

2016-2017 K-4 Mathematics Continuum: Term One

We only think when we are confronted with a problem. (Keith Devlin)

The mathematical processes that support effective learning in mathematics are as follows:

Problem Solving Reasoning and Proving Reflecting Selecting Tools and Computational Strategies Connecting Representing Communicating

The mathematical processes can be seen as the processes through which students acquire and apply mathematical knowledge and skills. These processes are interconnected. Problem Solving and communicating have strong links to all the other processes.

Dates	Strands & Topics	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE 3	GRADE 4
Sept. 6-Oct. 7	NUMBER SENSE AND NUMERATION Quantity Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> use, read & represent whole numbers - 10 <input type="checkbox"/> counting <ul style="list-style-type: none"> ▪ quantity is greater counting forward & less counting backwards <input type="checkbox"/> comparing sets: more, fewer & the same and number relationships <input type="checkbox"/> ordinal numbers 	<ul style="list-style-type: none"> <input type="checkbox"/> read, represent, compare & order whole numbers to 50 <input type="checkbox"/> read & print in words to 10 <input type="checkbox"/> compose & decompose numbers up to 20 <input type="checkbox"/> conservation of numbers <input type="checkbox"/> relate numbers to anchors of 5 and 10 <input type="checkbox"/> ordinal numbers 	<ul style="list-style-type: none"> <input type="checkbox"/> read, represent, compare & order whole numbers to 100 <input type="checkbox"/> read & print in words to 20 <input type="checkbox"/> compose & decompose two-digit whole numbers <input type="checkbox"/> determine & justify the ten that is nearest to a given two- digit number 	<ul style="list-style-type: none"> <input type="checkbox"/> read, represent, compare & order whole numbers to 1000 <input type="checkbox"/> read & print in words to 100 <input type="checkbox"/> place value: hundred, tens, ones <input type="checkbox"/> relationship between 1, 10, 100 & 1000 <input type="checkbox"/> round two-digit numbers to the nearest ten <input type="checkbox"/> money to \$10 <input type="checkbox"/> solve problems that arise from real life situations and that relate to magnitude of whole numbers into 1000 	<ul style="list-style-type: none"> <input type="checkbox"/> read, represent compare and order whole numbers to 10 000 <input type="checkbox"/> read & print in words to 1000 <input type="checkbox"/> place value: from 1 to 10 000 <input type="checkbox"/> round four-digit numbers to the nearest ten, hundred, thousand <input type="checkbox"/> read and represent money amounts to \$100 <input type="checkbox"/> solve problems that arise from real life situations and that relate to magnitude of whole numbers into 10000 <p>ONAP – Questions 1, 2, 3, 4, 5, 10 – Performance Task 1</p>
	NUMBER SENSE & NUMERATION Counting	<ul style="list-style-type: none"> <input type="checkbox"/> one-to-one correspondence <input type="checkbox"/> matching groups of objects <input type="checkbox"/> stable order: 1 is followed by 2, 2 is followed by 3 <input type="checkbox"/> order of irrelevance 	<ul style="list-style-type: none"> <input type="checkbox"/> one-to-one correspondence <input type="checkbox"/> count forward by 1’s, 2’s, 5’s & 10’s to 100 <input type="checkbox"/> count backward by 1’s, 2’s & 5’s from 20 <input type="checkbox"/> counting and skip counting with coins 	<ul style="list-style-type: none"> <input type="checkbox"/> count forward by 1’s, 2’s, 5’s, 10’s & 25’s to 200 starting from multiples of 1,2,3 & 10 <input type="checkbox"/> count backward by 1 from 50 & 10’s from 100 <input type="checkbox"/> locate whole numbers on a hundreds chart/number line <input type="checkbox"/> counting money amounts to 100¢ 	<ul style="list-style-type: none"> <input type="checkbox"/> count forward by 1’s, 2’s, 5’s, 10’s & 100’s to 1000 <input type="checkbox"/> count backward by 2’s, 5’s & 10’s from 100 <input type="checkbox"/> counting money amounts to \$10.00 <input type="checkbox"/> counting by 5s for time <input type="checkbox"/> counting and skip counting with coins 	<ul style="list-style-type: none"> <input type="checkbox"/> count forward by tenths from any decimal number expressed to one decimal place, using concrete materials and number lines <p>ONAP – Questions 11, 12</p>
	NUMBER SENSE & NUMERATION Operational Sense	<ul style="list-style-type: none"> <input type="checkbox"/> investigate & develop strategies for composing & decomposing quantities to 10 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ single-digit whole numbers & mental math strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ whole numbers to 18 & mental math strategies ▪ describe relationships between quantities 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ 2-digit numbers & mental math strategies ▪ 3-digit numbers & student-generated algorithms • estimation 	<ul style="list-style-type: none"> <input type="checkbox"/> addition and subtraction <ul style="list-style-type: none"> ▪ 2 digit numbers (mental math strategies) ▪ 4 digit numbers (student generated and standard algorithms) ▪ Estimation and reasonableness of answer <p>ONAP – Questions 13, 14, 15</p>
Oct. 10-28	GEOMETRY & SPATIAL SENSE Geometric Properties	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> ▪ explore, sort &compare traditional and non-traditional shapes ▪ identify & describe ▪ compose & decompose pictures, designs & patterns 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> ▪ identify, describe & sort common 2-D shapes locate & describe shapes in the environment that have symmetry 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> ▪ distinguish between attributes of an object using geometric properties & non-geometric properties ▪ identify, describe & sort polygons ▪ locate line of symmetry 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> ▪ compare & sort polygons ▪ relationship between different types of quadrilaterals ▪ congruent shapes ▪ identify, compare and describe angles as bigger than, smaller than, or about the same as other angles 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> ▪ identify, compare and sort different types of quadrilaterals ▪ identify benchmark angles using a reference tool and compare other angles to these benchmarks ▪ relate the names of the benchmark angles to their measures in degrees <p>ONAP – Questions 1, 2, 3 – Performance Task 1</p>
Oct. 31- Nov. 11	PATTERNING & ALGEBRA Patterns & Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ with materials: attribute blocks, pattern blocks, hundreds chart, toys, buttons etc,... ▪ through actions: clapping, jumping, tapping, etc,... 	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ numeric patterns: hundreds chart ▪ identify and extend through investigation, numeric repeating patterns ▪ identify pattern rule (NSN Connection) 	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ real-life contexts ▪ repeating an operation <input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> ▪ repeated addition & subtractio (NSN Connection) 	<ul style="list-style-type: none"> <input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> ▪ extend line, calendar & hundreds chart ▪ addition and subtraction (NSN Connection) ▪ demonstrate understanding that a pattern results from a repeated action or operation, a transformation or making another change to an attribute 	<ul style="list-style-type: none"> <input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> ▪ extend, describe, and create repeating, growing and shrinking number patterns ▪ connect each term with its term numbers ▪ addition and subtraction or multiplication given a pattern rule <p>ONAP – Questions 1, 2, 3 – Performance Task 2</p>
Nov. 14-Dec. 2	DATA MANAGEMENT & PROBABILITY Collection & Organization of Data	<ul style="list-style-type: none"> <input type="checkbox"/> sort & classify objects and describe attributes <input type="checkbox"/> collect objects and data and make concrete graphs 	<ul style="list-style-type: none"> <input type="checkbox"/> organize, classify & sort objects into categories using one attribute <input type="checkbox"/> collect & organize primary data and display with one-to- one correspondence: concrete graphs & pictograph 	<ul style="list-style-type: none"> <input type="checkbox"/> organize, classify & sort objects into categories using two attributes <input type="checkbox"/> collect, organize, and display primary data that is categorical or discrete <input type="checkbox"/> gather data to answer a question 	<ul style="list-style-type: none"> <input type="checkbox"/> conduct simple surveys <input type="checkbox"/> collect, organize and display discrete primary data <input type="checkbox"/> charts, tables and graphs: pictograph, vertical & horizontal graphs <input type="checkbox"/> describe the shape of data <input type="checkbox"/> sort & classify objects using two or more attributes 	<ul style="list-style-type: none"> <input type="checkbox"/> collect data from surveys and experiments <input type="checkbox"/> collect and organize discrete primary data <input type="checkbox"/> display collected data in charts, and graphs including stem and leaf and double bar graph <input type="checkbox"/> sort and classify objects using two or more attributes <p>ONAP – Questions 1, 2, 3 – Performance Task 1</p>
	DATA MANAGEMENT & PROBABILITY Data Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> compare objects and describe attributes <input type="checkbox"/> respond to and question data & graphs 	<ul style="list-style-type: none"> <input type="checkbox"/> read & compare primary data <input type="checkbox"/> pose and answer questions about collected data 	<ul style="list-style-type: none"> <input type="checkbox"/> read, describe & demonstrate understanding of primary data <input type="checkbox"/> pose & answer questions about collected data <input type="checkbox"/> distinguish between data values and frequency of events 	<ul style="list-style-type: none"> <input type="checkbox"/> read, compare, interpret & draw conclusions of primary data <input type="checkbox"/> mode 	<ul style="list-style-type: none"> <input type="checkbox"/> read, compare, interpret & draw conclusions of primary and secondary data <input type="checkbox"/> median <input type="checkbox"/> describe shape of data <input type="checkbox"/> comparing related sets of data <p>ONAP – Questions 4, 5, 6</p>
Dec. 5-23 Ongoing through Number Talks	NUMBER SENSE & NUMERATION Operational Sense		<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ whole number problems to 20 using concrete materials 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ 2-digit numbers with & without regrouping: student generated & standard algorithms <input type="checkbox"/> multiplication <ul style="list-style-type: none"> ▪ represent multiplication as the combining of equal groups <input type="checkbox"/> division <ul style="list-style-type: none"> ▪ represent & explain that division as the sharing of a quantity equally 	<ul style="list-style-type: none"> <input type="checkbox"/> multiplication <ul style="list-style-type: none"> ▪ to 7x7 using mental math strategies ▪ identify and describe number patterns involving multiplication represented on a number line, calendar & hundreds chart (Patterning and Algebra Connection) <input type="checkbox"/> division <ul style="list-style-type: none"> ▪ to 81 ÷ 9 using mental math strategies ▪ whole numbers by 10, 100, ▪ 2 digits by 1-digit whole number <input type="checkbox"/> ongoing mental math strategies <input type="checkbox"/> relate multiplication of 1-digit numbers & division by 1- digit divisors to real life situations 	<ul style="list-style-type: none"> <input type="checkbox"/> multiplication <ul style="list-style-type: none"> ▪ to 9x9 using mental math strategies ▪ whole numbers by 10, 100, 1000 ▪ 2 digit by 1 digit whole numbers <input type="checkbox"/> division <ul style="list-style-type: none"> ▪ to 81 ÷ 9 using mental math strategies ▪ whole numbers by 10, 100, ▪ 2 digits by 1-digit whole number <p>ONAP – Questions 17, 18 – Performance Task 2</p>
Jan. 9-Feb. 3	MEASUREMENT Attributes, Units & Measurement Sense	<ul style="list-style-type: none"> <input type="checkbox"/> awareness of non-standard & standard measuring devices 	<ul style="list-style-type: none"> <input type="checkbox"/> length, height & distance <ul style="list-style-type: none"> ▪ show understanding of the use of non-standard units of the same size for measuring ▪ construct tools using a variety of strategies ▪ non-standard measurements <input type="checkbox"/> area ▪ estimate, measure & describe using non-standard units 	<ul style="list-style-type: none"> <input type="checkbox"/> length, height & distance <ul style="list-style-type: none"> ▪ benchmarks : personal referents for cm &m ▪ estimate and measure using non-standard and standard units ▪ record and represent measurements in a variety of ways ▪ select and justify standard unit of measurement <input type="checkbox"/> estimate, measure and record the perimeter & area of objects using non-standard units 	<ul style="list-style-type: none"> <input type="checkbox"/> length, height & distance <ul style="list-style-type: none"> • cm, m, km • estimate, measure and record using standard units • compare and order objects in problem solving contexts <input type="checkbox"/> draw items using a ruler giving specific lengths in cm <input type="checkbox"/> perimeter and area of 2-D shapes using standard units <ul style="list-style-type: none"> • estimate, measure and record using standard units 	<ul style="list-style-type: none"> <input type="checkbox"/> length, height & distance <ul style="list-style-type: none"> • mm, cm, m, km • estimate, measure and record using standard units <input type="checkbox"/> draw items using a ruler giving specific lengths in mm, cm <input type="checkbox"/> perimeter and area of polygons using standard units <ul style="list-style-type: none"> • estimate, measure and record using standard units <p>ONAP – Questions 1, 2, 6, 7</p>
	MEASUREMENT Measurement Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> compare & order two or more objects according to appropriate measure <ul style="list-style-type: none"> ▪ length & area <input type="checkbox"/> use measurement terms <ul style="list-style-type: none"> ▪ longer/shorter & thicker/thinner 	<ul style="list-style-type: none"> <input type="checkbox"/> length, height, width, area <ul style="list-style-type: none"> • compare two or 3 objects using measureable attributes relationship between size of unit and number of units <input type="checkbox"/> length-compare non-standard measurements with the metre benchmark 	<ul style="list-style-type: none"> <input type="checkbox"/> area (estimate, measure and record) <ul style="list-style-type: none"> ▪ describe relationship between the size of a unit of area and the number of non-standard units needed to cover the surface 	<ul style="list-style-type: none"> <input type="checkbox"/> length <ul style="list-style-type: none"> ▪ compare: cm, m, km & justify appropriateness <input type="checkbox"/> perimeter and area <ul style="list-style-type: none"> ▪ compare area using congruent shapes ▪ relationship between the size of a unit & the number needed to cover the area 	<ul style="list-style-type: none"> <input type="checkbox"/> length, height & distance <ul style="list-style-type: none"> ▪ Relationship between: mm, cm, dm, m, km <input type="checkbox"/> perimeter and area <ul style="list-style-type: none"> ▪ Relationship to length of sides ▪ Distinguish between perimeter and area <p>ONAP – Questions 11, 12, 13, 14 - Performance Task 2</p>

2016-2-17 K-4 Mathematics Continuum: Term Two

Dates	Strands & Topics	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE 3	GRADE 4
Feb. 6-10	GEOMETRY & SPATIAL SENSE Location & Movement	<ul style="list-style-type: none"> <input type="checkbox"/> basic spatial relationships and movements: above/below, near/far, in/out... 	<ul style="list-style-type: none"> <input type="checkbox"/> describe relative location of objects <ul style="list-style-type: none"> ▪ positional language ▪ concrete maps <input type="checkbox"/> create symmetrical designs & pictures 	<ul style="list-style-type: none"> <input type="checkbox"/> describe relative location & movement of objects on a map <input type="checkbox"/> draw simple maps <input type="checkbox"/> create & describe symmetrical designs 	<ul style="list-style-type: none"> <input type="checkbox"/> describe movement using a grid map <input type="checkbox"/> flips → reflections, slides → translations, turns → rotations <input type="checkbox"/> vertical, horizontal & diagonal lines of symmetry 	<ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the location of an object using a grid system <input type="checkbox"/> identify, perform and describe reflections <input type="checkbox"/> create an analyse symmetrical designs <p>ONAP – Questions 11, 12, 13</p>
Feb. 13-March 3	PATTERNING & ALGEBRA Patterns & Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ identify & describe repeating patterns informally in everyday contexts ▪ oral expressions: goes before, goes after.. 	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ identify, describe & extend geometric patterns ▪ one attribute ▪ represent a repeating pattern: pictures, actions, colours, sounds, numbers, letters 	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ repeated change to an attribute <input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> ▪ two attributes 	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ identify, extend and create a pattern with two attributes <input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> ▪ numbers (i.e. multiplication) ▪ geometric patterns using number sequences 	<ul style="list-style-type: none"> <input type="checkbox"/> repeating patterns <ul style="list-style-type: none"> ▪ numeric and geometric ▪ extend and create repeating patterns resulting from reflections ▪ make predictions related to repeating patterns and numeric patterns <input type="checkbox"/> growing and shrinking patterns <ul style="list-style-type: none"> ▪ term and term number, multiplication <p>ONAP – Questions 4, 5, 6</p>
	PATTERNING & ALGEBRA Expressions & Equality		<ul style="list-style-type: none"> <input type="checkbox"/> create sets: greater than, less than, or equal to given to a set of objects <input type="checkbox"/> balance model and whole numbers to 10 <input type="checkbox"/> explicit teaching of equal sign 	<ul style="list-style-type: none"> <input type="checkbox"/> equality by partitioning whole numbers to 18 <input type="checkbox"/> represent two number expressions that are equal <input type="checkbox"/> determine missing numbers in equations <input type="checkbox"/> commutative property of addition & the properties of zero in addition & subtraction <input type="checkbox"/> explicit teaching of equal sign 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ inverse relationships between addition and subtraction (associative property) <input type="checkbox"/> missing numbers in equations <ul style="list-style-type: none"> ▪ addition & subtraction 25-4=15+___ <input type="checkbox"/> commutative property of addition & the properties of zero in addition & subtraction <input type="checkbox"/> explicit teaching of equal sign 	<ul style="list-style-type: none"> <input type="checkbox"/> multiplication & division <ul style="list-style-type: none"> ▪ inverse relationships ▪ commutative and distributive properties of multiplication <input type="checkbox"/> missing numbers in equations (multiplication) <p>ONAP – Questions 7, 8, 9, 10 – Performance 1</p>
Mar. 6-31 Ongoing through Number Talks	NUMBER SENSE & NUMERATION Quantity Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> money <ul style="list-style-type: none"> ▪ explore different Canadian coins <input type="checkbox"/> recognize some quantities without counting <input type="checkbox"/> composing/decomposing numbers & subitizing <input type="checkbox"/> estimation 	<ul style="list-style-type: none"> <input type="checkbox"/> money <ul style="list-style-type: none"> ▪ identify, describe & state value of coins ▪ represent money amounts to 20 cents <input type="checkbox"/> fractions <ul style="list-style-type: none"> ▪ divide whole objects into parts equal-sized parts of the whole: halves, fourths, or quarters 	<ul style="list-style-type: none"> <input type="checkbox"/> money <ul style="list-style-type: none"> ▪ represent, compare & order money amounts to 100 cents ▪ estimate, count & represent the value of a collection of coins to a max. of \$1.00 <input type="checkbox"/> fractions <ul style="list-style-type: none"> ▪ relationship between fractional parts of a whole and the size of the fractional parts ▪ compare & regroup fractional amounts 	<ul style="list-style-type: none"> <input type="checkbox"/> fractions <ul style="list-style-type: none"> ▪ divide whole objects & sets into equal groups ▪ identify fractional names without using numbers in fractional notation 	<ul style="list-style-type: none"> <input type="checkbox"/> represent, order & compare fractions <ul style="list-style-type: none"> ▪ concrete materials, words, fractional notation ▪ Counting forward by halves, thirds, fourths and tenths beyond one whole <input type="checkbox"/> relationships between fractions and decimals <input type="checkbox"/> decimal numbers <ul style="list-style-type: none"> ▪ Represent, compare and order decimal numbers to tenths ▪ Count forward by tenths ▪ Add and subtract decimal numbers to tenths ▪ Add and subtract money amounts \$100 <p>ONAP – Questions 7, 8, 9</p>
Apr. 3-14	DATA MANAGEMENT & PROBABILITY Probability	<ul style="list-style-type: none"> <input type="checkbox"/> informal discussions to describe probability 	<ul style="list-style-type: none"> <input type="checkbox"/> likelihood of everyday event: impossible, unlikely, less likely, more likely, certain 	<ul style="list-style-type: none"> <input type="checkbox"/> likelihood of an event: impossible, unlikely etc.,... <input type="checkbox"/> simple probability experiments or games <ul style="list-style-type: none"> ▪ frequency of an outcome 	<ul style="list-style-type: none"> <input type="checkbox"/> simple probability experiments or games <ul style="list-style-type: none"> ▪ frequency of an outcome & fairness ▪ perform the experiment, compare results with predictions using mathematical language 	<ul style="list-style-type: none"> <input type="checkbox"/> simple probability experiments <ul style="list-style-type: none"> ▪ frequency of an outcome ▪ how repetitions affect conclusions drawn <p>ONAP – Questions 7, 8 – Performance Task 2</p>
Apr. 17-28	NUMBER SENSE & NUMERATION Operational Sense	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction in everyday activities with manipulatives 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ whole number problems to 20 concretely ▪ money amounts to 10 ¢ 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> ▪ money amounts to 100 cents 	<ul style="list-style-type: none"> <input type="checkbox"/> addition & subtraction <ul style="list-style-type: none"> • money to \$10 – including making change 	<ul style="list-style-type: none"> <input type="checkbox"/> relationship involving simple whole-number Multiplication <p>ONAP – Questions 17, 18</p>
May 1-May 26	GEOMETRY & SPATIAL SENSE Geometric Properties	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ explore, sort & compare traditional and non-traditional figures ▪ identify & describe 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ trace & identify 2-D shapes in 3-D figures ▪ identify, describe, sort & classify common 3-D figures ▪ similarities/differences: everyday objects & 3-D figures 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ identify, describe & sort 3-D figures by geometric properties ▪ create models & skeletons of prisms & pyramids 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ describe & name prisms & pyramids by the shape of their base <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ compare & sort prisms and pyramids ▪ construct rectangular prisms 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ prisms and pyramids <p>ONAP – Questions 4, 5</p>
	GEOMETRY & SPATIAL SENSE Geometric Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ build 3-D figures & recognize structures <input type="checkbox"/> investigate relationship between 2-D shapes and 3-D figures 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D shapes <ul style="list-style-type: none"> ▪ compose patterns, pictures & designs ▪ cover outline puzzles with 2D shapes (ie: tangrams) <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ build 3-D figures & describe 2-D shapes within 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D Shapes <ul style="list-style-type: none"> ▪ compose & describe pictures combing 2-D shapes ▪ cover an outline puzzle with 2D shapes in more than one way <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ build structures using 3-D figures & describe 2-D shapes & 3-D figures in it 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-D Shapes <ul style="list-style-type: none"> ▪ solve problems with < or > amount of shapes ▪ identify, describe the 2D shapes that can be found in 3D figures 	<ul style="list-style-type: none"> <input type="checkbox"/> 3-D figures <ul style="list-style-type: none"> ▪ nets of rectangular & triangular prisms ▪ skeletons ▪ construct 3-D figs. with congruent shapes <p>ONAP – Questions 6, 7, 8, 9, 10 – Performance 2</p>
May 29-June 29	MEASUREMENT Attributes, Units & Measurement Sense	<ul style="list-style-type: none"> <input type="checkbox"/> temperature <ul style="list-style-type: none"> ▪ compare & order two or more objects according to appropriate measure: hot/cold 	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ estimate, measure and describe passage of time through non-standard units ▪ read digital & analogue clocks and identify benchmark times (breakfast, lunch, dinner...) ▪ months of the year & read calendar <input type="checkbox"/> temperature : relate temps seasonal experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ tell & write time to the nearest quarter-hour on digital & analogue clocks ▪ construct tools for measuring time intervals in non-standard units <input type="checkbox"/> temperature <ul style="list-style-type: none"> ▪ use standard thermometer to determine changes in temp ▪ describe how changes in temp affect daily life 	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ read and represent time to the nearest 5 minutes ▪ represent in 12-hour notation ▪ read and write time two different ways <input type="checkbox"/> temperature <ul style="list-style-type: none"> ▪ estimate & read positive temperature to nearest degree Celsius ▪ benchmark temperatures 	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ nearest minute ▪ elapsed time expressed in 5-minute intervals, hours, days, weeks, months or years <p>ONAP – Questions 3</p>
	MEASUREMENT Measurement Relationships		<ul style="list-style-type: none"> ▪ compare two or 3 objects using measureable attributes ▪ compare and order objects by their linear measurements using the same non-standard unit 	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ relationship between days & weeks, and months & years 	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ relationship between min. & hours, hours & days, days & weeks & weeks & years 	<ul style="list-style-type: none"> <input type="checkbox"/> time <ul style="list-style-type: none"> ▪ relationship between year & decade, decade and century <p>ONAP – Questions 16 – Performance Task 2</p>
	MEASUREMENT Attributes, Units & Measurement	<ul style="list-style-type: none"> <input type="checkbox"/> awareness of non-standard & standard measuring devices 	<ul style="list-style-type: none"> <input type="checkbox"/> estimate, measure and describe <ul style="list-style-type: none"> ▪ capacity & mass using non-standard units 	<ul style="list-style-type: none"> <input type="checkbox"/> estimate, measure and record <ul style="list-style-type: none"> ▪ capacity & mass using non-standard units 	<ul style="list-style-type: none"> <input type="checkbox"/> estimate, measure and record <ul style="list-style-type: none"> ▪ mass: kg or parts of a kilogram ▪ capacity: L or parts of a litre <input type="checkbox"/> benchmark kg and L 	<ul style="list-style-type: none"> <input type="checkbox"/> estimate, measure and record <ul style="list-style-type: none"> ▪ mass: g, kg ▪ capacity: ml, L ▪ volume: non-standard <p>ONAP – Questions 8, 9, 10 – Performance 1</p>
	MEASUREMENT Measurement Relationships	<ul style="list-style-type: none"> <input type="checkbox"/> compare & order two or more objects according to appropriate measure <ul style="list-style-type: none"> ▪ mass & capacity <input type="checkbox"/> use measurement terms small/medium/large <input type="checkbox"/> awareness of non-standard & standard meas. tools 	<ul style="list-style-type: none"> <input type="checkbox"/> mass & capacity <ul style="list-style-type: none"> ▪ compare two or 3 objects using measureable attributes ▪ relationship between size of unit and number of units 	<ul style="list-style-type: none"> <input type="checkbox"/> mass & capacity <ul style="list-style-type: none"> ▪ compare and order a collection of objects using non-standard units 	<ul style="list-style-type: none"> <input type="checkbox"/> mass & capacity <ul style="list-style-type: none"> ▪ compare & order objects by mass (kilograms) or capacity (litre) 	<ul style="list-style-type: none"> <input type="checkbox"/> relationship: volume and capacity <input type="checkbox"/> mass: mg, g, kg (relationship of g to kg) ▪ compare and order measured objects <input type="checkbox"/> capacity: ml, L (relationship of ml to L) <ul style="list-style-type: none"> ▪ compare and order measured objects <p>ONAP – Questions 15</p>