Grade 1 Math

Curricular Competencies

		Reasoning and Analyzing			Understanding and Solving			Communicating and Representing			Connecting and Reflecting			
Big Ideas	*Number represents and describes quantity: Numbers to 20 can be decomposed into 10's and 1's. *Developing computational fluency comes from a strong sense of number: Addition and subtraction can be modelled concretely, pictorially, and mentally, using strategies involving counting and making 10. *We use patterns to represent identified regularities and to form generalizations: Repeating elements can be identified. *We can describe, measure, and compare spatial relationships: Objects and shapes have attributes. *Analyzing data and chance help us to compare and interpret: Concrete graphs show one-to-one correspondence	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use reasoning and logic to explore and make connections	Use multiple strategies to engage in problem solving (e.g., visual, oral, role-play, experimental, written, symbolic)	Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving	Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community	Communicate in many ways (concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, and apply mathematical ideas)	Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations	Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking	Visualize and describe mathematical concepts	Connect mathematical concepts to each other and make mathematical connections to the real world (e.g., in daily activities, local and traditional practices, the environment, popular media and news events, cross-curricular integration)	Share and reflect upon mathematical thinking	Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts
Content	number concepts to 20													
	ways to make 10													
	addition and subtraction to 20 (understanding of operation and process)													
	repeating patterns with multiple elements and attributes													
	change in quantity to 20, concretely and verbally													
	meaning of equality and inequality													
	direct measurement with non-standard units (non-uniform and uniform)													
	comparison of 2D shapes and 3D objects													
	concrete graphs using one-to-one correspondence													
	likelihood of familiar life events using comparative language													
	financial literacy – values of coins and monetary exchanges													