COASTMETRO

ELEMENTARY MATH PROJECT

Grade 1

Year at a Glance

The following overview of the year is a suggested plan for Grade 1 mathematics taking into consideration introducing significant foundational concepts in the first half of the year so there is time for spacing learning experiences over the year as well as balancing each term with number concepts alongside other areas of math.

Term One Mathematics Learning Standards
Number concepts to 20 (ways to make ten, building understanding of teen numbers as ten and some more, counting by 2s and 5s)
Addition and Subtraction to 10 (introduced multiple meanings of both addition and subtraction through modelling with concrete materials and stories; add on, combine, removal, comparing, finding the difference, counting all; introduce symbolic equation notation)
Communicating and Representing curricular competencies
Concrete graphs using one-to-one correspondence (graphing data about self and class, interests, events with Unifix cube towers or loose parts)
Likelihood of familiar life events (compare whether something is more or less likely to happen)
Repeating patterns with multiple elements and attributes (use AB notation, identify pattern unit, describe pattern rule)

Term Two Mathematics Learning Standards
Number concepts to 20 (decomposition of quantities to 20, counting fluently to 20, counting to 20 by 2s and 5s, printing numbers and matching symbols to concrete sets and pictures such as ten frames, comparing magnitude of quantities to 20)

Addition and Subtraction to 20 (mental math strategies: counting on/back, making ten, doubles, adding on to find the difference; whole class number talks)
Reasoning and Analyzing and Understanding and Solving curricular competencies
Change in quantity to 20, concretely and verbally (if you have 9 blocks, what do you need to do to make it 15?)
Meaning of equality and inequality (introduce equal an inequal symbols in connection with addition and subtraction equations)
Comparison of 2D shapes and 3D objects (describe, sort and compare 2D and 3D shapes using mathematical language, identify sorting rule, find 2D shape and 3D objects in the environment)

Term Three Mathematics Learning Standards
Number concepts to 20 (ways to make 20, counting fluently to 20 by 1s, 2s and 5s, comparing and ordering quantities to 20)
Addition and Subtraction to 20 (practice modelling strategies with concrete materials, practice mental math strategies in games and number talks; solve problems and create math stories)
Connecting and Reflecting curricular competencies
Direct measurement with non-standard units (using uniform and non-uniform units; use of baseline for comparison; measurement as a quantity and a unit)
Financial literacy – value of coins and monetary exchanges (math stories, buying, selling, giving and saving role play contexts)