



Mathematics Grade 1 Patterns (P)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
P1.1 Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> describing reproducing extending creating patterns using manipulatives, diagrams, sounds, and actions. 	<ul style="list-style-type: none"> With help, I can identify and reproduce a pattern with two to four elements. 	<ul style="list-style-type: none"> I can identify and reproduce a pattern with two to four elements. 	<ul style="list-style-type: none"> I can create and extend a pattern with two to four elements in many different ways. 	<ul style="list-style-type: none"> I can create and extend a pattern with five elements.
	<ul style="list-style-type: none"> With help, I can identify the core of a pattern with two OR three OR four elements. 	<ul style="list-style-type: none"> I can identify the core of a pattern with two OR three OR four elements. 	<ul style="list-style-type: none"> I can identify the core of a pattern with two AND three AND four elements. 	<ul style="list-style-type: none"> I can identify the core of a pattern with five elements.
	<ul style="list-style-type: none"> With help, I can find the errors in a pattern with two OR three OR four elements. 	<ul style="list-style-type: none"> I can find the errors in a pattern with two OR three OR four elements. 	<ul style="list-style-type: none"> I can find the errors in a pattern with two AND three AND four elements. 	<ul style="list-style-type: none"> I can find the errors in a pattern with five elements.
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P1.2 Translate repeating patterns from one form of representation to another.	• With help , I can represent a given repeating pattern in another way.	• I can represent a given repeating pattern in another way .	• I can represent a given repeating pattern in many different ways .	• I can create my own repeating pattern and show it in many different ways.
	• With help , I can name a given repeating pattern using a letter code.	• I can name a few given repeating patterns using letter codes.	• I can name many different given repeating patterns using letter codes.	• I can name my own repeating patterns using letter codes.
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P1.3 Describe equality as a balance and inequality as an imbalance, concretely, physically, and pictorially (0 to 20).	<ul style="list-style-type: none"> • With help, I can identify two equal sets concretely, physically, OR pictorially on a balance scale (0-20). 	<ul style="list-style-type: none"> • I can represent two equal sets concretely, physically, OR pictorially on a balance scale (0-20). 	<ul style="list-style-type: none"> • I can represent two equal sets concretely, physically, AND pictorially on a balance scale (0-20). 	<ul style="list-style-type: none"> • I can represent two equal sets concretely, physically, AND pictorially on a balance scale (>20).
	<ul style="list-style-type: none"> • With help, I can identify two unequal sets concretely, physically, OR pictorially on a balance scale (0-20). 	<ul style="list-style-type: none"> • I can represent two unequal sets concretely, physically, OR pictorially on a balance scale (0-20). 	<ul style="list-style-type: none"> • I can represent two unequal sets concretely, physically, AND pictorially on a balance scale (0-20). 	<ul style="list-style-type: none"> • I can represent two unequal sets concretely, physically, AND pictorially on a balance scale (>20).
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P1.4 Record equalities using the equal symbol.	<ul style="list-style-type: none"> • With help, I can identify equal amounts pictorially or symbolically. 	<ul style="list-style-type: none"> • I can represent equal amounts pictorially OR symbolically. 	<ul style="list-style-type: none"> • I can represent equal amounts on either side of the equal symbol. 	<ul style="list-style-type: none"> • I can represent equal amounts on either side of the equal symbol even when equations are on both sides of the equal sign.
	<ul style="list-style-type: none"> • With help, I can record a few different representations of the same quantity. 	<ul style="list-style-type: none"> • I can record a few different representations of the same quantity. 	<ul style="list-style-type: none"> • I can record many different representations of the same quantity (0-20). 	<ul style="list-style-type: none"> • I can record many different representations of the same quantity (>20).
Comments				