose quantities to 10.

OMO: Breaking apart quantities to create smaller quantities

OMO: Putting quantities together to make a larger quantity

Global Competencies: TBD

Achievement Indicators:

- Partition a quantity of counters or other objects into two parts and identify and record the number of objects in each part

3

4

- Combine two given quantities, concretely and pictorially and communicate the quantity of the whole group (part-part-whole)
- Decompose a given number as two parts pictorially and concretely and name and record the number of objects in each part (e.g., How many ways can you break apart 7?)

7

7

Skill Descriptor: Demonstrate an understanding of addition with sums to 20 and corresponding subtraction in various contexts.

Global Competencies: TBD

Achievement Indicators:

- Decompose a given number as two parts concretely and pictorially (e.g., How many ways can you break apart 16?) and name and record the number of objects in each part
- Compose a number from two given quantities, concretely and pictorially and record the quantity of the whole group (part-part-whole)
- Explain addition and subtraction, using words or manipulatives to demonstrate an understanding
- Build a set equal to a given set up to 20 elements
- Determine if two given sets are equal or unequal and justify reasoning
- Construct equal and unequal sets, using the same objects and explain which sets are equal and unequal
- Explain or demonstrate the meaning of the equal sign
- Represent addition and subtraction symbolically using the symbols +, - and =
- Solve a variety of problem types (e.g., join/separate, part-part-whole and compare) concretely, pictorially, and symbolically and explain reasoning
- Investigate whether order affects the sum when adding numbers (e.g., 2+3=5; 3+2=5)
- Investigate whether order affects the difference when subtracting (e.g., 5-3=2; 3-5=?)
- Create and solve a simple story problem (using words and/or illustrations) for join, separate, part- part-whole, or comparison problems
- Demonstrate with concrete materials, the inverse relationship between addition and subtraction

Skill Descriptor: Demonstrate an understanding of addition with sums to 100 and corresponding subtraction in various contexts

Global Competencies: TBD

Achievement Indicators:

- Solve and justify a choice of strategy (e.g., composing and decomposing numbers based on understanding of place value, using multiples of 10, and think adding for subtraction) for solving addition and subtraction questions and problems
- Solve a variety of problem types (e.g., join/separate, part- part-whole and compare) concretely, pictorially, and symbolically and explain reasoning
- Match story problems with given equations where the unknown is in different places
- Determine a missing quantity in an equation, within 20, with start unknown, change unknown, result unknown (e.g., $\square + 2 = 12$, $15 - \square = 10$, $9 + 6 = \square$)
- Determine a missing quantity in an equation, within 100, with start unknown, change unknown, result unknown (e.g., $38 + \square = 68$, $\square - 40 = 15$, $20 + 68 = \square$)
- Demonstrate order **does not** affect the sum when adding numbers (commutative property)

3 and 4 makes 7

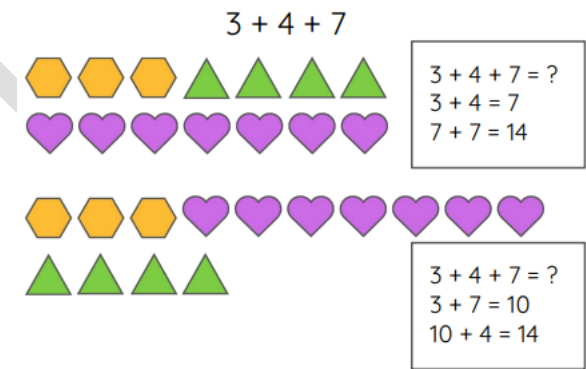
4 and 3 makes 7, too

It doesn't matter what order you put them together.

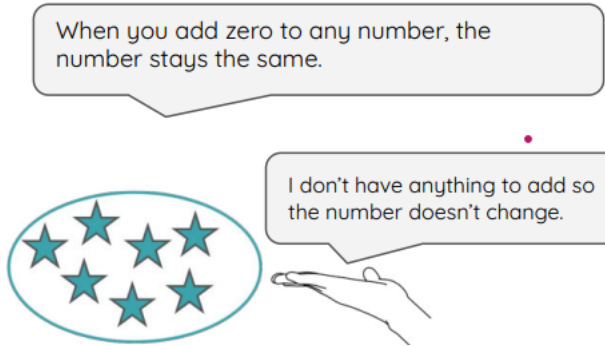
$3 + 4 = 4 + 3$

- Demonstrate order **does** affect the difference when subtracting

- Demonstrate the order in which three or more addends are arranged **does not** affect the sum (associative property)



- Explain why the sum remains the same as the addend when adding zero (identity property)

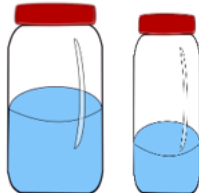
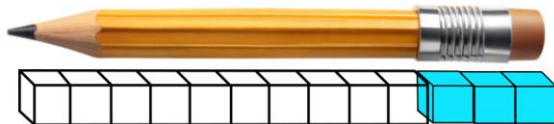


- Explain why the difference remains the same as the minuend when subtracting zero
Create a variety of simple story problems, including join, separate, part-part-whole, and comparison with start unknown, change unknown, result unknown

Operations		Skill Descriptor: Solve addition and related subtraction foundational facts. OMO: Foundational facts illustrate a specific pattern or number relationship. Derived facts use foundational and/or known facts to solve unknown facts. Global Competencies: TBD Achievement Indicators: • Demonstrate fluency with addition and related subtraction combinations within 10 • Demonstrate fluency with making ten (i.e., all the combinations with a sum of 10) • Explain the effect of adding or subtracting 0 to or from any number • Explore derived facts to 20 (i.e., doubles/half facts, doubles +/-1 and 2, add/subtract 10, bridging 10)	Skill Descriptor: Solve addition and related subtraction facts to 20 Global Competencies: TBD Achievement Indicators: • Demonstrate fluency of addition within 20 • Demonstrate fluency of subtraction within 20

Strand: Patterns and Relations			
Patterns	Skill Descriptor: Investigate patterns in familiar contexts. Global Competencies: TBD Achievement Indicators: - Identify and describe examples of repeating patterns in daily routines in the classroom, school, and outside/nature, including songs, poems and movements - Reproduce a variety of given repeating patterns with 2 or 3 terms and 1 attribute (e.g., sounds, colours, shapes, objects, pictures) and describe the core (i.e., repeating terms) E.g., Clap, clap, stomp, clap, clap, stomp... - Extend a variety of given repeating patterns with 2 or 3 terms and 1 attribute (e.g., actions, sounds, colours, shapes, objects, pictures) ... - Create and describe repeating patterns with 2 or 3 terms and 1 attribute (e.g., actions, sounds, colours, shapes, objects, pictures) E.g., Jump, squat, arms up, jump, squat, up	Skill Descriptor: Investigate patterns in various contexts. Global Competencies: TBD Achievement Indicators: - Recognize patterns in cycles (e.g., seasons, day/night, calendars) and nature (e.g., stripes on a bumble bee, leaves) - Identify and extend a repeating pattern with 2 or 3 terms and 1 attribute (e.g., actions, sounds, colours, shapes, sizes, directions/orientations) and describe the core (i.e., repeating terms) - Extend repeating patterns with 2 or 3 terms and 1 attribute (e.g., actions, sounds, colours, shapes, sizes, directions/orientations) - Create and describe repeating patterns with 2 to 3 terms and 1 attribute (e.g., actions, sounds, colours, shapes, sizes, directions/orientations) - Represent a given repeating pattern, using another mode to AB, AB; actions to sounds, colours to shape - Identify and correct an error or a missing term in a repeating pattern with 2 or 3 terms and 1 attribute	Skill Descriptor: Investigate a variety of patterns in various contexts. Global Competencies: TBD Achievement Indicators: - Identify and extend a repeating pattern with 3 or 4 terms and 2 attributes that repeat in the same way (e.g., actions, sounds, colours, shapes, sizes, directions/orientations) and describe the core (i.e., repeating terms) - Create and describe repeating patterns with 3 or 4 terms and 2 attributes that repeat in the same way (e.g., actions, sounds, colours, shapes, sizes, directions/orientations) - Recognize and describe increasing patterns in numbers within 200 (e.g., 45, 50, 55, 60...; 80, 90, 100, 110...) - Extend an increasing pattern (e.g., 12, 14, 16, 18...) - Create and describe an increasing pattern with numbers, pictures or objects - Represent a given increasing pattern using another mode, (e.g., numbers to dots or shapes to numbers) to 1, 3, 6, 10...

Strand: Shape and Space			
Measurement	Skill Descriptor: Explore the concept of time using familiar referents. <i>OMO: A referent is a specific example or point of reference used to help understand or measure a concept</i> Global Competencies: TBD Achievement Indicators: • Order events using language, such as first, then, next, last (i.e., arrange oral examples and images in the order they take place) • Distinguish between yesterday, today, tomorrow, morning, afternoon, and evening • Compare intervals of time using familiar referents (e.g., lunchtime, tv show, song, school day)	Skill Descriptor: Investigate the concept of time using familiar referents. <i>OMO: A referent is a specific example or point of reference used to help understand or measure a concept</i> Global Competencies: TBD Achievement Indicators: • Demonstrate that time can be described using standard units, such as days, weeks, and months • Compare familiar events of different durations in context using longer, shorter (e.g., length of a day vs a week, weekend vs school week.) • Describe observable changes that indicate a cycle of time (e.g., it gets warmer in summer, sunrise and sunset)	Skill Descriptor: Investigate the concept of time using referents. <i>OMO: A referent is a specific example or point of reference used to help understand or measure a concept</i> Global Competencies: TBD Achievement Indicators: • Demonstrate that time can be described using standard units, such as seconds and minutes • Describe a personal referent for one second (e.g., blink of an eye) • Describe a personal referent for one minute • Identify activities or tasks that can be accomplished in about a second (e.g., take a picture, flip on a light switch, snap your fingers) • Explore activities that can be accomplished in about a minute (e.g., jumping jacks, build a Lego tower) • Investigate the relationship between seconds and minutes (e.g., a minute is sixty seconds)

Measurement	Skill Descriptor: Use comparative language to describe measurements of objects and materials Global Competencies: TBD Achievement Indicators: • Determine which of two items is "longer", "taller", "shorter", or "the same as", and justify reasoning • Determine which of two similar/dissimilar containers will hold "more", "less", or "the same as" (e.g., sand, water, rice), and justify reasoning  • Determine which of two items is "heavier", "lighter", or "the same as", and justify reasoning • Determine which of two 2D shapes "covers more", "covers less", or "covers about the same" area of a flat surface (e.g., full piece of paper or a sticky note) 	Skill Descriptor: Compare and describe measurements of objects and materials Global Competencies: TBD Achievement Indicators: • Predict and determine which of at least three objects is “longest”, “tallest”, “shortest” or “almost the same”, by comparison and using multiple copies of a common, non-standard unit (e.g., linking cube, square tile, Cuisenaire rod) to measure the length or height • Explain why the number of common, non-standard units changes when measuring the same length with different common units (i.e., Unifix cubes are smaller than square tiles so it requires more) • Measure the approximate length/height of an item by using multiple copies of the standard unit of measurement – decimetre (dm) (e.g., manipulatives that represent a standard decimetre such as a base ten rod or orange Cuisenaire rod) • Discuss why a standard unit, versus, non- standard unit, is useful to measure length or height • Predict and determine which of at least three objects is “heaviest”, “lightest”, or “almost the same” by holding or using a balance scale • Predict and determine which of at least three 2D shapes "covers the most" or "covers the least" of a flat surface (e.g., full piece of paper, folded piece of paper, or a sticky note) Predict and determine which of at least three containers will hold the "most", "least" or "the same as" (e.g., sand, water, rice) by direct comparison or using a common container	Skill Descriptor: Measure objects and distances using non- standard and standard units. Global Competencies: TBD Achievement Indicators: • Select a common unit (e.g., linking cubes, Cuisenaire rod, pattern block, etc.) and measure the length or height of different items, using copies of the common unit or by using common unit repeatedly • Investigate the decimetre (dm) as a standard unit of measurement • Identify a referent for decimetre by using a base ten rod or Cuisenaire rod (orange) • Investigate the centimetre (cm) as a standard unit of measurement • Identify a referent for centimetre by using a base ten unit or Cuisenaire rod (white) • Measure and record the approximate length/height of an item in decimetres and/or cm (choose unit(s) based on the size of the item being measured)  • Explain when it is important to have a precise measurement (with standard units) and when an approximate measurement is adequate

Skill Descriptor: Explore **attributes** of 2-dimensional (2D) and 3-dimensional (3D) shapes

OMO: An attribute is a characteristic or feature of a shape

Global Competencies: TBD

Achievement Indicators:

- Identify and name common 2D shapes in the environment, including rectangles (squares are rectangles), circles and various triangles
- Describe similarities and differences between common 2D shapes, including rectangles (squares are rectangles), circles and various triangles
- Identify familiar 2D shapes on 3D shapes
- Describe similarities and differences between common 3D shapes (cubes, sphere, cones, cylinders, prisms, pyramids)
- Explore the differences between 2D and 3D shapes (e.g., 2D shapes are flat while 3D shapes have length, width, and height)
- Position objects using words such as under, behind, in front of, and next to (beside)

Skill Descriptor: Investigate **attributes** of 2- dimensional (2D) and 3-dimensional (3D) shapes

OMO: An attribute is a characteristic or feature of a shape

Global Competencies: TBD

Achievement Indicators:

- Distinguish between examples of common 2D shapes (rectangles, circles, and various triangles) and uncommon 2D shapes (e.g., oval, diamond, star, semi-circle)
- Describe the attributes of 2D and 3D shapes (e.g., number of sides, corners, and faces)
- Replicate composite 2D and 3D shapes
- Sort a given set of common 3D shapes using a single attribute, determined by the learner, and explain the sorting rule
- Sort a given set of 2D shapes using a single attribute, determined by the learner, and explain the sorting rule
- Determine the difference between two pre-sorted sets of common 3D shapes or 2D shapes and explain a possible sorting rule used to sort
- Sort common 2D and 3D shapes (rectangle, triangle, circle, square, ball, box, can) using a given sorting rule

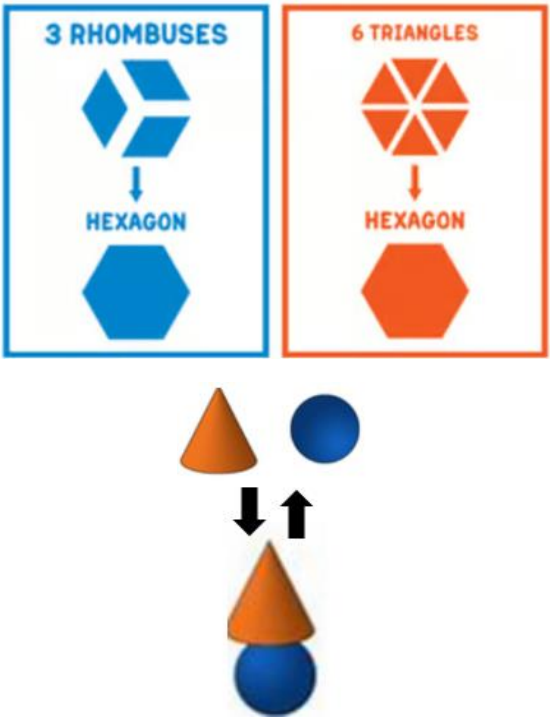
Skill Descriptor: Investigate **attributes** of 2-dimensional (2D) and 3-dimensional (3D) shapes

OMO: An attribute is a characteristic or feature of a shape

Global Competencies: TBD

Achievement Indicators:

- Compose and decompose 2D and 3D shapes (e.g., using pattern blocks)



- Distinguish between relevant (i.e., number of sides, sides of equal length, corners) and irrelevant attributes (colour, size, and orientation) of 2D shapes (rectangles, squares, various triangles, circles, hexagons, trapezoids, and rhombuses)
- Sort and classify a variety of 2D shapes using relevant attributes and describe how they were classified
- Sort and classify a variety of 3D shapes using relevant attributes and describe how they were classified

Strand: Statistics and Probability			
Data and Currency	Skill Descriptor: Explore and represent simple data. <i>OMO: Basic information that is easy to count, collect, and use (pets, seasons, colours)</i> Global Competencies: TBD Achievement Indicators: • Create questions with two possible choices, as a whole class, about wonderings to gather information (e.g., people, things, events, or experiences) • Collect data, as a whole class, to help make a decision • Use pictures, people, or physical space to represent data visually • Share and discuss simple inferences from collected data	Skill Descriptor: Investigate and represent simple data <i>OMO: Basic information that is easy to count, collect, and use (e.g., pets, seasons, colours)</i> Global Competencies: TBD Achievement Indicators: • Choose simple questions to gather data individually or in small groups. • Gather and record the data • Represent data using objects on a pre-labeled, concrete graph, using one-to-one correspondence (e.g., Unifix cubes, counters, square tiles) • Draw inferences from the data displayed	Skill Descriptor: Collect and analyze simple data for a purpose. <i>OMO: Basic information that is easy to count, collect, and use (e.g., pets, seasons, colours)</i> Global Competencies: TBD Achievement Indicators: • Select a question of interest based on one category (e.g., What is your favourite colour?) • Collect and record first-hand data (e.g., tallies, checkmarks, table) relevant to the purpose or question from 5-10 respondents, individually or in small groups • Construct a pictograph using one-to-one correspondence from the data (must include title, labels, pictures) • Draw inferences from the data displayed on the graph
	Skill Descriptor: Develop an awareness of money and its uses Global Competencies: TBD Achievement Indicators: • Describe differences in size, colour, and design among coins • Sort and group coins by observable attributes • Discuss simple exchanges and personal uses of money (e.g., receiving money for holidays, birthdays, celebrations or receiving money to buy a treat)	Skill Descriptor: Develop an understanding of money and its uses Global Competencies: TBD Achievement Indicators: • Name and identify the value of nickels, dimes, quarters, loonies and toonies • Explore the use of money for financial transactions (e.g., role-play in a restaurant or store centre)	Skill Descriptor: Develop an understanding of money and its uses Global Competencies: TBD Achievement Indicators: • Distinguish and order coins and bills based on their value • Count coins of a single denomination up to one dollar • Recognize that 100¢ is equal to one dollar • Explore the use of money for financial transactions (e.g., using class currency in exchange for rewards or prizes)