



Big Idea, Major Concepts, GLOs

Specific Learning Outcomes
ELOs are bold [NICE TO KNOW are italics]






Season






Nehiyaw Ways of Knowing

NUMBER SENSE

VOCABULARY

Conservation of Number Count Counting on Equal Groups Facts Familiar Arrangements Making 10 Mental math Number line Number sense
Number sequence Numeral Personal strategy Quantity Refine Skip count Strategy (strategies) Subitize Ten frame

<p>1. Say the number sequence 0 to 100 by: 1s forward between any two given numbers; 1s backward from 20 to 0; 2s forward from 0 to 20; 5s and 10s forward from 0 - 100</p>		
<p>2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots. [C, CN, ME, V]</p>		<ul style="list-style-type: none"> • Cree language for numbers, Landbased manipulatives where possible (berries, rocks)
<p>3. Demonstrate an understanding of counting by:</p> <ul style="list-style-type: none"> • indicating that the last number said identifies "how many" • showing that any set has only one count • using counting-on • using parts or equal groups to count sets. [C, CN, ME, R, V] 		
<p>4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]</p>		<ul style="list-style-type: none"> • Cree language for numbers, Landbased manipulatives where possible (berries, rocks)
<p>5. Compare sets containing up to 20 elements, using: referents; one to one correspondence to solve problems [C,CN, ME, PS, R,V]</p>		
<p>6. Estimate quantities to 20 by using referents. [C, CN, ME, PS, R, V]</p>		
<p>7. Demonstrate an understanding of conservation of number. [C, R, V]</p>		
<p>8. Identify the number, up to 20, that is: one more, two more, one less, • two less than a given number. [C, CN, ME, R, V]</p>		<ul style="list-style-type: none"> • Cree language for numbers, Landbased manipulatives where possible (berries, rocks), Perseverance, Observation
<p>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:</p> <ul style="list-style-type: none"> • using familiar mathematical language to describe additive and subtractive actions • 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. [C, CN, ME, PS, R, V] 	 	<ul style="list-style-type: none"> • Cree language for numbers, Landbased manipulatives where possible (berries, rocks), Perseverance, Observation

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	10. Describe and use mental mathematics strategies for basic addition facts and related subtraction facts to 18. [C, CN, ME, PS, R, V]		<ul style="list-style-type: none"> • Sharing Circles, Cree language for numbers, Working with others, Respect
PATTERNS AND RELATIONS			
VOCABULARY Algebraic expression Core Element Equality (equalities) Equation Expression Extend Imbalance Pictorial Pattern Reproduce Symbol Variable(s)			
	1. Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V] [ICT: P2-1.1] 		<ul style="list-style-type: none"> • Beading, Fine Arts, Observations, Creativity
	2. Translate repeating patterns from one representation to another. [C, CN, R, V]		<ul style="list-style-type: none"> • Observation, Wisdom, Creativity
	3. Sort objects, using one attribute, and explain the sorting rule. [C, CN, R, V]		
<i>GENERAL OUTCOME (Variables and Equations): Represent algebraic expressions in multiple ways</i>	4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]		
	5. Record equalities, using the equal symbol. [C, CN, PS, V]		<ul style="list-style-type: none"> • Observation, Wisdom, Creativity
SHAPE AND SPACE			
VOCABULARY Area Build(ing) Capacity Composite 2D shape Cover(ing) Days Height Indirect measurement Direct measurement Meter 3D object 2D shape Volume			
GENERAL OUTCOME Use direct and indirect measurement to solve problems.	1. Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching. [C, CN, PS, R, V] 		<ul style="list-style-type: none"> • Land based learning (collecting items, nature walks, building shelters), Cooking, Sewing



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GENERAL OUTCOME Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V]



- Elders Stories**

3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]

4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]



Vocabulary found in multiple strands			
English	Nehiyawewin	English	Nehiyawewin
addition	akihta	more than	
analyze		number	
apply	apachita	one to one correspondence	
attribute		order	
compare		prediction	
concrete		relate	
create	osihta	record	masinaha
demonstrate		referent	
describe	mamiskota	relationship	
develop		repeating	
diagram		represent	
difference		set	
equation		solve	
estimate		sort	tantowa
explain		sorting rule	
identify		subtraction	
increasing		sum	mamawi-asta
length		symbolic	
less		vertical	
mass		year	
match		vertical	
measure/measurement		year	
model			