Grade 1: NB Math Curriculum Outcomes

Number (N)

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.
2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots.
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.
4. Represent and describe numbers to 20 concretely, pictorially and symbolically.
5. Compare sets containing up to 20 elements to solve problems using: referents; one-to-one correspondence.
6. Estimate quantities to 20 by using referents.
7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles.
8. Identify the number, up to 20, that is one more, two more, one less and two less than a given number.
9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially 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.
10. Describe and use mental mathematics strategies (memorization not intended), such as: counting on and counting back; making 10; doubles; using addition to subtract for the basic addition and subtraction facts to 18.

Patterns & Relations (PR)

(Patterns)

1. Demonstrate an understanding of repeating patterns (two to four elements) by: describing; reproducing; extending; creating patterns using manipulatives, diagrams, sounds and actions.
2. Translate repeating patterns from one representation to another.

(Variables and Equations)

3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).
4. Record equalities using the equal symbol.

Shape and Space (SS)

(Measurement)

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.

(3-D Objects and 2-D Shapes)

2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.
3. Replicate composite 2-D shapes and 3-D objects.
4. Compare 2-D shapes to parts of 3-D objects in the environment.

(Transformations)

Statistics and Probability (SP)

(Data Analysis)

(Chance and Uncertainty)