



Kindergarten

Taking Stock in Numeracy

Taking Stock in Numeracy – Kindergarten

A Quick Scan of Your Students’ Foundational Numeracy Strengths and Challenges

Intention:

- To focus home learning on consolidating existing strengths
- To narrow the focus on home learning in those areas that students require more support.

Instructions: Use your informed professional judgement to get a picture of each students’ strengths and challenges at the time of completion. Use the key below. Completion time for this organizer should be around 1-1.5 hours.

KEY: Teach: Student still needs instruction Consolidate: Ongoing practice will ensure no learning loss Individual Gaps: Student is struggling with some misconceptions that need correction

My Class	Number Sense		Number			Patterns and Relations	
	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. [C, CN, ME, R, V]	K.N.5. Demonstrate an understanding of counting to 10 by indicating that the last number said many” showing that any set has only one count [C, CN, ME, R, V]	K.N.2. Subitize and name familiar arrangements of 1 to 6 dots (or objects). [C, CN, ME, V]	K.N.3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]	K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. [C, CN, ME, R, V]	K.N.6. Compare quantities, 1 to 10 using one-to-one correspondence by ordering numbers representing different quantities	K.PR.1. Demonstrate an understanding of repeating patterns (two or three elements) by identifying reproducing extending creating patterns using manipulatives, sounds, and actions. [C, CN, PS, V]

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Grade 1

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My Class	Number Sense	1.N.3. Demonstrate an understanding of counting by using the counting on strategy using parts or equal groups to count sets [C, CN, ME, R, V]	1.N.6. Estimate quantities to 20 by using referents. [C, ME, PS, R, V]	1.N.2. Subitize and name familiar arrangements of 1 to 10 dots (or objects). [C, CN, ME, V]	1.N.4. Represent and describe numbers to 20, concretely, pictorially, and symbolically. [C, CN, V]	1.N.5. Compare and order sets containing up to 20 elements to solve problems by using referents one-to-one correspondence [C, CN, ME, PS, R, V]	Number	1.N.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 [C, CN, ME, PS, R, V]	1.N.10. Describe and use mental mathematics strategies, including counting on, counting back using one more, one less making 10 starting from known doubles using addition to subtract to determine the basic addition and related subtraction facts to 18. [C, CN, ME, PS, R, V]	Patterns and Relations	Shape and Space	1.SS.1. Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared ordering objects making statements of comparison matching [C, CN, PS, R, V]	1.SS.1. Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared ordering objects making statements of comparison matching [C, CN, PS, R, V]	1.SS.1. Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared ordering objects making statements of comparison matching [C, CN, PS, R, V]
	1.N.1. Say the number sequence by 1s forward and backward between any two given numbers (0 to 100) 2s to 30, forward starting at 0 5s and 10s to 100, forward starting at 0 [C, CN, ME, V]									1.PR.3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]	1.SS.1. Demonstrate an understanding of measurement as a process of comparing by identifying attributes that can be compared ordering objects making statements of comparison matching [C, CN, PS, R, V]			

Taking Stock in Numeracy – Grade 1

A Quick Scan of Your Students' Foundational Numeracy Strengths and Challenges

Grade 2

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My Class	Number						Patterns and Relations			
	2.N.1. Say the number sequence from 0 to 100 by 2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively 10s using starting points from 1 to 9 2s starting from 1 [C, CN, ME, R] 2.N.6. Estimate quantities to 100 using referents. [C, ME, PS, R]	2.N.4. Represent and describe numbers to 100, concretely, pictorially, and symbolically. [C, CN, V]	2.N.5. Compare and order numbers up to 100. [C, CN, R, V]	2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100. [C, CN, R, V]	2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems that involve addition and subtraction explaining that the order in which numbers are added does not affect the sum explaining that the order in which numbers are subtracted may affect the difference [C, CN, ME, PS, R, V]	2.N.10. Apply mental mathematics strategies, including using doubles making 10 using one more, one less using two more, two less building on a known double using addition for subtraction to develop recall of basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]	2.PR.1. Predict an element in a repeating pattern using a variety of strategies. [C, CN, PS, R, V] (numbers to 100). [C, CN, PS, R, V]	2.PR.2. Demonstrate an understanding of increasing patterns by describing reproducing extending creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100)	2.PR.3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V]	2.PR.4. Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol. [C, CN, R, V]

Taking Stock in Numeracy – Grade 2

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Grade 3

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My Class	Number							Shape and Space
	3.N.1. Say the number sequence between any two given numbers forward and backward from 0 to 1000 by 10s or 100s, using any starting point 5s, using starting points that are multiples of 5 25s, using starting points that are multiples of 25 from 0 to 100 by 3s, using starting points that are multiples of 3 4s, using starting points that are multiples of 4	3.N.2. Represent and describe numbers to 1000, concretely, pictorially, and symbolically	3.N.13. Demonstrate an understanding of fractions by explaining that a fraction represents a portion of a whole divided into equal parts describing situations in which fractions are used comparing fractions of the same whole with like denominators [C, CN, ME, R, V]	3.N.9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2-, and 3-digit numerals) by using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems in contexts that involve addition and subtraction of numbers, concretely, pictorially, and symbolically [C, CN, ME, PS, R] 3.N.10. Apply mental math strategies to determine addition facts and related subtraction facts to 18 (9 + 9). [C, CN, ME, R, V]] 3.N.10. Apply mental math strategies to determine addition facts and related subtraction facts to 18 (9 + 9).	3.N.11. Demonstrate an understanding of multiplication to 5 5 by representing and explaining multiplication using equal grouping and arrays creating and solving problems in context that involve multiplication modelling multiplication using concrete and visual representations, and recording the process symbolically relating multiplication to repeated addition relating addition relating multiplication to division [C, CN, PS, R	3.N.12. Demonstrate an understanding of division by representing and explaining division using equal sharing and equal grouping creating and solving problems in context that involve equal sharing and equal grouping modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically relating division to repeated subtraction relating division to multiplication (limited to division related to multiplication facts to 5x 5). [C, CN, PS, R]	3.SS.5. Demonstrate an understanding of perimeter of regular and irregular shapes by estimating perimeter using referents for centimetre or metre measuring and recording perimeter (cm, m) constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter

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Grade 4

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My Class	Number							Probability and Relations
	4.N.1. Represent and describe whole numbers to 10 000, pictorially and symbolically	4.N.8. Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set compare and order fractions model and explain that for different wholes, two identical fractions may not represent the same quantity provide examples of where fractions are used [C, CN, PS, R, V]	4.N.10. Relate decimals to fractions (to hundredths). [CN, R, V]	4.N.3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals), concretely, pictorially, and symbolically, by using personal strategies using the standard algorithms estimating sums and differences solving problems [C, CN, ME, PS, R]	4.N.5. Describe and apply mental mathematics strategies, such as skip-counting from a known fact using doubling, halving using doubling and adding one more group using patterns in the 9s facts using repeated doubling to develop an understanding of basic multiplication facts to 9 9 and related division facts.	4.N.6. Demonstrate an understanding of multiplication (2- or 3-digit numerals by 1-digit numerals) to solve problems by using personal strategies for multiplication with and without concrete materials using arrays to represent multiplication connecting concrete representations to symbolic representations estimating products [C, CN, ME, PS, R, V]	4.N.7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by using personal strategies for dividing with and without concrete materials estimating quotients relating division to multiplication [C, CN, ME, PS, R, V]	4.PR.5. Express a problem as an equation in which a symbol is used to represent an unknown number. [CN, PS, R]

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