

## Grade 1 Reading Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
General Outcome 1— <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>		
<b>1.1 Discover and Explore</b>		
	1.1.1 Express Ideas	Talk about personal experiences and familiar events.
	1.1.2 Consider Others' Ideas	Listen to and acknowledge experiences and feelings shared by others.
	1.1.3 Experiment with Language and Form	Use a variety of forms to express and explore familiar events, ideas, and information.
	1.1.4 Express Preferences	Explain why an oral, literary, or media text is a personal favourite.
	1.1.5 Set Goals	Choose to read and write with and for others.
<b>1.2 Clarify and Extend</b>		
	1.2.1 Develop Understanding	Connect new experiences and information with prior knowledge.
	1.2.2 Explain Opinions	Describe new experiences and ideas.
	1.2.3 Combine Ideas	Group and sort ideas and information to make sense.
	1.2.4 Extend Understanding	Ask questions to make sense of experiences.
General Outcome 2— <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>		
<b>2.1 Use Strategies and Cues</b>		
9 (5 <i>The Dream Catcher</i> ) 20 (6 <i>Knowing about noses</i> ) 26 (6 <i>Animals that Build</i> ) 35 (9 <i>Secret Handshake</i> ) 38 (3 <i>Snoopy Cartoon</i> ) 39 (4 <i>Snoopy Cartoon</i> )	2.1.1 Prior Knowledge	Make connections between texts, prior knowledge, and personal experiences.
1 (1 <i>After a Bath</i> ) 2 (2 <i>After a Bath</i> ) 7 (3 <i>The Dream Catcher</i> ) 8 (4 <i>The Dream Catcher</i> ) 10 (6 <i>The Dream Catcher</i> ) 12 (8 <i>The Dream Catcher</i> ) 13 (9 <i>The Dream Catcher</i> ) 14 (10 <i>The Dream Catcher</i> ) 17 (3 <i>Knowing about noses</i> ) 21 (1 <i>Animals that Build</i> ) 23 (3 <i>Animals that Build</i> ) 24 (4 <i>Animals that Build</i> ) 27 (1 <i>Secret Handshake</i> ) 37 (2 <i>Snoopy Cartoon</i> ) 40 (5 <i>Snoopy Cartoon</i> )	2.1.2 Comprehension Strategies	Ask questions to anticipate meaning and use a variety of strategies [including rereading and reading on] to confirm understanding.

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
4 (4 <i>After a Bath</i> ) 6 (2 <i>The Dream Catcher</i> ) 11 (7 <i>The Dream Catcher</i> ) 15 (1 <i>Knowing about noses</i> ) 19 (5 <i>Knowing about noses</i> ) 28 (2 <i>Secret Handshake</i> ) 29 (3 <i>Secret Handshake</i> ) 32 (6 <i>Secret Handshake</i> ) 34 (8 <i>Secret Handshake</i> ) 36 (1 <i>Snoopy Cartoon</i> )	2.1.3 Textual Cues	Use textual cues to construct and confirm meaning.
5 (1 <i>The Dream Catcher</i> ) 22 (2 <i>Animals that Build</i> ) 25 (5 <i>Animals that Build</i> ) 30 (4 <i>Secret Handshake</i> ) 31 (5 <i>Secret Handshake</i> ) 33 (7 <i>Secret Handshake</i> )	2.1.4 Cueing Systems	Use syntactic, semantic, and graphophonic cues [including differentiating between letters and words, basic sight words, sound-letter relationships to identify initial and final consonants, and letter clusters] to construct and confirm meaning; use picture dictionaries to determine word meaning in context.
<b>2.2 Respond to Texts</b>		
	2.2.1 Experience Various Texts	Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.
	2.2.2 Connect Self, Texts, and Culture	Share personal experiences and family traditions related to oral, literary, and media texts; identify choices that people make in texts [including texts about Canada or by Canadian writers].
	2.2.3 Appreciate the Artistry of Texts	Share feelings and moods evoked by oral, literary, and media texts.
<b>2.3 Understand Forms, Elements and Techniques</b>		
3 (3 <i>After a Bath</i> )	2.3.1 Forms and Genre	Recognize different forms and genres of oral, literary, and media texts.
18 (4 <i>Knowing about noses</i> )	2.3.2 Techniques and Elements	Relate and represent the beginning, middle, and end of oral, literary, and media texts.
16 (2 <i>Knowing about noses</i> )	2.3.3 Vocabulary	Experiment with parts of words, word combinations, and word patterns for a variety of purposes.
	2.3.4 Experiment with Language	Appreciate repetition, rhyme, and rhythm in shared language experiences.
	2.3.5 Create Original Texts	Create original texts to communicate and demonstrate understanding of forms and techniques.
General Outcome 3— <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>		
<b>3.1 Plan and Focus</b>		
	3.1.1 Use Personal Knowledge	Discuss personal knowledge of a topic to discover information needs.
	3.1.2 Ask Questions	Ask questions to satisfy personal curiosity on a topic and discuss information needs.
	3.1.3 Contribute to Group Inquiry	Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.
	3.1.4 Create and Follow a Plan	Listen actively and recall and follow directions for gathering information.
<b>3.2 Select and Process</b>		

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
	3.2.1 Identify Personal and Peer Knowledge	Identify and share personal knowledge related to experiences.
	3.2.2 Identify Sources	Answer questions using oral, visual, and print information sources.
	3.2.3 Assess Sources	Recognize when information answers the questions asked.
	3.2.4 Access Information	Understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make and check predictions using prior knowledge and oral, visual, and written text features to understand information.
<b>3.3 Organize, Record, and Assess</b>		
	3.3.1 Organize Information	Identify and categorize information according to similarities, differences, and sequences.
	3.3.2 Record Information	Represent and tell key facts and ideas in own words.
	3.3.3 Evaluate Information	Recognize and use gathered information as a basis for communication.
	3.3.4 Develop New Understanding	Recall, talk about, and record information-gathering experiences.

# Grade 1 Word Analysis Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
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General Outcome 1—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

## 1.1 Discover and Explore

	1.1.1 Express Ideas	Talk about personal experiences and familiar events.
	1.1.2 Consider Others' Ideas	Listen to and acknowledge experiences and feelings shared by others.
	1.1.3 Experiment with Language and Form	Use a variety of forms to express and explore familiar events, ideas, and information.
	1.1.4 Express Preferences	Explain why an oral, literary, or media text is a personal favourite.
	1.1.5 Set Goals	Choose to read and write with and for others.

## 1.2 Clarify and Extend

	1.2.1 Develop Understanding	Connect new experiences and information with prior knowledge.
	1.2.2 Explain Opinions	Describe new experiences and ideas.
	1.2.3 Combine Ideas	Group and sort ideas and information to make sense.
	1.2.4 Extend Understanding	Ask questions to make sense of experiences.

General Outcome 2— Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

## 2.1 Use Strategies and Cues

	2.1.1 Prior Knowledge	Make connections between texts, prior knowledge, and personal experiences.
	2.1.2 Comprehension Strategies	Ask questions to anticipate meaning and use a variety of strategies [including rereading and reading on] to confirm understanding.
	2.1.3 Textual Cues	Use textual cues to construct and confirm meaning.
1 (2 Beginning Sounds) 2 (3 Beginning Sounds) 3 (4 Beginning Sounds) 4 (5 Beginning Sounds) 5 (2 Ending Sounds) 6 (3 Ending Sounds) 7 (4 Ending Sounds) 8 (5 Ending Sounds) 9 (2 Vowel Sounds) 10 (3 Vowel Sounds) 11 (4 Vowel Sounds) 12 (5 Vowel Sounds)	2.1.4 Cueing Systems	Use syntactic, semantic, and graphophonic cues [including differentiating between letters and words, basic sight words, sound-letter relationships to identify initial and final consonants, and letter clusters] to construct and confirm meaning; use picture dictionaries to determine word meaning in context.

## 2.2 Respond to Texts

	2.2.1 Experience Various Texts	Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.
	2.2.2 Connect Self, Texts, and Culture	Share personal experiences and family traditions related to oral, literary, and media texts; identify choices that people make in texts [including texts about Canada or by Canadian writers].
	2.2.3 Appreciate the Artistry of Texts	Share feelings and moods evoked by oral, literary, and media texts.

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
<b>2.3 Understand Forms, Elements and Techniques</b>		
	2.3.1 Forms and Genre	Recognize different forms and genres of oral, literary, and media texts.
	2.3.2 Techniques and Elements	Relate and represent the beginning, middle, and end of oral, literary, and media texts.
13 (2 Rhymes) 14 (3 Rhymes) 15 (4 Rhymes) 16 (5 Rhymes) 17 (6 Rhymes) 18 (7 Rhymes) 19 (8 Rhymes) 20 (9 Rhymes) 21 (10 Rhymes) 22 (11 Rhymes) 23 (12 Rhymes) 24 (13 Rhymes)	2.3.3 Vocabulary	Experiment with parts of words, word combinations, and word patterns for a variety of purposes.
	2.3.4 Experiment with Language	Appreciate repetition, rhyme, and rhythm in shared language experiences.
	2.3.5 Create Original Texts	Create original texts to communicate and demonstrate understanding of forms and techniques.
<i>General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.</i>		
<b>3.1 Plan and Focus</b>		
	3.1.1 Use Personal Knowledge	Discuss personal knowledge of a topic to discover information needs.
	3.1.2 Ask Questions	Ask questions to satisfy personal curiosity on a topic and discuss information needs.
	3.1.3 Contribute to Group Inquiry	Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.
	3.1.4 Create and Follow a Plan	Listen actively and recall and follow directions for gathering information.
<b>3.2 Select and Process</b>		
	3.2.1 Identify Personal and Peer Knowledge	Identify and share personal knowledge related to experiences.
	3.2.2 Identify Sources	Answer questions using oral, visual, and print information sources.
	3.2.3 Assess Sources	Recognize when information answers the questions asked.
	3.2.4 Access Information	Understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make and check predictions using prior knowledge and oral, visual, and written text features to understand information.
<b>3.3 Organize, Record, and Assess</b>		
	3.3.1 Organize Information	Identify and categorize information according to similarities, differences, and sequences.
	3.3.2 Record Information	Represent and tell key facts and ideas in own words.

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
	3.3.3 Evaluate Information	Recognize and use gathered information as a basis for communication.
	3.3.4 Develop New Understanding	Recall, talk about, and record information-gathering experiences.

# Grade 1 Vocabulary Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
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General Outcome 1—Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

## 1.1 Discover and Explore

	1.1.1 Express Ideas	Talk about personal experiences and familiar events.
	1.1.2 Consider Others' Ideas	Listen to and acknowledge experiences and feelings shared by others.
	1.1.3 Experiment with Language and Form	Use a variety of forms to express and explore familiar events, ideas, and information.
	1.1.4 Express Preferences	Explain why an oral, literary, or media text is a personal favourite.
	1.1.5 Set Goals	Choose to read and write with and for others.

## 1.2 Clarify and Extend

	1.2.1 Develop Understanding	Connect new experiences and information with prior knowledge.
	1.2.2 Explain Opinions	Describe new experiences and ideas.
	1.2.3 Combine Ideas	Group and sort ideas and information to make sense.
	1.2.4 Extend Understanding	Ask questions to make sense of experiences.

General Outcome 2— Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

## 2.1 Use Strategies and Cues

1 (2 Definitions) 2 (3 Definitions) 3 (4 Definitions) 4 (5 Definitions) 5 (6 Definitions) 6 (7 Definitions) 7 (8 Definitions) 8 (9 Definitions) 9 (10 Definitions) 10 (11 Definitions) 11 (12 Definitions) 12 (13 Definitions) 13 (2 Sentences with Missing Word) 14 (3 Sentences with Missing Word) 15 (4 Sentences with Missing Word) 16 (5 Sentences with Missing Word) 17 (6 Sentences with Missing Word) 18 (7 Sentences with Missing Word) 19 (8 Sentences with Missing Word) 20 (9 Sentences with Missing Word) 21 (10 Sentences with Missing Word) 22 (11 Sentences with Missing Word) 23 (12 Sentences with Missing Word) 24 (13 Sentences with Missing Word)	2.1.1 Prior Knowledge	Make connections between texts, prior knowledge, and personal experiences.
	2.1.2 Comprehension Strategies	Ask questions to anticipate meaning and use a variety of strategies [including rereading and reading on] to confirm understanding.
	2.1.3 Textual Cues	Use textual cues to construct and confirm meaning.

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	2.1.4 Cueing Systems	Use syntactic, semantic, and graphophonic cues [including differentiating between letters and words, basic sight words, sound-letter relationships to identify initial and final consonants, and letter clusters] to construct and confirm meaning; use dictionaries to determine word meaning in context.
<b>2.2 Respond to Texts</b>		
	2.2.1 Experience Various Texts	Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.
	2.2.2 Connect Self, Texts, and Culture	Share personal experiences and family traditions related to oral, literary, and media texts; identify choices that people make in texts [including texts about Canada or by Canadian writers].
	2.2.3 Appreciate the Artistry of Texts	Share feelings and moods evoked by oral, literary, and media texts.
<b>2.3 Understand Forms, Elements and Techniques</b>		
	2.3.1 Forms and Genre	Recognize different forms and genres of oral, literary, and media texts.
	2.3.2 Techniques and Elements	Relate and represent the beginning, middle, and end of oral, literary, and media texts.
	2.3.3 Vocabulary	Experiment with parts of words, word combinations, and word patterns for a variety of purposes.
	2.3.4 Experiment with Language	Appreciate repetition, rhyme, and rhythm in shared language experiences.
	2.3.5 Create Original Texts	Create original texts to communicate and demonstrate understanding of forms and techniques.
<i>General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.</i>		
<b>3.1 Plan and Focus</b>		
	3.1.1 Use Personal Knowledge	Discuss personal knowledge of a topic to discover information needs.
	3.1.2 Ask Questions	Ask questions to satisfy personal curiosity on a topic and discuss information needs.
	3.1.3 Contribute to Group Inquiry	Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.
	3.1.4 Create and Follow a Plan	Listen actively and recall and follow directions for gathering information.
<b>3.2 Select and Process</b>		
	3.2.1 Identify Personal and Peer Knowledge	Identify and share personal knowledge related to experiences.
	3.2.2 Identify Sources	Answer questions using oral, visual, and print information sources.
	3.2.3 Assess Sources	Recognize when information answers the questions asked.
	3.2.4 Access Information	Understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make and check predictions using prior knowledge and oral, visual, and written text features to understand information.



CAT4 Item #	Alignment to MB Curriculum Codes	Notes
<b>3.3 Organize, Record, and Assess</b>		
	3.3.1 Organize Information	Identify and categorize information according to similarities, differences, and sequences.
	3.3.2 Record Information	Represent and tell key facts and ideas in own words.
	3.3.3 Evaluate Information	Recognize and use gathered information as a basis for communication.
	3.3.4 Develop New Understanding	Recall, talk about, and record information-gathering experiences.

# Grade 1 Spelling Online

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
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General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.

## 3.1 Plan and Focus

	3.1.1 Use Personal Knowledge	Discuss personal knowledge of a topic to discover information needs.
	3.1.2 Ask Questions	Ask questions to satisfy personal curiosity on a topic and discuss information needs.
	3.1.3 Contribute to Group Inquiry	Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.
	3.1.4 Create and Follow a Plan	Listen actively and recall and follow directions for gathering information.

## 3.2 Select and Process

	3.2.1 Identify Personal and Peer Knowledge	Identify and share personal knowledge related to experiences.
	3.2.2 Identify Sources	Answer questions using oral, visual, and print information sources.
	3.2.3 Assess Sources	Recognize when information answers the questions asked.
	3.2.4 Access Information	Understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning.
	3.2.5 Make Sense of Information	Make and check predictions using prior knowledge and oral, visual, and written text features to understand information.

## 3.3 Organize, Record, and Assess

	3.3.1 Organize Information	Identify and categorize information according to similarities, differences, and sequences.
	3.3.2 Record Information	Represent and tell key facts and ideas in own words.
	3.3.3 Evaluate Information	Recognize and use gathered information as a basis for communication.
	3.3.4 Develop New Understanding	Recall, talk about, and record information-gathering experiences.

General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

## 4.1 Generate and Focus

	4.1.1 Generate Ideas	Contribute ideas from personal experiences for oral, written, and visual texts.
	4.1.2 Choose Forms	Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print.
	4.1.3 Organize Ideas	Organize print and pictures to express ideas and tell stories.

## 4.2 Enhance and Improve

	4.2.1 Appraise Own and Others' Work	Demonstrate interest in and suggest enhancements for own and others' work and presentations.
	4.2.2 Revise Content	Rephrase and represent to clarify ideas.

CAT4 Item #	Alignment to MB Curriculum Codes	Notes
	4.2.3 Enhance Legibility	Strive for consistency in letter size and shape; print letters legibly from left to right horizontally, using lines on a page as a guide; explore and use the keyboard to produce text.
	4.2.4 Enhance Artistry	Experiment with words and sentence patterns using specific structures.
	4.2.5 Enhance Presentation	Add captions and details to own stories and drawings.
<b>4.3 Attend to Conventions</b>		
	4.3.1 Grammar and Usage	Check for completeness of work and add details and enhancements.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	4.3.2 Spelling (see Strategies)	Use sound-symbol relationships and visual memory to spell familiar words.
	4.3.3 Punctuation and Capitalization	Capitalize the first letters of names, the beginnings of statements, and the pronoun “I”; use periods.
<b>4.4 Present and Share</b>		
	4.4.1 Share Ideas and Information	Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation.
	4.4.2 Effective Oral Communication	Present information and ideas in sentences.
	4.4.3 Attentive Listening and Viewing	Demonstrate active listening and viewing skills and strategies.
<i>General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community.</i>		
<b>5.1 Develop and Celebrate Community</b>		
	5.1.1 Compare Responses	Tell, draw, and write about self and family.
	5.1.2 Relate Texts to Culture	Listen to stories from oral, literary, and media texts from various communities.
	5.1.3 Appreciate Diversity	Relate aspects of stories and characters to personal feelings and experiences.
	5.1.4 Celebrate Special Occasions	Share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs.
<b>5.2 Encourage, Support, and Work with Others</b>		
	5.2.1 Cooperate with Others	Work in cooperative and collaborative partnerships and groups.
	5.2.2 Work in Groups	Take turns sharing information and ideas.
	5.2.3 Use Language to Show Respect	Recognize that individuals adjust language use according to the situation.
	5.2.4 Evaluate Group Process	Help others and ask others for help; identify and assume roles necessary for maintenance of group process.

# Grade 1 Mathematics Online

CAT4 Item #	Alignment to MB 2007 Curriculum Codes	Notes
Strand: Number General Outcome: <i>Develop number sense.</i>		
3 (3) 4 (4) 10 (10) 24 (9) 25 (10) 44 (5) 45 (6)	1. Say the number sequence 0 to 100 by:	<ul style="list-style-type: none"> <li>• 1s forward between any two given numbers</li> <li>• 1s backward from 20 to 0</li> <li>• 2s forward from 0 to 20</li> <li>• 5s and 10s forward from 0 to 100.</li> </ul>
	2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.	
16 (1) 17 (2) 21 (6) 32 (3)	3. Demonstrate an understanding of counting by:	<ul style="list-style-type: none"> <li>• indicating that the last number said identifies “how many”</li> <li>• showing that any set has only one count</li> <li>• using the counting-on strategy</li> <li>• using parts or equal groups to count sets.</li> </ul>
1 (1) 2 (2) 14 (14) 27 (12) 33 (4) 35 (6)	4. Represent and describe numbers to 20, concretely, pictorially and symbolically.	
	5. Compare sets containing up to 20 elements, using:	<ul style="list-style-type: none"> <li>• referents</li> <li>• one-to-one correspondence to solve problems.</li> </ul>
	6. Estimate quantities to 20 by using referents	
	7. Demonstrate an understanding of conservation of number	
	8. Identify the number, up to 20, that is: one more, two more, one less, two less than a given number.	
5 (5) 12 (12) 13 (13) 22 (7) 38 (9) 39 (10) 42 (3) 43 (4) 47 (8)	9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:	<ul style="list-style-type: none"> <li>• using familiar mathematical language to describe additive and subtractive actions</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically</li> </ul>
40 (1)	10. Describe and use mental mathematics strategies (memorization not intended), such as:	<ul style="list-style-type: none"> <li>• counting on and counting back</li> <li>• making 10</li> <li>• using doubles</li> <li>• thinking addition for subtraction for basic addition facts and related subtraction facts to 18</li> </ul>

CAT4 Item #	Alignment to MB 2007 Curriculum Codes	Notes
Strand: Patterns and Relations (Patterns) General Outcome: <i>Use patterns to describe the world and to solve problems.</i>		
20 (5) 25 (10) 29 (14) 31 (2) 36 (7) 37 (8) 41 (2) 44 (5) 45 (6) 48 (9)	1. Demonstrate an understanding of repeating patterns (two to four elements) by:	<ul style="list-style-type: none"> <li>• describing, reproducing, extending, creating patterns using manipulatives, diagrams, ...</li> </ul>
7 (7)	2. Translate repeating patterns from one representation to another	
	3. Sort objects, using one attribute, and explain the sorting rule	
	4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).	
	5. Record equalities, using the equal symbol	
Strand: Shape and Space (Measurement) General Outcome: <i>Use direct and indirect measurement to solve problems.</i>		
6 (6) 18 (3)	1. Demonstrate an understanding of measurement as a process of comparing by:	<ul style="list-style-type: none"> <li>• identifying attributes that can be compared</li> <li>• ordering objects</li> <li>• making statements of comparison</li> <li>• filling, covering or matching</li> </ul>
Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>		
11 (11) 23 (8)	2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.	
19 (4) 28 (13) 30 (1) 34 (5)	3. Replicate composite 2-D shapes and 3-D objects.	
	4. Compare 2-D shapes to parts of 3-D objects in the environment	

# Grade 1 Computation Online

CAT4 Item #	Alignment to MB 2007 Curriculum Codes	Notes
Strand: Number General Outcome: <i>Develop number sense.</i>		
	1. Say the number sequence 0 to 100 by:	<ul style="list-style-type: none"> <li>• 1s forward between any two given numbers</li> <li>• 1s backward from 20 to 0</li> <li>• 2s forward from 0 to 20</li> <li>• 5s and 10s forward from 0 to 100.</li> </ul>
	2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.	
	3. Demonstrate an understanding of counting by:	<ul style="list-style-type: none"> <li>• indicating that the last number said identifies “how many”</li> <li>• showing that any set has only one count</li> <li>• using the counting-on strategy</li> <li>• using parts or equal groups to count sets.</li> </ul>
	4. Represent and describe numbers to 20, concretely, pictorially and symbolically.	
30 (6)	5. Compare sets containing up to 20 elements, using:	<ul style="list-style-type: none"> <li>• referents</li> <li>• one-to-one correspondence to solve problems.</li> </ul>
27 (3) 30 (6) 31 (7) 33 (9)	6. Estimate quantities to 20 by using referents	
30 (6)	7. Demonstrate an understanding of conservation of number	
	8. Identify the number, up to 20, that is: one more, two more, one less, two less than a given number.	

CAT4 Item #	Alignment to MB 2007 Curriculum Codes	Notes
Addition Facts 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 (9) 9 (10) 10 (11) 11 (12) 12 (13)	9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:	<ul style="list-style-type: none"> <li>• using familiar mathematical language to describe additive and subtractive actions</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically</li> </ul>
Subtraction Facts 13 (2) 14 (3) 15 (4) 16 (5) 17 (6) 18 (7) 19 (8) 20 (9) 21 (10) 22 (11) 23 (12) 24 (13)  25 (1) 26 (2) 28 (4) 29 (5) 32 (8) 35 (11)		
33 (9) 34 (10) 36 (12)	10. Describe and use mental mathematics strategies (memorization not intended), such as:	<ul style="list-style-type: none"> <li>• counting on and counting back</li> <li>• making 10</li> <li>• using doubles</li> <li>• thinking addition for subtraction for basic addition facts and related subtraction facts to 18</li> </ul>
Strand: Patterns and Relations (Patterns) General Outcome: <i>Use patterns to describe the world and to solve problems.</i>		
	1. Demonstrate an understanding of repeating patterns (two to four elements) by:	<ul style="list-style-type: none"> <li>• describing, reproducing, extending, creating patterns using manipulatives, diagrams, ...</li> </ul>
	2. Translate repeating patterns from one representation to another	
	3. Sort objects, using one attribute, and explain the sorting rule	
	4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).	
	5. Record equalities, using the equal symbol	

CAT4 Item #	Alignment to MB 2007 Curriculum Codes	Notes
Strand: Shape and Space (Measurement) General Outcome: <i>Use direct and indirect measurement to solve problems.</i>		
	1. Demonstrate an understanding of measurement as a process of comparing by:	<ul style="list-style-type: none"> <li>• identifying attributes that can be compared</li> <li>• ordering objects</li> <li>• making statements of comparison</li> <li>• filling, covering or matching</li> </ul>
Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>		
	2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.	
	3. Replicate composite 2-D shapes and 3-D objects.	
	4. Compare 2-D shapes to parts of 3-D objects in the environment	