**November Outcomes**

**Math Sept.-Nov.**

|  |
| --- |
| **N1**: Say the number sequence, forward and backward, 0 to 100, by: **5s**, using starting points that are multiples of 5 respectively; **10s using starting points from 1 to 9**; **2s starting from 1** (Revisit 2s and 10s)  **N2**: Demonstrate if a number (**up to 100**) is even or odd  **N4**: Represent and describe numbers to **100**, concretely, pictorially and symbolically  **N5**: Compare and order numbers **up to 50**  **N6**: Estimate quantities to 100 using referents  **N7**: Illustrate, concretely and pictorially, the meaning of place value for numerals **to 50**  **N9**: Demonstrate an understanding of addition with answers to 20 and the corresponding subtraction facts; create and solve addition and subtraction problems (up to answers to 100)  **N10**: Apply mental mathematics strategies to determine basic addition facts to 18 and related subtraction facts: **addition for subtraction; bridging through 10** |
| **PR3**: Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams **(to 18)**  **PR4**: Record equalities and inequalities symbolically using the equal symbol or the not equal symbol **(to 18)** |
| **SS1**: Relate the number of days to a week and the number of months to a year in a  problem-solving context  **SS2**: Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to **measure length and mass**  **SS3**: Compare and order objects by **length, height, distance around** using nonstandard units, and make statements of comparison  **SS4 & SS5**: Measure length to the nearest non-standard unit by using multiple copies of a unit and using a single copy of a unit (iteration process); Demonstrate that changing the orientation of an object does not alter the measurements |
| **SP2**: Revisit  - constructing and interpreting concrete graphs to solve problems; construct and interpret **pictographs** to solve problems |

**Speaking/Listening**: GCO 1,2,3

1G Express opinions and give simple explanations for some of their

opinions.

1H Listen to others’ ideas and opinions.

3D Demonstrate a growing awareness of social conventions such as

turn taking.

**Reading/Viewing:**

4J Use a combination of cues to sample, predict and monitor/self-correct

6C Make  personal connections to text and share their responses in a variety of ways

**Writing**: GCO 8,9,10

**8D**-begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps,

Point-form notes)

**8E**-begin to experiment with language choices in imaginative writing and other ways of representing

**9E**-demonstrate some awareness of audience and purpose (ex choosing particular forms for specific audiences and purposes, realizing work to be shared needs editing)

**9F**-consider their readers’/viewers’/listeners’ questions/comments and begin to use such responses to assess and extend their learning.

**10B**-use some conventions of written language(ex spacing, most vowel and consonants are represented, increasing number of words spelled conventionally, simple sentence structure, attempt to use punctuation, use uppercase for names, I and sentence beginnings)

**10C**-demonstrate engagement with the creation of pieces of writing and other representations (ex-sustain choose writing in free time, share work, contribute during shared writing, contribute to observations field trips etc

**10D**-with assistance, begin using technology in writing and representing-use a tape recorder to tape a completed piece of writing or dramatization or oral retelling, use a drawing program/simple word processing to create illustrations for a group story or to draw a picture and write a caption

**You & Your World**: The past

**2.2.1A:** identify and represent through mapping of modeling various changes that have taken place within the community

**2.2.1B:** identify ways individuals and groups have contributed to change

**2.2.1C:** explain how decisions made by individuals and groups result in change

**2.2.1D:** recognize that decisions are made in different ways and serve various purposes