Kindergarten Outcomes

Number Strand

Outcomes	Achievement Indicators
K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1.	• Recite the number sequence from 1 to 30 and from 10 to 1. • Name the number that comes before a given number, 1 to 9. • Name the number that comes before a given number, 2 to 10. • Recite number names from a given number to a stated number (forward – 1 to 10, backward – 10 to 1) using visual aids.
K.N.2. Subitize and name familiar arrangements of 1 to 6 objects or dots.	• Look briefly at a given familiar arrangement of 1 to 5 objects or dots, and identify the number represented without counting. • Identify the number represented by a given dot arrangement on a five frame and describe the number's relationship to 5. • Identify the number represented by a given dot arrangement on a five frame and identify the numbers that are one more and one less
K.N.3. Relate a numeral, 1 to 10, to its respective quantity.	• Construct a set of objects corresponding to a given numeral. • Name the number for a set of objects. • Hold up the appropriate number of fingers for a given numeral. • Match numerals with their pictorial representations.
K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially.	• Show a number as two parts, using fingers, counters, or other objects, and name the number of objects in each part. • Show a number as two parts using pictures, and name the number of objects in each part.
K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count	• Answer the question, "How many are in the set?" using the last number counted in a set. • Show that the count of the number of objects in a set does not change regardless of the order in which the objects are counted. • Count the number of objects in a set, rearrange the objects, predict the new count, and recount to verify the prediction.
K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence • by ordering numbers representing different quantities	• Construct a set to show more than, fewer than, or as many as a given set. • Compare two sets through direct comparison, and describe the sets using words such as "more," "fewer," "as many as," or "the same number." • Order quantities using objects, five frames, or dot cards • Order, using at least two benchmarks, numerals 1 to 10 on a vertical or horizontal number line

Patterns & Relations Strand

Outcomes	Achievement Indicators

K.PR.1. (Patterns)
Demonstrate an understanding of repeating patterns (two or three elements) by:
   • identifying
   • reproducing
   • extending
   • creating patterns using manipulatives, sounds and actions.
	• Distinguish between repeating patterns and non-repeating sequences in a set by identifying the part that repeats.
	• Copy a repeating pattern, e.g., actions, sound, colour, size, shape, orientation, and describe the pattern.
	• Extend a variety of repeating patterns to two more repetitions.
	• Create a repeating pattern using manipulatives, musical instruments or actions and describe the pattern.
	• Identify and describe a repeating pattern in the classroom, the school and outdoors, (e.g., in a familiar song, in a nursery rhyme).

Statistics & Probability Strand

Outcomes	Achievement Indicators
NONE	NONE

Shape & Space Strand

Outcomes	Achievement Indicators
K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight), and volume (capacity).	• Compare the length (height) of two objects, and explain the comparison using the words "shorter," "longer (taller)," or "almost the same." • Compare the mass (weight) of two objects, and explain the comparison using the words "lighter,"" heavier," or "almost the same." • Compare the volume (capacity) of two objects, and explain the comparison using the words "less," "more," "bigger," "smaller," or "almost the same."
K.SS.2. Sort 3-D objects using a single attribute.	• Sort a set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule. • Determine the difference between two pre-sorted sets by explaining a sorting rule used to sort them.
K.SS.3. Build and describe 3-D objects.	• Create a representation of a 3-D object, using materials such as modelling clay and building blocks, and compare the representation to the original 3-D object. • Describe a 3-D object, using words such as "big," "little," "round," "like a box," and "like a can."