



GRADE 1 : NUMBER

2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots. [C, CN, ME, V]
4. Represent and describe numbers to 20, concretely, pictorially and symbolically.
5. Compare sets containing up to 20 elements, using:
 - referents
 - one-to-one correspondence to solve problems.
7. Demonstrate an understanding of conservation of number.

+Resources

Equal Sums - K-5 Math Teaching Resources - Free Online Resources - [click here](#)

Note for teachers:

Can be used with operations and symbolic representation of number.

Grade 1 Possible Formative Assessment Tasks - [click here](#)

Note for teachers:

There are 5 tasks based on the 5 Principles of Counting (FSiM version below)

The 4th and 5th parts of the tasks highlights Daniel in the video and the skip counting issue of conservation.

FSiM Reference: (link pending for approval by Keith)

1. Each object must be touched or included exactly once as numbers are said
2. Numbers are said once and always in the conventional order (Ordinality)
3. Objects can be included in any order and starting place and order counted does not affect how many there are (Conservation of Number)
4. Arrangement of objects does not affect how many (Transitivity or One to- one correspondence)
5. The last number said tells how many in the whole collection. IT DOES NOT DESCRIBE THE LAST NUMBER! (Cardinality)

Common Misconceptions

Note for teachers:

Don't assume that learners:

- *understand that skip counting a group in different ways leads to an equal count/quantity. (Conservation of number, equality) (See video)*
- *know that counting a set starting in the middle gives the same result as counting from the beginning (See video)*

