GRADE 1 MATHEMATICS at a glance

Grade 1 Mathematics at a Glance can be used in designing, planning, and assessing student learning for the year. It can be used as a planning tool to preview the content of the Grade 1 Mathematics curriculum.

It is organized by **strands** and **substrands** and sorts learning outcomes into categories or **learning targets**. The learning targets can be used to connect learning by integrating strands, learning outcomes, and other subject areas.

This document can be used with the ***Glance Across the Grades*** document to plan clear and concise expectations for student learning by using big ideas (the why behind what we are learning).

Mathematical PROCESSES

The seven interrelated **mathematical processes** are intended to permeate teaching and describe the critical aspects of learning, doing, and understanding mathematics. These processes allow students to engage in thinking about mathematics, and support the acquisition and the use of mathematical knowledge and foundational skills that develop conceptual understanding.

These processes are outlined in detail in *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes (2013)*.

- **[C] COMMUNICATION**
- **[CN] CONNECTIONS**
- **[ME] MENTAL MATHEMATICS AND ESTIMATION**
- **[PS] PROBLEM SOLVING**
- **[R] REASONING**
- **[T] TECHNOLOGY**
- **[V] VISUALIZATION**

NUMBER Strand

- **Counting**
  Number sequence and estimation of quantities to 100 N.1 N.3 N.6 N.8
- **Representation of Whole Numbers**
  Subitize to 10 N.2
  Whole numbers to 20 N.4
  Problems involving whole numbers to 20 N.5
  Equal groupings to 30 N.7
- **Operations with Whole Numbers**
  Addition with answers to 20 and their corresponding subtraction facts N.9
  Addition and related subtraction facts to 18 N.10

PATTERNS AND RELATIONS Strand

Patterns

- **Patterning and Algebraic Thinking**
  Repeating patterns PR.1 PR.2

Variables and Equations

- **Algebraic Representations with Equations**
  Equality and inequality PR.3 PR.4

SHAPE AND SPACE Strand

Measurement

- **Length, Area, Volume (Capacity), and Mass (Weight)**
  A process of comparison SS.1

3-D Objects and 2-D Shapes

- **Identifying, Sorting, Comparing, and Constructing**
  3-D objects and 2-D shapes
  SS.2 SS.3 SS.4

STATISTICS AND PROBABILITY Strand

Not applicable

Substrands
- **Learning Targets**

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GRADE 1 MATHEMATICS

Curriculum Overview

NUMBER Strand

- **Counting**
  Say the number sequence forward and backward by 1s between any two given numbers to 100. Say the number sequence forward by 2s starting at 0 to 30 and forward by 5s and 10s starting at 0 to 100. Demonstrate an understanding of counting using strategies and number relationships. Estimate quantities to 20 by using referents. ⬌
  N.1 N.3 N.6 N.8

- **Representation of Whole Numbers**
  Subitize and name familiar arrangements of 1 to 10 dots or objects. Represent, describe, compare, and order whole numbers to 20 to solve problems. Demonstrate how a number, up to 30, can be represented by a variety of groups with and without remainders. ⬌
  N.2 N.4 N.5 N.7

- **Operations with Whole Numbers**
  Demonstrate an understanding of addition with answers to 20 and their corresponding subtraction facts by using mathematical language, problem solving, and modelling. Describe and use mental mathematics strategies to determine addition and related subtraction facts to 18. Recall one more and one less, complementary numbers to 5 and 10, doubles (up to 5 + 5), and related subtraction facts. ➡ N.9 N.10

PATTERNS AND RELATIONS Strand

Patterns

- **Patterning and Algebraic Thinking**
  Demonstrate an understanding of repeating patterns by describing, reproducing, extending, and creating them. Translate repeating patterns from one representation to another. ⬌ PR.1 PR.2

Variables and Equations

- **Algebraic Representations with Equations**
  Describe equality as a balance and inequality as an imbalance, and record equalities with an equal symbol. ➡ PR.3 PR.4

SHAPE AND SPACE Strand

Measurement

- **Length, Area, Volume (Capacity), and Mass (Weight)**
  Demonstrate an understanding of measurement as a process of identifying attributes of objects that can be compared, ordered, filled, covered, or matched. ⬌ SS.1

3-D Objects and 2-D Shapes

- **Identifying, Sorting, Comparing, and Constructing**
  Sort, replicate, and compare 3-D objects and 2-D shapes. ⬌
  SS.2 SS.3 SS.4

STATISTICS AND PROBABILITY Strand

Not applicable

■ Concept/learning outcomes are taught in this grade only and will be applied in future grades.

⬅ Concept/learning outcomes introduced in previous grade(s) are further taught in this grade and will be applied in future grades.

➡ Concept/learning outcomes are taught for the first time in this grade and will be taught in future grade(s).

⬌ Concept/learning outcomes introduced in previous grades are taught in this grade and will continue to be taught in future grades.

REPORT CARD CATEGORIES

KNOWLEDGE AND UNDERSTANDING OF MATHEMATICAL CONCEPTS

The student demonstrates knowledge and understanding of grade-specific mathematical concepts and skills in each strand (number, patterns and relations, shape and space, statistics and probability).

MENTAL MATH AND ESTIMATION

The student uses math knowledge and number facts to calculate mentally or estimate within each strand (number, patterns and relations, shape and space, statistics and probability). Students apply mental math strategies with efficiency, accuracy, and flexibility. They are able to make reasonable estimates of values or quantities using benchmarks and referents.

PROBLEM SOLVING

The student applies knowledge, skill, or understanding to solve problems in each strand (number, patterns and relations, shape and space, statistics and probability). By learning to solve problems and by learning through problem solving, students connect mathematical ideas in new contexts. Students think logically, visualize, model, reason, and communicate and justify their solutions.

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GRADE 1 MATHEMATICS

Mathematical Processes

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COMMUNICATION (C)

Reading about, representing, viewing, writing about, listening to, and discussing mathematical ideas allows students to create links among their own language and ideas, the language and ideas of others, and the formal language and symbols of mathematics. Communication enables students to reflect upon, to validate, and to clarify their thinking. Expression of mathematical meaning and ideas can be accomplished orally or in written representations such as journals and learning logs.

CONNECTIONS (CN)

Mathematics becomes more meaningful when it is contextualized and linked to students' experiences across disciplines. Furthermore, mathematics should be viewed as an integrated whole, rather than as the study of separate strands or units. Within a particular topic, students should see the connections between concrete, pictorial, and symbolic modes of representation. When mathematical ideas are connected to each other or to real-world phenomena, students begin to view mathematics as useful, relevant, and integrated.

MENTAL MATH AND ESTIMATION (ME)

Mental mathematics is a combination of strategies that enhances flexible thinking and number sense. Estimation is a strategy for determining approximate values or quantities, usually by referring to benchmarks or using referents, or for determining the reasonableness of calculated values. Estimation is often used to make mathematical judgments and to develop useful, efficient strategies for dealing with situations in daily life. Strategies in mental mathematics and estimation enable students to calculate mentally without the use of external aids. In the process, they improve their computational fluency—developing efficiency, accuracy, and flexibility.

PROBLEM SOLVING (PS)

Students develop understanding of mathematical concepts and procedures when they apply their mathematical knowledge to solve problems in new ways and meaningful contexts. When students encounter new situations and respond to questions of the type *How would you . . . ?* or *How could you . . . ?*, the problem-solving approach is being modelled. Problems are often open-ended, so students may arrive at multiple solutions in different and creative ways. Rich problems allow students in the class to demonstrate their knowledge, skill, or understanding at a level appropriate to them. Learning through problem solving should be the focus of mathematics at all grade levels and should be embedded throughout all topics.

REASONING (R)

Mathematical reasoning involves generalizing from patterns, conjecturing, validating, and proving. Students need to develop confidence in their abilities to reason and to justify their mathematical thinking. Good reasoning is as important as finding correct answers. The thinking skills developed by a focus on reasoning can be used in life in a wide variety of contexts and disciplines.

TECHNOLOGY (T)

Technology contributes to and supports the learning of a wide range of mathematical concepts and can increase the focus on conceptual understanding by decreasing the time spent on repetitive procedures. It enables students to explore and create patterns, organize and display data, examine relationships, model situations, generate and test conjectures, solve problems, and reinforce the learning of basic facts. Technology can help to satisfy the curiosity of students and lead to rich mathematical discoveries at all grade levels. The use of technology can enhance, although it should not replace, conceptual understanding, procedural thinking, and problem solving.

VISUALIZATION (V)

Visual images and visual reasoning are important to a sense of number, space, and measurement. Visualization is fostered through the use of concrete materials, technology, and a variety of visual representations. Visualization can help students gain a concrete understanding of abstract concepts.