

The Common Curriculum Framework

for

K-12 MATHEMATICS

(10-12 is under development)

Western Canadian Protocol for Collaboration in Basic Education

GRADE 1

JUNE 1995

VI. GENERAL OUTCOMES, AND SPECIFIC OUTCOMES WITH ILLUSTRATIVE EXAMPLES (K–9)

This section elaborates on the general outcomes and specific outcomes by providing illustrative examples, by grade, for the K–9 program. Note that the specific outcomes and illustrative examples for the Grade 10 to Grade 12 program will be developed at a later date.

CODING FOR ILLUSTRATIVE EXAMPLES (IEs)

The illustrative examples (IEs) listed on the following pages are organized by grade and have been correlated to specific outcomes (SOs). The coding used recognizes that IEs relating to more than one SO are listed before those relating to only one SO. Examples of the coding system are listed below.

1–4	Means that the IE relates to specific outcomes one through four in the subsection being addressed.
1, 3	Means that the IE relates to specific outcomes one and three in the subsection being addressed.
1, 3.1 1, 3.2	Means that the IEs relate to specific outcomes one and three in the subsection being addressed and that there are two of them.
6.1	Means that the IE relates to specific outcome six in the subsection being addressed.
4.1 4.2 4.3	Means that the IEs relate to specific outcome four in the subsection being addressed and that there are three of them.

Grade 1
Strand: Number (Number Concepts)

Students will:


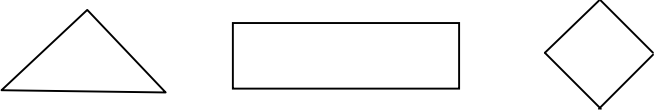
- use numbers to describe quantities
- represent numbers in multiple ways.

General Outcome	Specific Outcomes	Illustrative Examples												
<p>Recognize and apply whole numbers from 0 to 100, and explore halves, in familiar settings.</p>	<p>1. Count orally by 1s, 2s, 5s and 10s to 100. [C, CN]</p> <p>2. Estimate, then count the number of objects in a set (0 to 50) and compare the estimate with the actual number. [C, E, T]</p> <p>3. Recognize, build, compare and order sets that contain 0 to 50 elements. [V]</p> <p>4. Read number words to 10. [C]</p>	<p>1–3 Here is a large set of counters. How many counters do you think there are? Count them. Count by 2s to make a set of 28. Count by 5s to build a set of 25. I've counted out 37 chips already. Finish the counting of a set of 50 for me. Order and compare the three piles of counters from least to greatest.</p> <p>1, 6.1 Show the keys you must press on a calculator to make it skip-count by 2s to 20. Predict each number you will see in the display. Do the same for skip-counting by 5s to 50. Will it be faster to count by 2s or by 5s to 50? Why do you think this? How could you check?</p> <p>1, 6.2 Show the keys you must press on a calculator to skip-count by 5s. Copy each number in order onto this adding machine tape (50 cm long). Stop when the tape is full. Tell me about any patterns you find in your numbers.</p> <p>1.1 Count the number of eyes in the classroom by counting by 2s, and the fingers of the people at your table by counting by 5s or 10s.</p> <p>2.1 Here is a jar full of marbles. Estimate how many marbles are in the jar. Count the marbles. How does your estimate compare with your actual count? Here is a different jar. Estimate how many marbles will fit inside this jar. Did the first jar help you to make your guess? Why or why not?</p> <p>3–4 Read the number on each card, and write the symbol in the blank below.</p> <table border="1" data-bbox="1231 1174 2120 1276"> <tr> <td>a</td> <td>b</td> <td>c</td> <td>d</td> <td>e</td> <td>f</td> </tr> <tr> <td>seven</td> <td>ten</td> <td>four</td> <td>zero</td> <td>eight</td> <td>three</td> </tr> </table> <p>a. _____ b. _____ c. _____ d. _____ e. _____ f. _____</p> <p>Order these cards from the largest number to the smallest number.</p>	a	b	c	d	e	f	seven	ten	four	zero	eight	three
a	b	c	d	e	f									
seven	ten	four	zero	eight	three									

Grade 1
Strand: Number (Number Concepts)

Students will:

- use numbers to describe quantities
- represent numbers in multiple ways.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Recognize and apply whole numbers from 0 to 100, and explore halves, in familiar settings.</p>	<p>5. Represent and describe numbers to 50 in a variety of ways. [C, PS, R, V]</p> <p>6. Explore the representation of numerals (0 to 50), using a calculator or a computer to display numerals. [PS, R, T]</p> <p>7. Demonstrate, and explain orally, an understanding of halves as part of a shape or solid. [C, CN, V]</p>	<p>5.1 Use the dominoes in one double-six set. Can you find two dominoes whose dots total 16? Can you find three dominoes whose dots total 16? Four dominoes? What will be the most dominoes you can use to make a total of 16 dots?</p> <p>5.2 Show 23 in different ways, using these materials (blocks, beans, money). Show 23 in different ways, using pictures/diagrams. Show 23 in different ways, using numbers.</p>  <p>6.1 Which buttons do you have to push to show “13” on your calculator or computer screen? 23? 32? Four more than three? Three less than eight?</p> <p>7.1 Share an apple equally with a friend. How much of the apple do each of you get?</p> <p>7.2 Cut out these shapes. Show me how to find one half. Colour one of the halves of each shape.</p>  <p>7.3 Cut out another set of shapes. Find a different way to colour the halves. How do you know it is one half?</p>

Grade 1
 Strand: Number (Number Operations)

Students will:

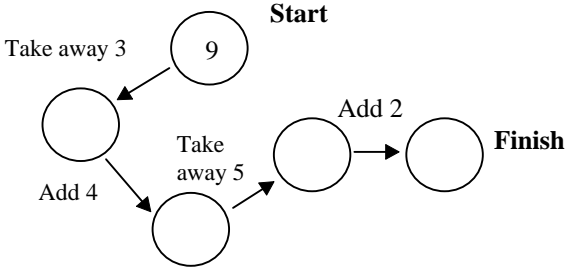
- demonstrate an understanding of and proficiency with calculations
- decide which arithmetic operation or operations can be used to solve a problem and then solve the problem.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Apply informal methods of addition and subtraction on whole numbers where the maximum sum is 18.</p>	<p>8. Use manipulatives and diagrams to demonstrate and describe the processes of addition and subtraction of numbers to 18. Note: memorization not intended. [C, PS, R, V]</p>	<p>8.1 Listen to this story. Don is going to the store for candies. He takes nine pennies from his piggy bank. His mother puts seven more pennies in his hand. – Is nine pennies part of Don’s money or all of Don’s money? Show me with your pennies. – Is mother’s seven pennies part of Don’s money or all of Don’s money? Show mother’s pennies. – What is the most money Don can spend at the store? Use the pennies to explain how you thought about the question.</p> <p>8.2 Follow the directions given. Draw simple pictures to show what you did. Show 6 things. Add 3 more. How many in all? _____</p> <p>Show 8 things. Take away 5. How many are left? _____</p> <p>8.3 Grandfather dropped four dollars in Eng-Hui’s piggy bank for his birthday. Eng-Hui emptied his piggy bank and counted all his dollars. If he counts 13, how many dollars did Eng-Hui have before his birthday?</p>

Grade 1
Strand: Number (Number Operations)

Students will:

- demonstrate an understanding of and proficiency with calculations
- decide which arithmetic operation or operations can be used to solve a problem and then solve the problem.

General Outcome	Specific Outcomes	Illustrative Examples																																
<p>Apply informal methods of addition and subtraction on whole numbers where the maximum sum is 18.</p>		<p>8.4 Fill in all the blank circles as you move from start to finish.</p>  <p>8.5</p> <table border="1" data-bbox="1244 760 1569 914"> <tr><td>+</td><td>8</td><td>6</td><td>5</td></tr> <tr><td>4</td><td></td><td>10</td><td></td></tr> <tr><td>7</td><td>15</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td>8</td></tr> </table> <table border="1" data-bbox="1244 938 1569 1092"> <tr><td>-</td><td>15</td><td>9</td><td>18</td></tr> <tr><td>7</td><td></td><td>2</td><td></td></tr> <tr><td>5</td><td>10</td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td>9</td></tr> </table> <p>Tell why the 15 belongs in its box. What about the 10? Choose any empty box. What number should be printed in the box? Why? Fill in all the other empty boxes.</p> <p>Tell why the 2 belongs in its box. What about the 9? Choose any empty box. What number belongs in the box? Why? Fill in all the empty boxes.</p> <p>8.6 $9 + 6$</p> <p>Draw and tell a story to match this number expression. How much is $9 + 6$?</p> <p>8.7 Tell me a story for $12 - 3$. Draw me your story.</p>	+	8	6	5	4		10		7	15			3			8	-	15	9	18	7		2		5	10			9			9
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Grade 1
Strand: Numbers (Number Operations)

Students will:

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- decide which arithmetic operation or operations can be used to solve a problem and then solve the problem.

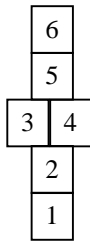
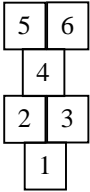
General Outcome	Specific Outcomes	Illustrative Examples
<p>Apply informal methods of addition and subtraction on whole numbers where the maximum sum is 18.</p>		<p>8.8 Five people chose chocolate milk for lunch, seven chose orange juice. How many more chose orange juice than milk?</p> <p>8.9 Using 2-sided counters, “spill the beans”, and tell how the beans landed; e.g., 4 red and 2 yellow.</p> <p>8.10 Shahnaz’s dad put some dimes in her piggy bank. Shahnaz knew she had six dimes but she recounts and finds 15 dimes in her bank. How many dimes did Shahnaz’s dad put in her piggy bank?</p> <p>8.11 Lisa had 17 dollars in her bank, but she took out ten dollars to help pay for a birthday present for her dad. How much money is left in Lisa’s bank?</p> <p>8.12 Pat donated five dollars to the Wildlife fund. Now he has just eight dollars left in his bank. How much money did he have before he gave away the five dollars?</p> <p>8.13 If I cover half this domino, you will see only four dots. Altogether the domino has ten dots. Which domino am I thinking about? How do you know?</p>

Grade 1

Strand: Patterns and Relations (Patterns)

Students will:

- use patterns to describe the world and to solve problems.

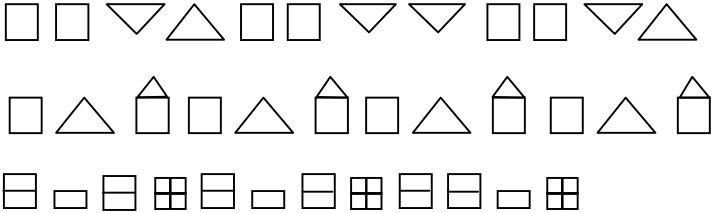
General Outcome	Specific Outcomes	Illustrative Examples
<p>Identify, create and compare patterns arising from daily experiences in the classroom.</p>	<p>1. Sort objects, using a single given attribute determined by the student. [CN, PS, V]</p> <p>2. Identify, name and reproduce patterns, using actions, manipulatives, diagrams and spoken terms. [C, PS, R, V]</p>	<p>1–4 How could you sort the dinosaur collection into two groups? Why did you place these dinosaurs together? Does my dinosaur belong in your first group? Why? Use dinosaurs from both groups to build a pattern. Compare your pattern to someone else's.</p> <p>1.1 Here is a collection of pattern blocks, two of each shape and colour.</p> <ul style="list-style-type: none"> – Tell me one rule you might use to sort the blocks into exactly two groups. Sort the blocks by your rule. – How many blocks fit your rule? Without looking, tell me how many blocks there are in the group that do not fit your rule. How do you know? – Tell me a new rule for sorting the blocks. How many blocks fit your rule? How many do not? <p>2–4 Here are two hopscotch patterns that have been taped out in your classroom.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>start</p> </div> <div style="text-align: center;">  <p>start</p> </div> </div> <p>Compare the patterns. Hop out the pattern (one foot down, two feet down). Show the pattern, using snaps and claps. What square(s) would come next in each pattern? Make up your own hopscotch pattern.</p> <p>2–3, 5 Look around the room. Describe one pattern you see. What actions might you use to act out the pattern? Show me. What:</p> <ul style="list-style-type: none"> – counters, – pictures, or – words <p>might you use to copy the pattern you see? Choose one, and show your pattern on paper.</p>

Grade 1

Strand: Patterns and Relations (Patterns)

Students will:

- use patterns to describe the world and to solve problems.

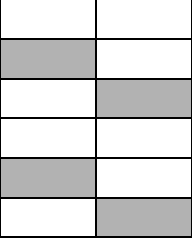
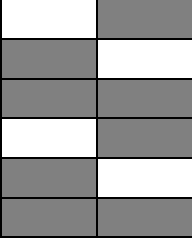
General Outcome	Specific Outcomes	Illustrative Examples
<p>Identify, create and compare patterns arising from daily experiences in the classroom.</p>	<p>3. Extend and create patterns, using actions, manipulatives, diagrams and spoken terms. [C, CN, PS, R, V]</p> <p>4. Compare patterns, using actions, manipulatives, diagrams and spoken terms. [C, CN, V]</p>	<p>2–3 Use these blocks to show my pattern.</p> <p>clap clap stamp clap clap stamp clap clap stamp . . .</p> <p>2.1 Is there a pattern? Circle any mistakes, and draw what you think will correct the problem.</p>  <p>3.1 Trace your hands to outline a pair of mittens. Use coloured markers to design a pattern that covers your mittens.</p> <p>4.1 How are these counting patterns the same? How are they different?</p> <p>2, 4, 6, 8, 10, 12, 14, 16, 18, 20, . . .</p> <p>10, 20, 30, 40, 50, . . .</p> <p>How is counting by 2s like counting by 10s? How is it different?</p>

Grade 1

Strand: Patterns and Relations (Patterns)

Students will:


- use patterns to describe the world and to solve problems.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Identify, create and compare patterns arising from daily experiences in the classroom.</p>	<p>5. Begin to recognize patterns in the environment. [CN, PS, V]</p>	<p>4.2 Describe Allan's pattern. Describe Jessie's pattern. How are these two patterns alike? What will happen next? (Next? Next?) in Jessie's pattern? Make a pattern that is different than Allan's or Jessie's pattern.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Allan</p> </div> <div style="text-align: center;">  <p>Jessie</p> </div> </div> <p>5.1 What patterns have you seen on your way to school? ... heard in our song about spring? ... seen on your clothes? ... seen on the floor in the school?</p>

Grade 1
Strand: Shape and Space (Measurement)

Students will:

- describe and compare everyday phenomena, using either direct or indirect measurement.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Estimate, measure and compare, using whole numbers and nonstandard units of measure.</p>	<p>1. Select an appropriate nonstandard unit to measure length. [R, V]</p> <p>2. Estimate, measure, record, compare and order objects by length, height and distance around, using nonstandard units. [E, PS]</p> <p>3. Estimate the number of uniform objects or shapes that will cover the surface of a design, and verify by covering and counting. [E, V]</p> <p>4. Estimate the number of irregular shapes that will cover a given area, and verify by covering and counting. [E, V]</p> <p>5. Estimate, measure, record and compare the volume/capacity of containers, using nonstandard units. [E, PS]</p>	<p>1.1 Use paper clips or chalkboard erasers to measure the length of a table top, the width of a door and the height of a chair.</p> <p>1.2 Would it be better to use paper clips or chalkboard erasers to measure the length of a table top? Why? What about the length of a book? Why?</p> <p>2.1 Estimate the length of string it will take to go around this garbage can. Mark your guess with tape. Now check your estimate. Which was less—your guess or your measure? How do you know?</p> <p>2.2 Estimate how many “hands” a table is high, a door is wide, and a teacher’s desk is long. Then measure (in hands). Record and order the results.</p> <p>2.3 We need a paper bag long enough to trace 12 squares in a row. I’ll set one square at this edge. Do you think the paper will be long enough? Why? Lay the tiles on the paper. What have you discovered?</p> <div style="text-align: center;">  </div> <p>3.1 Estimate how many cards you will need to cover your favourite book. Now cover the book and count the cards. Did you need more or less than your estimate?</p> <p>4.1 Estimate the number of times you could fit your shoes on the boot rack. Try it. Tell what you discovered. Does it matter how you put your shoes on the boot rack? Tell what you found out.</p> <p>5.1 Estimate the number of soup cans full of water it will take you to fill the milk jug. Check your guess. Was your estimate about right?</p>

Grade 1**Strand: Shape and Sequence (Measurement)***Students will:*

- describe and compare everyday phenomena, using either direct or indirect measurement.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Estimate, measure and compare, using whole numbers and nonstandard units of measure.</p>	<p>6. Estimate, measure, record and compare the mass (weight) of objects, using nonstandard units. [E, PS]</p> <p>7. Recognize that different objects may have the same mass (weight). [CN]</p> <p>8. Estimate and measure the passage of time related to nonstandard units. [E]</p> <p>9. Sequence events within one day and over several days. [R]</p> <p>10. Compare the duration of activities. [E]</p> <p>11. Describe the time of day; e.g., morning, afternoon. [C]</p>	<p>6.1 Estimate the number of yellow hexagons you will need to balance the plastic geoboard. Measure and count to check your guess. Did you need more or fewer hexagons than you estimated?</p> <p>Find an object that you think will weigh less than the geoboard. How can you check your decision? Can you show me another way?</p> <p>7.1 Use the balance scale to find two things that look very different but have about the same mass.</p> <p>8.1 How many hand claps do you think it will take for you to complete:</p> <ul style="list-style-type: none"> – the tying of a bow in your shoelace? – running around the gym? <p>Check your estimates. Did you need more or fewer hand claps?</p> <p>9.1 Use clothespins to hang school activity cards in the order they will occur today.</p> <p>10.1 Is morning recess longer or shorter than:</p> <ul style="list-style-type: none"> – a TV program? – a song? <p>11.1 What time of day do we go home, when school is finished for the day? It's time for a snack! What time of day must it be?</p>

Grade 1

Strand: Shape and Space (Measurement)

Students will:

- describe and compare everyday phenomena, using either direct or indirect measurement.

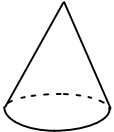
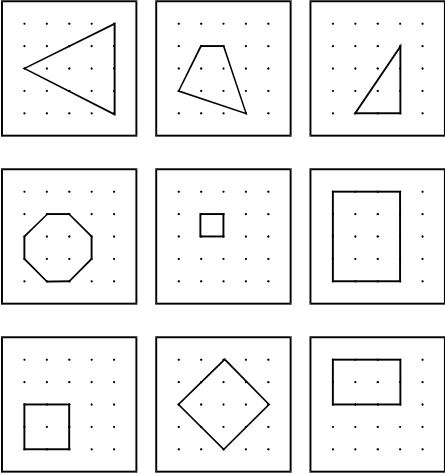
General Outcome	Specific Outcomes	Illustrative Examples												
<p>Estimate, measure and compare, using whole numbers and nonstandard units of measure.</p>	<p>12. Name, in order, the days of the week and the seasons of the year. [C]</p> <p>13. Describe and compare temperatures, using the senses. [C, E]</p> <p>14. Recognize and name coins; pennies, nickels, dimes, quarters, one dollar. [C]</p> <p>15. State the value, in cents, of pennies, nickels and dimes. [C]</p> <p>16. Create equivalent sets of coins up to 10¢ in value. [PS, R]</p>	<p>12.1 What day comes after Tuesday? Before Sunday? What season follows spring? Comes before winter?</p> <p>12.2 In which season do we plant gardens? Shovel snow?</p> <p>13.1 Is it warmer today than yesterday? How can you tell?</p> <p>14–16.1 Given a coin collection: Sort the coins according to their value. Name the types of coins found in each set. Tell me the value of each type of coin. Show how many pennies equal one dime or one nickel. I want to pay for a 10¢ toy, show me on this chart three different ways to do it.</p> <table border="1" data-bbox="1231 911 1733 1079"> <thead> <tr> <th>Dimes</th> <th>Nickels</th> <th>Pennies</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>14–16.2 Find all the ways to show a given amount of money, and chart the results.</p> <p>16.1 This sticker costs 8¢. What coins can you use to pay 8¢? Can you show 8¢ another way?</p> <p>16.2 Build a stack of coins equal in value to 10 cents. Can you build me another stack equal in value to 10 cents?</p>	Dimes	Nickels	Pennies									
Dimes	Nickels	Pennies												

Grade 1

Strand: Shape and Space (3-D Objects and 2-D Shapes)

Students will:

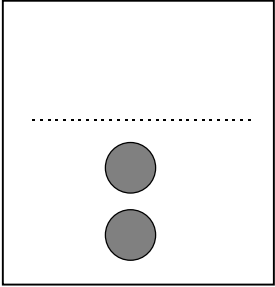
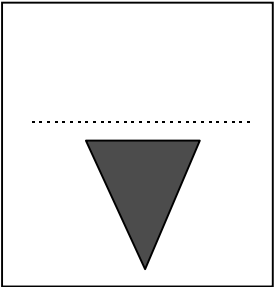
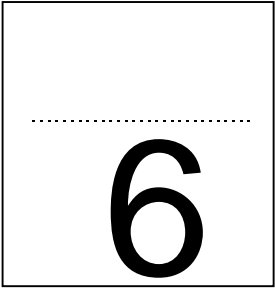
- describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Explore and classify 3-D objects and 2-D shapes, according to their properties.</p>	<p>17. Explore, classify and describe 3-D objects according to two attributes. [C, PS, R, V]</p> <p>18. Observe and build a given 3-D object. [E, PS, V]</p> <p>19. Identify, name and describe specific 2-D shapes as:</p> <ul style="list-style-type: none"> circles triangles rectangles. <p>[C, R]</p> <p>20. Compare, sort and classify 2-D shapes. [CN, E, R]</p>	<p>17–18 Look at this solid. Describe it. Use molding clay to build a copy of the solid.</p>  <p>17.1 Choose eight boxes and cans. Sort all the containers into exactly two groups. Tell me your sorting rule. I have this new container. In which group does it belong? Tell me why.</p> <p>19–20 Sort this collection of geodot shapes into two groups. Name each group. Find another way to sort the drawings. Identify each shape as a circle, triangle, rectangle or other.</p> 

Grade 1
Strand: Shape and Space (Transformations)

Students will:

- perform, analyze and create transformations.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Describe, orally, the relative position of 3-D objects and 2-D shapes.</p>	<p>21. Describe the relative position of 3-D objects and 2-D shapes, using such words as near, far, left, right. [C]</p> <p>22. Match size and shape of figures by superimposing one on top of the other. [E]</p> <p>23. Explore and describe reflections in a mirror. [CN, V]</p>	<p>21.1 Name one classmate who sits near to you on your left. Who sits far from you on your right?</p> <p>21.2 I spy an object with a circular face. It is near the back of the room. What can it be?</p> <p>22.1 Use a set of tangrams to find two pieces with the same shape that match in size. What shape have you used? How do you know they are the same size? What other pieces have the same size?</p> <p>22.2 Find two boxes with faces of matching size. Tell me how you know they match. Find two cans with tops of matching size. Show me how you checked.</p> <p>23.1 Predict what you will see in the mirror, if you place it on the dotted line. Then test your predictions.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 10px; text-align: center;">  </div> </div>

Grade 1
Strand: Statistics and Probability (Data Analysis)

Students will:






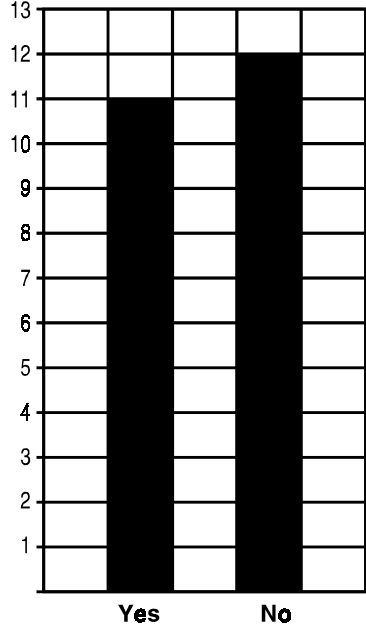










- collect, display and analyze data to make predictions about a population.

General Outcome	Specific Outcomes	Illustrative Examples																																																
<p>Collect, organize and describe, with guidance, data based on first-hand information.</p>	<p>1. Collect, with guidance, first-hand information by counting objects, conducting surveys, measuring and performing simple experiments. [C, PS]</p> <p>2. Construct, with guidance, a concrete/object graph and a pictograph, using one-to-one correspondence. [CN, PS, V]</p>	<p>1-4.1 Which number appears most frequently when a die is tossed? Work in pairs. Colour in a square for each number that appears when a die is tossed, until one column is full.</p> <table border="1" data-bbox="1225 553 1510 831"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Which number appears the most? The least? What questions can you ask about your results?</p> <p>1-4.2 Do your classmates like vanilla, chocolate or some other flavour of ice cream best? – Survey each child and record each answer on the class list. – Use blocks on the graphing mat to show what you learned. – What are three things your graph shows about ice cream flavours? – Make up a question you might ask a friend about your graph.</p> <p>1-4.3 What do you want to know about your classmates? How will you organize your information? How will you use the graphing mat to show what you have learned? What are two questions you can ask the class about your graph?</p> <p>2.1 Here is a collection of 12 classroom books. How might the books be sorted into two groups? How could you use the graphing mat to show which group has more books in it?</p>																																											1	2	3	4	5	6
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Grade 1
 Strand: Statistics and Probability (Data Analysis)

Students will:

- collect, display and analyze data to make predictions about a population.

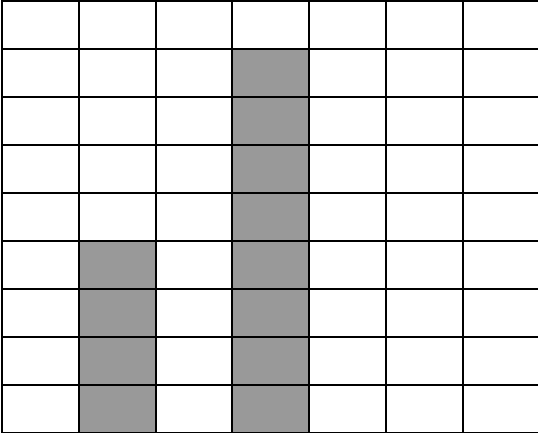
General Outcome	Specific Outcomes	Illustrative Examples																																																																																																																								
<p>Collect, organize and describe, with guidance, data based on first-hand information.</p>	<p>3. Compare data, using appropriate language, including quantitative terms, such as how many more. [C, E]</p>	<p>2.2 Keep track of the weather each morning by completing the chart.</p> <table border="1" data-bbox="1225 477 1800 954"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Day 1</td> <td>Day 2</td> <td>Day 3</td> <td>Day 4</td> <td>Day 5</td> </tr> </table> <p>3-4 This is Marko's graph. He wanted to know if all his classmates have a dog for a pet. How many children did he survey? What did he learn?</p> <p>Do you have a dog?</p>  <table border="1" data-bbox="2010 769 2376 1391"> <tr> <td>13</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Yes</td> <td>No</td> <td></td> <td></td> <td></td> </tr> </table>																																Day 1	Day 2	Day 3	Day 4	Day 5	13						12						11						10						9						8						7						6						5						4						3						2						1							Yes	No			
																																																																																																																										
																																																																																																																										
																																																																																																																										
																																																																																																																										
																																																																																																																										
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Grade 1

Strand: Statistics and Probability (Data Analysis)

Students will:

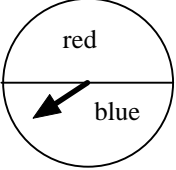
- collect, display and analyze data to make predictions about a population.

General Outcome	Specific Outcomes	Illustrative Examples
Collect, organize and describe, with guidance, data based on first-hand information.	4. Pose oral questions in relation to the data gathered. [C, PS]	4.1 Tell what this graph might be showing. What needs to be written down before everyone can understand what the graph is showing? What is a question you might ask a classmate about this graph? Can you think of another question to ask? 

Grade 1
Strand: Statistics and Probability (Chance and Uncertainty)

Students will:

- use experimental or theoretical probability to represent and solve problems involving uncertainty.

General Outcome	Specific Outcomes	Illustrative Examples
<p>Describe concepts of chance and chance events, using ordinary vocabulary.</p>	<p>5. Predict the chance of an event happening, using the terms never, sometimes, always. [C, R]</p>	<p>5.1 Look at the spinner. Then tell how often each statement will happen, using the words never, sometimes or always.</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> - The spinner will stop on red or blue. - The spinner will stop on green. - The spinner will stop on blue. <p>5.2 Fold a piece of paper into three equal parts. In one part, draw a picture of something that never happens. In the other parts draw something that sometimes happens or always happens. Explain.</p> <p>5.3 Choose the card that belongs with these sentences. Explain your choice.</p> <ul style="list-style-type: none"> - I close my eyes when I go to sleep. - I close my eyes when I play outside. - The sun will set in the evening. - There will be hot dogs for lunch. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">Never</div> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">Sometimes</div> <div style="border: 1px solid black; padding: 5px; width: 60px; text-align: center;">Always</div> </div>