Mathematics Correlation - K

Ontario Mathematical Process Expectations & Essential Skills Math Software

This document outlines the correlations between the Kindergarten Ontario Mathematical Process Expectations and the Essential Skills math programs. The specific Ontario Mathematical Process Expectations are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. Essential Skills programs correlate with 98% of the Kindergarten Ontario Mathematical Process Expectations.

1. Number Sense and Numeration	
Ontario Mathematical Process Expectations	**Essential Skills Software CORRELATING PROGRAMS**
1. investigate the idea that quantity is greater when counting forwards and less when counting backwards	**Mastering Numeration 1**
2. investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects	**Readiness Skills** **Mastering Numeration 1**
3. recognize some quantities without having to count, using a variety of tools or strategies	
4. begin to use information to estimate the number in a small set	
5. use, read, and represent whole numbers to 10 in a variety of meaningful contexts	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
6. use ordinal numbers in a variety of everyday contexts	**Mastering Numeration 2**
7. demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation	**Readiness Skills** (to 10) **Mastering Numeration 1** (to 100)
8. investigate and develop strategies for composing and decomposing quantities to 10	

Mathematics Correlation - K

1. Number Sense and Numeration	
9. explore different Canadian coins, using coin manipulatives	**Mastering Numeration 1**
10. demonstrate understanding of the counting concepts of stable order and of order irrelevance	
11. begin to make use of one-to-one correspondence in counting objects and matching groups of objects	**Readiness Skills** **Mastering Numeration 1**
12. investigate addition and subtraction in everyday activities through the use of manipulatives, visual models or oral exploration	**Mastering Numeration 1**

2. Measurement	
Ontario Mathematical Process Expectations	**Essential Skills Software CORRELATING PROGRAMS**
13. compare and order two or more objects according to an appropriate measure (e.g., length, mass, area, temperature, capacity), and use measurement terms (e.g., hot/cold for temperature, small/ medium/large for capacity, longer/ shorter or thicker/thinner for length)	**Readiness Skills** **Measurement 1**
14. demonstrate, through investigation, an awareness of the use of different measurement tools for measuring different things	**Measurement 1**
15. demonstrate awareness of non-standard measuring devices and strategies for using them	
16. demonstrate, through investigation, a beginning understanding of the use of non-standard units of the same size	

Mathematics Correlation - K

3. Geometry and Spatial Sense	
Ontario Mathematical Process Expectations	**Essential Skills Software CORRELATING PROGRAMS**
17. explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures	**Patterning, Geometry & Data Management 1**
18. identify and describe, using common geometric terms, two-dimensional shapes (e.g., triangle) and three-dimensional figures (e.g., cone) through investigations with concrete materials	
19. compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies	
20. build three-dimensional structures using a variety of materials, and begin to recognize the three-dimensional figures that the structure contains	
21. investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made	
22. demonstrate an understanding of basic spatial relationships and movements	

4. Patterning	
Ontario Mathematical Process Expectations	**Essential Skills Software CORRELATING PROGRAMS**
23. identify, extend, reproduce, and create repeating patterns through investigation, using a variety of materials (e.g., attribute materials, pattern blocks, a hundreds chart, toys, bottle tops, buttons, toothpicks) and actions (e.g., physical actions such as clapping, jumping, tapping)	**Readiness Skills** **Patterning, Geometry & Data Management 1**
24. identify and describe informally the repeating nature of patterns in everyday contexts (e.g., patterns in nature, clothing, floor tiles, literature, schedules), using oral expressions (e.g.,"goes before", "goes after","morning, noon, and night", "the four seasons") and gestures (e.g., pointing, nodding)	

Mathematics Correlation - K

5. Data Management & Probability	
Ontario Mathematical Process Expectations	**Essential Skills Software CORRELATING PROGRAMS**
25. sort, classify, and compare objects and describe the attributes used	**Readiness Skills** **Patterning, Geometry & Data Management 1**
26. collect objects or data and make representations of their observations, using concrete graphs	**Patterning, Geometry & Data Management 1**
27. respond to and pose questions about data collection and graphs	
28. use mathematical language in informal discussions to describe probability (e.g., chance, never, sometimes, always)	