Mathematics Primary

Outcomes

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2022

Mathematics Grade Primary Outcomes

N01: Students will be expected to say the number sequence by
- 1s, from 1 to 20
- 1s, starting anywhere from 1 to 10 and from 10 to 1

Performance Indicators:

N01.01   Recite the number sequence from 1 to 20 and from 10 to 1.

N01.02   Name the number that comes after a given number, 1 to 9.

N01.03   Name the number that comes before a given number, 2 to 10.

N01.04   Recite number names from a given number to a stated number (forward 1 to 10, backward 10 to 1) using visual aids.

N02: Students will be expected to recognize, at a glance, and name the quantity represented by familiar arrangements of one to five objects or dots.

Performance Indicators:

N02.01   Look briefly at a given familiar arrangement of one to five objects or dots and identify the number represented without counting.

N02.02   Identify the number represented by a given dot arrangement on a five-frame.

N03: Students will be expected to relate a numeral, 1 to 10, to its respective quantity.

Performance Indicators:

N03.01   Name the number for a given set of objects.

N03.02   Match numerals with their given pictorial representations.

N03.03   Hold up the appropriate number of fingers for a given numeral.

N03.04   Construct a set of objects corresponding to a given numeral.

N03.05   Record the numeral that represents the quantity of a given set of objects.

N04: Students will be expected to represent and describe numbers 2 to 10 in two parts, concretely and pictorially.

Performance Indicators:

N04.01   Show a given number as two parts (using fingers, counters, or other objects) and name the number of objects in each part.

N04.02   Show a given number as two parts, using pictures, and name the number of objects in each part.

N05: Students will be expected to compare quantities, 1 to 10, using one-to-one correspondence.

Performance Indicators:

N05.01   Construct a set to show more than, fewer than, or as many as a given set.

N05.02   Compare two given sets through direct comparison and describe the sets using words such as *more*, *fewer*, *as many as*, or *the same number as*.

N06: Students will be expected to demonstrate an understanding of counting to 10.

Performance Indicators:

N06.01   Answer the question, How many are in the set? using the last number counted in a set.

N06.02   In a fixed arrangement, starting in different locations, show that the count of the number of objects in a set does not change.

N06.03   Count the number of objects in a given set, rearrange the objects, predict the new count, and recount to verify the prediction.

PR01: Students will be expected to demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, and creating patterns using manipulatives, sounds, and actions.

Performance Indicators:

PR01.01   Distinguish between repeating patterns and non-repeating sequences in a given set by identifying the part that repeats.

PR01.02   Reproduce a given repeating pattern and describe the pattern.

PR01.03   Extend a variety of given repeating patterns to two more repetitions.

PR01.04   Create a repeating pattern using manipulatives, musical instruments, or actions, and describe the pattern.

PR01.05   Identify and describe a repeating pattern containing two or three elements in its core in the classroom, the school, and outdoors.

M01: Students will be expected to use direct comparison to compare two objects based on a single attribute, such as length, mass, volume, and capacity.

Performance Indicators:

M01.01   Compare the length of two given objects and explain the comparison using words such as *shorter*, *longer*, *taller*, or *almost the same*.

M01.02   Compare the mass of two given objects and explain the comparison using words such as *lighter*, *heavier*, or *almost the same*.

M01.03   Compare the capacity of two given objects and explain the comparison using words such as *holds less*, *holds more*, or *holds almost the same*.

M01.04   Compare the volume of two given objects and explain the comparison using words such as *bigger*, *smaller*, or *almost the same*.

G01: Students will be expected to sort 3-D objects using a single attribute.

Performance Indicators:

G01.01   Sort a given set of familiar 3-D objects using one attribute, such as size or shape, and explain the sorting rule.

G01.02   Explain the sorting rule used to sort a pre-sorted set.

G02: Students will be expected to build and describe 3-D objects.

Performance Indicators

G02.01   Create a representation of a given 3-D object using building blocks and compare the representation to the original 3-D object.

G02.02   Describe a given 3-D object using words such as *big*, *little*, *round*, *like a box*, or *like a can*.