



Mathology 1 Correlation (Number) – Ontario

Curriculum Expectations	Mathology Grade 1 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectation			
B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life			
Specific Expectation			
Whole Numbers			
B1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life	Number Cluster 1: Counting 1: Counting to 20 2: Counting to 50 3: Counting On and Counting Back 4: Ordinal Numbers 5: Consolidation	A Family Cookout At the Corn Farm How Many Is Too Many? Nutty and Wolfy Cats and Kittens Paddling the River	Big idea: Numbers are related in many ways. Comparing and ordering quantities (multitude or magnitude) - Uses ordinal number names (e.g., first, second, third). Recognizing and writing numerals - Names, writes, and matches numerals to numbers and quantities to 10. - Names, writes, and matches two-digit numerals to quantities.
	Number Cluster 6: Early Place Value 24: Tens and Ones	To Scaffold: Animals Hide Acorns for Wilaiya A Warm, Cozy Nest Dan’s Doggy Daycare On Safari Lots of Dots To Extend: What Would You Rather?	
B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts	Number Cluster 5: Composing and Decomposing 17: Decomposing 10 18: Numbers to 10 19: Numbers to 20 New Activity: Decomposing Numbers to 50 20: Money Amounts	Paddling the River At the Corn Farm Family Fun Day That’s 10! (<i>to 10</i>) Hockey Time! Back to Batoche	Big Idea: Numbers are related in many ways. Decomposing wholes into parts and composing wholes from parts - Decomposes/composes quantities to 5. - Decomposes quantities to 10 into parts and remembers the whole. - Composes and decomposes quantities to 20.

	<p>23: Consolidation: Composing and Decomposing</p> <p>Number Cluster 6: Early Place Value</p> <p>25: Building and Naming Numbers</p>	<p>Dan’s Doggy Daycare Lots of Dots! Let’s Play Waltes!</p>	
<p>B1.3 compare and order whole numbers up to and including 50, in various contexts</p>	<p>Number Cluster 3: Comparing and Ordering</p> <p>9: Comparing Sets Concretely 10: Comparing Sets Pictorially 11: Comparing Numbers to 50 12: Comparing and Ordering Consolidation</p> <p>Number Cluster 6: Early Place Value</p> <p>24: Tens and Ones 25: Building and Naming Numbers 26: Different Representations 27: Early Place Value Consolidation</p> <p><i>Link to other strands:</i> Patterning and Algebra Cluster 3: Equality and Inequality 10: Exploring Sets 11: Making Equal Sets</p>	<p>A Family Cookout At the Corn Farm How Many Is Too Many? Nutty and Wolfy Paddling the River Canada’s Oldest Sport</p> <p>To Scaffold: Animals Hide Acorns for Wilaiya Dan’s Doggy Daycare Spot Check! Let’s Play Waltes! On Safari</p> <p>To Extend: What Would You Rather? The Great Dogsled Race Back to Batoche</p> <p>A Class-full of Projects</p>	<p>Big idea: Numbers are related in many ways.</p>
			<p>Comparing and ordering quantities (multitude or magnitude)</p> <ul style="list-style-type: none"> - Perceptually compares quantities to determine more/less or equal quantities. - Knows that each successive number is one more than the previous number (i.e., hierarchical inclusion). - Compares (i.e., more/less/equal) and orders quantities to 10). - Adds/removes object(s) to make a set equal to a given set. - Compares and orders quantities and written numbers using benchmarks. - Orders three or more quantities to 20 using sets and/or numerals.
			<p>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</p> <ul style="list-style-type: none"> - Bundles quantities into tens and ones. - Writes, reads, composes, and decomposes two-digit numbers as units of tens and leftover ones.
			<p><i>Link to other strands:</i> <i>Understanding equality and inequality, building on generalized properties of numbers and operations</i> - Creates a set that is more/less or equal to a given set</p>
		A Family Cookout	Big Idea: Numbers are related in many ways.

<p>B1.4 estimate the number of objects in collections of up to 50 and verify their estimates by counting</p>	<p>Number Cluster 2: Spatial Reasoning 6: Subitizing to 10 7: Estimating Quantities New Activity: Estimating Quantities to 50 8: Spatial Reasoning Consolidation</p>	<p>At the Corn Farm How Many Is Too Many?</p> <p>To Scaffold: Acorns for Wilaiya Lots of Dots! Spot Check!</p> <p>Time for Games</p> <p>To Extend: What Would You Rather? Ways to Count Family Fun Day</p>	<p>Estimating quantities and numbers</p> <ul style="list-style-type: none"> - Estimates small quantities of objects (to 10) of the same size. - Uses relevant benchmarks to compare and estimate quantities (e.g., more/less than 10; multiples of ten). - Uses relevant benchmarks (e.g., multiples of 10) to compare and estimate quantities
<p>B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies</p>	<p>Number Cluster 1: Counting 1: Counting to 20 2: Counting to 50 3: Counting On and Counting Back 4: Ordinal Numbers 5: Consolidation</p> <p>Number Cluster 4: Skip-Counting 13: Skip-Counting Forward 14: Skip-Counting with Leftovers 15: Skip-Counting Backwards 16: Skip-Counting Consolidation</p> <p>Number Cluster 8: Financial Literacy 37: Counting Collections 40: Financial Literacy: Consolidation</p>	<p>On Safari! Paddling the River A Family Cookout How Many Is Too Many?</p> <p>To Scaffold: A Warm, Cozy Nest Let's Play Waltes! Animals Hide Dan's Doggy Daycare Acorns for Wilaiya Lots of Dots</p> <p>To Extend: What Would You Rather? Ways to Count Array's Bakery Family Fun Day</p> <p>Marbles, Alleys, Mibs, Guli! A Class-full of Projects The Money Jar Kokum's Bannock Back to Batoche</p>	<p>Big Idea: Numbers tell us how many and how much</p> <p>Applying the principles of counting (number sequence)</p> <ul style="list-style-type: none"> - Says the number name sequence starting with 1 and counting forward. - Coordinates number words with counting actions, saying one word for each object (i.e., one-to-one correspondence/tagging). - Says the number name sequence backward from numbers to 10. - Knows that the last counting word tells "how many" objects in a set (i.e., cardinality). - Says the number name sequence forward through the teen numbers. - Says the number name sequences forward and backward from a given number. - Uses number patterns to bridge tens when counting forward and backward (e.g., 39, 40, 41). - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number.

Specific Expectation Fractions			
<p>B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2</p>	<p>Number Cluster 5: Composing and Decomposing 21: Equal Groups 22: Equal Parts New Activity: Solving Equal Group Problems</p>	<p>How Many Is Too Many? To Extend: The Best Birthday Family Fun Day</p>	<p>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</p>
			<p>Unitizing quantities and comparing units to the whole - Partitions wholes into equal-sized units and identifies the number of units and the size of, or quantity in, each unit. Partitioning quantities to form fractions - Partitions wholes into equal-sized parts to make fair shares or equal groups.</p>
			<p>Big Idea: Quantities and numbers can be grouped by, and partitioned into, units to determine how many or how much.</p>
			<p>Developing conceptual meaning of multiplication and division - Models and solves equal sharing problems to 10.</p>
<p>B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts</p>	<p>Number Cluster 5: Composing and Decomposing 22: Equal Parts New Activity: Compare and Order Unit Fractions 23: Consolidation: Composing and Decomposing</p>	<p>The Best Birthday</p>	<p>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</p> <p>Partitioning quantities to form fractions - Visually compares fraction sizes and names fractional amounts informally (e.g., halves). - Partitions wholes into equal-sized parts to make fair shares or equal groups. - Partitions wholes (e.g., intervals, sets) into equal parts and names the unit fractions. - Relates the size of parts to the number of equal parts in a whole (e.g., a whole cut into 2 equal pieces has larger parts than a whole cut into 3 equal pieces). - Compares unit fractions to determine relative size.</p>

<p>B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10</p>	<p>New Activity: Compare and Order Unit Fractions 23: Consolidation: Composing and Decomposing</p>	<p>The Best Birthday</p>	<p>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</p> <hr/> <p>Partitioning quantities to form fractions</p> <ul style="list-style-type: none"> - Visually compares fraction sizes and names fractional amounts informally (e.g., halves). - Relates the size of parts to the number of equal parts in a whole (e.g., a whole cut into 2 equal pieces has larger parts than a whole cut into 3 equal pieces). - Compares unit fractions to determine relative size.
<p>Overall Expectation B2. Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life</p>			
<p>Specific Expectation Properties and Relationships</p>			
<p>B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations</p>	<p>Number Cluster 7: Operational Fluency 28: More or Less 29: Adding to 20 30: Subtracting to 20 31: The Number Line 32: Doubles 33: Part-Part-Whole 34: Solving Story Problems</p>	<p>That’s 10! Hockey Time! Cats and Kittens! Buy 1 – Get 1 Canada’s Oldest Sport On Safari!</p> <p>To Scaffold Acorns for Wilaiya</p> <p>To Extend: Marbles, Alleys, Mibs, and Guli! The Money Jar The Great Dogsled Race Array’s Bakery</p>	<p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <hr/> <p>Developing conceptual meaning of addition and subtraction</p> <ul style="list-style-type: none"> - Models add-to and take-from situations with quantities to 10. - Uses symbols and equations to represent addition and subtraction situations. - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). - Relates addition and subtraction as inverse operations. - Uses properties of addition and subtraction to solve problems (e.g., adding or subtracting 0, commutativity of addition).
<p>Specific Expectation Math Facts</p>			

<p>B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts</p>	<p>Number Cluster 7: Operational Fluency 28: More or Less 33A: New Activity: Addition and Subtraction Facts to 10</p>	<p>That's 10! Hockey Time! On Safari! Canada's Oldest Sport</p>	<p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing fluency of addition and subtraction computation</p> <ul style="list-style-type: none"> - Fluently adds and subtracts within 5. - Fluently adds and subtracts with quantities to 10. - Fluently recalls complements to 10 (e.g., 6 + 4; 7 + 3). - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6).
<p>Specific Expectation Mental Math</p>			
<p>B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used</p>	<p>Number Cluster 7: Operational Fluency 28: More or Less 29: Adding to 20 30: Subtracting to 20 31: The Number Line 32: Doubles 33: Part-Part-Whole</p>	<p>That's 10! Hockey Time! Cats and Kittens! Buy 1 – Get 1 On Safari! Canada's Oldest Sport</p> <p>To Extend: Marbles, Alleys, Mibs, and Guli! The Money Jar The Great Dogsled Race Array's Bakery</p>	<p>Big Idea: Numbers are related in many ways.</p> <p>Comparing and ordering quantities (multitude or magnitude)</p> <ul style="list-style-type: none"> - Knows what number is one or two more and one or two less than another number. <p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Developing fluency of addition and subtraction</p> <ul style="list-style-type: none"> - Fluently adds and subtracts within 5. - Fluently adds and subtracts with quantities to 10. - Fluently recalls complements to 10 (e.g., 6 + 4; 7 + 3). - Extends known sums and differences to solve other equations (e.g., using 5 + 5 to add 5 + 6). - Develops efficient mental math strategies and algorithms to solve equations with multi-digit numbers. - Estimates sums and differences of multi-digit numbers.
<p>B2.4 use objects, diagrams, and equations to represent, describe, and solve situations</p>	<p>Number Cluster 7: Operational Fluency 29: Adding to 20</p>	<p>That's 10! Hockey Time! Cats and Kittens!</p>	<p>Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.</p>

<p>involving addition and subtraction of whole numbers that add up to no more than 50</p>	<p>30: Subtracting to 20 31: The Number Line 32: Doubles 33: Part-Part-Whole New Activity: Adding and Subtracting to 50 34: Solving Story Problems 35: Operational Fluency Consolidation</p>	<p>Buy 1 – Get 1 On Safari! Canada’s Oldest Sport</p> <p>To Extend: Marbles, Alleys, Mibs, and Guli! The Money Jar The Great Dogsled Race Array’s Bakery</p>	<p>Developing conceptual meaning of addition and subtraction</p> <ul style="list-style-type: none"> - Models add-to and take-from situations with quantities to 10. - Uses symbols and equations to represent addition and subtraction situations. - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part-whole, and compare). - Relates addition and subtraction as inverse operations. - Uses properties of addition and subtraction to solve problems (e.g., adding or subtracting 0, commutativity of addition). <p>Developing fluency of addition and subtraction computation</p> <ul style="list-style-type: none"> - Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers. <p>Big idea: Numbers are related in many ways.</p> <p>Comparing and ordering quantities (multitude or magnitude)</p> <ul style="list-style-type: none"> - Knows what number is one or two more and one or two less than another number.
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Specific Expectation Multiplication and Division			
B2.5 represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings	Number Cluster 5: Composing and Decomposing 22: Equal Groups New Activity: Solving Equal Group Problems 23: Consolidation: Composing and Decomposing	How Many Is Too Many? To Extend: Family Fun Day The Best Birthday	Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.
			Unitizing quantities and comparing units to the whole - Partitions whole into equal-sized units and identifies the number of units and the size of, or quantity in, each unit. - Partitioning quantities to form fractions - Partitions wholes into equal-sized parts to make fair shares or equal groups. - Partitions wholes (e.g., intervals, sets) into equal parts and names the unit fractions.
			Big Idea: Quantities and numbers can be grouped by, and partitioned into, units to determine how many or how much
			Developing conceptual meaning of multiplication and division - Models and solves equal sharing problems to 10. - Groups objects in 2s, 5s, and 10s.



Mathology 1 Correlation (Algebra) – Ontario

Curriculum Expectations	Mathology Grade 1 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectation			
C1. Patterns and Relationships: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts			
Specific Expectation			
Patterns			
C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts	Patterning and Algebra Cluster 1: Investigating Repeating Patterns 1: Repeating the Core 2: Representing Patterns 3: Predicting Elements 4: Finding Patterns 5: Investigating Repeating Patterns Consolidation	Midnight and Snowfall To Scaffold: A Lot of Noise We Can Bead!	Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.
			Identifying, reproducing, extending, and creating patterns that repeat - Identifies and reproduces repeating patterns by matching elements involving sounds, actions, shapes, objects, etc. - Distinguishes between repeating and non-repeating sequences. - Identifies the repeating unit (core) of a pattern.
C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers	Patterning and Algebra Cluster 2: Creating Patterns 6: Extending Patterns 7: Translating Patterns 9: Creating Patterns Consolidation	Midnight and Snowfall To Scaffold: A Lot of Noise We Can Bead!	Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.
			Identifying, reproducing, extending, and creating patterns that repeat - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). - Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions).

<p>C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns</p>	<p>Patterning and Algebra Cluster 1: Investigating Repeating Patterns 1: Repeating the Core 3: Predicting Elements 4: Finding Patterns Patterning and Algebra Cluster 2: Creating Patterns 6: Extending Patterns 8: Errors and Missing Elements</p>	<p>Midnight and Snowfall To Scaffold: A Lot of Noise We Can Bead!</p>	<p>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</p>
			<p>Identifying, reproducing, extending, and creating patterns that repeat - Extends repeating patterns. - Identifies the repeating unit (core) of a pattern. - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core).</p>
<p>C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50</p>	<p>Patterning and Algebra Cluster 1: Investigating Repeating Patterns 4: Finding Patterns Patterning and Algebra Cluster 2: Creating Patterns</p>	<p>Midnight and Snowfall (Creating Patterns)</p>	<p>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</p>
			<p>Identifying, reproducing, extending, and creating patterns that repeat - Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core).</p>

Overall Expectation			
C2. Equations and Inequalities: demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts			
Specific Expectation			
Variables			
C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts	Will be addressed in New Coding Lesson	Nutty and Wolfy	
Specific Expectation			
Equalities and Inequalities			
C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not	Patterning and Algebra Cluster 3: Equality and Inequality 10: Exploring Sets 11: Making Equal Sets 12: Using Symbols 13: Equality and Inequality Consolidation	Nutty and Wolfy To Extend: Kokum’s Bannock	Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much
			Developing conceptual meaning of addition and subtraction - Uses symbols and equations to represent addition and subtraction situations.
			Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.
			Understanding equality and inequality, building on generalized properties of numbers and operations - Compares sets to determine more/less or equal. - Creates a set that is more/less or equal to a given set. Understanding equality and inequality, building on generalized properties of numbers and operations - Writes equivalent addition and subtraction equations in different forms (e.g., $8 = 5 + 3$; $3 = 5 = 8$). - Records different expressions of the same quantity as equalities (e.g., $2 + 4 = 5 + 1$). Using symbols, unknowns, and variables to represent mathematical relations

			- Understands and uses the equal (=) and not equal (\neq) symbols when comparing expression.
C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts	Patterning and Algebra Cluster 3: Equality and Inequality 11: Making Equal Sets New Activity: Composing and Decomposing to 50	Nutty and Wolfy To Extend: Kokum's Bannock	
Overall Expectation C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills			
Specification Expectation Coding Skills			
C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events	New Activity		
C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes	New Activity		
Overall Expectation C4. Mathematical Modelling apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations			

<p><i>This overall expectation has no specific expectations. <u>Mathematical modelling</u> is an <u>iterative</u> and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands. Students' demonstration of the process of mathematical modelling, as they apply concepts and skills learned in other strands, is assessed and evaluated.</i></p>	<p>Number 10: Comparing Sets Pictorially 14: Skip-Counting with leftovers 19: Composing and Decomposing numbers to 20 New Activity: Composing and Decomposing to 50 20: Money Amounts 26: Different Representations 27: Early Place Value Consolidation 34: Math in Pictures 35: Operational Fluency Consolidation 37: Counting Collections 40: Financial Literacy Consolidation</p> <p>Algebra 7: Translating Patterns 9: Creating Patterns Consolidation 12: Using Symbols</p> <p>Data 2: Making Concrete Graphs 4: Consolidation Data management New Activity Making and Testing Predictions</p> <p>Spatial</p>	<p>A Family Cookout How Many is Too Many Buy 1-Get 1 The Money Jar The Amazing Seed Graph It!</p>	
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	15: Consolidation Geometric Relationships 18: Symmetry Consolidation		
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Mathology 1 Correlation (Data) – Ontario

Curriculum Expectations	Mathology Grade 1 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectation			
D1. Data Literacy: manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life			
Specific Expectation			
Data Collection and Organization			
D1.1 sort sets of data about people or things according to one attribute, and describe the rules used for sorting	Geometry Cluster 1: 2-D Shapes 1: Sorting Shapes 5: Sorting Rules 6: 2-D Shapes Consolidation Data Management and Probability Cluster 1: Data Management Activity 1: Interpreting Graphs	What Was Here? The Tailor Shop Memory Book To Scaffold: Zoom In, Zoom Out!	Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.
			Identifying, sorting, and classifying attributes and patterns mathematically (e.g., number of sides, shape, size) - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). - Identifies the sorting rule used to sort sets.
D1.2 collect data through observations, experiments, or interviews to answer questions of interest that focus on a single piece of information, record the	Data Management and Probability Cluster 1: Data Management 2: Making Concrete Graphs 3: Making Pictographs 4: Data Management Consolidation	Graph It! To Extend: Marsh Watch Big Buddy Days	Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.

data using methods of their choice; and organize the data in tally tables			Collecting data and organizing them into categories - Collects data from simple surveys concretely (e.g., shoes, popsicle sticks) or using simple records (e.g., check marks, tallies). - Generates data by counting or measuring (e.g., linking cube tower: number of cubes or height). Limited to whole units
Specific Expectation Data Visualization			
D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels	Data Management and Probability Cluster 1: Data Management 2: Making Concrete Graphs 3: Making Pictographs 4: Data Management Consolidation	Graph It! To Scaffold: Hedge and Hog To Extend: Big Buddy Days	Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness. Creating graphical displays of collected data - Creates displays by arranging concrete data or with simple picture graphs (using actual objects or images). - Creates displays using objects or simple pictographs (may use symbol for data).
Specific Expectation Data Analysis			
D1.4 order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs	Data Management and Probability Cluster 1: Data Management Activity 1: Interpreting Graph	Canada's Oldest Sport	Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness. Collecting data and organizing them into categories - Orders categories by frequency.
D1.5 analyze different sets of data presented in various ways,	Data Management and Probability Cluster 1: Data Management	Graph It! Canada's Oldest Sport	Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical

<p>including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p>	<p>1: Interpreting Graphs 2: Making Concrete Graphs 3: Making Pictographs 4: Data Management Consolidation</p>	<p>To Scaffold: Hedge and Hog</p> <p>To Extend: Big Buddy Days Marsh Watch</p>	<p>displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.</p> <p>Reading and interpreting data displays</p> <ul style="list-style-type: none"> - Determines the most frequent response/outcome on the data display. - Interprets displays by noting outcomes that are more/less/same. - Interprets displays by noting how many more/less than other categories. <p>Drawing conclusions by making inferences and justifying decisions based on data collected</p> <ul style="list-style-type: none"> - Uses data collected and displayed to answer initial question directly. - Poses and answers questions about data collected and displayed.
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Overall Expectation			
D2. Probability: describe the likelihood that events will happen and use that information to make predictions.			
Specific Expectation			
Probability			
D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	Data Management and Probability Cluster 2: Probability and Chance 5: Likelihood of Events 6: Probability and Chance Consolidation		Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.
			Using the language of chance to describe and predict events - Describes the likelihood of an event (e.g., impossible, unlikely, certain). - Makes predictions based on the question, context, and data presented. - Compares the likelihood of two events (e.g., more likely, less likely, equally likely).
D2.2 make and test predictions about the likelihood that the categories in a data set will have the same frequencies in data collected from a different population of the same size	Data Management and Probability Cluster 2: Probability and Chance New Activity: Making and Testing Predictions		Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.
			Using the language of chance to describe and predict events - Makes predictions based on the question, context, and data presented.



Mathology 1 Correlation (Spatial Sense) – Ontario

Curriculum Expectations	Mathology Grade 1 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectation			
E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them			
Specific Expectation			
Geometric Reasoning			
E1.1 sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used	Geometry Cluster 1: 2-D Shapes 1: Sorting Shapes 2: Identifying Triangles 3: Identifying Rectangles 4: Visualizing Shapes 5: Sorting Rules 6: Consolidation:2D Shapes New Activity: Comparing Attributes Geometry Cluster 2: 3-D Solids 7: Exploring 3-D Solids 8: Sorting 3-D Solids 9: Identifying the Sorting Rule 10: 3-D Solids Consolidation	What Was Here? The Tailor Shop Memory Book To Scaffold: Zoom In, Zoom Out! The Castle Wall To Extend: I Spy Awesome Buildings	Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.
			Investigating geometric properties and properties of 2-D shapes and 3-D solids - Explores and makes distinctions among different geometric attributes of 2-D shapes and 3-D solids (e.g., sides, edges, corners, surfaces, open/closed). - Recognizes, matches, and names familiar 2-D shapes (e.g., circle, triangle, square, rectangle) and 3-D solids (e.g., cube, cone). - Compares 2-D shapes and 3-D solids to find the similarities and differences. - Analyzes geometric attributes of 2-D shapes and 3-D solids (e.g., number of sides/edges, faces, corners).
			Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.
			Identifying, sorting, and classifying attributes and patterns mathematically (e.g., number of sides, shape, size)

			<ul style="list-style-type: none"> - Sorts a set of objects in different ways using a single attribute (e.g., buttons sorted by the number of holes or by shape). - Identifies the sorting rule used to sort sets.
<p>E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects</p>	<p>Geometry Cluster 2: 3-D Solids New Activity: Constructing Shapes and Solids</p> <p>Geometry Cluster 3: Geometric Relationships 11: Faces of Solids New Activity: Constructing Shapes and Solids 15: Geometric Relationships Consolidation</p>	<p>What Was Here? Memory Book</p> <p>To Scaffold: The Castle Wall</p> <p>To Extend: I Spy Awesome Buildings</p>	<p>Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p>
			<p>Investigating geometric properties and properties of 2-D shapes and 3-D solids</p> <ul style="list-style-type: none"> - Explores and makes distinctions among different geometric attributes of 2-D shapes and 3-D solids (e.g., sides, edges, corners, surfaces, open/closed). - Recognizes, matches, and names familiar 2-D shapes (e.g., circle, triangle, square, rectangle) and 3-D solids (e.g., cube, cone). - Compares 2-D shapes and 3-D solids to find the similarities and differences. - Identifies 2-D shapes in 3-D objects in the environment. - Analyzes geometric attributes of 2-D shapes and 3-D solids (e.g., number of sides/edges, faces, corners). - Constructs and compares 2-D shapes and 3-D solids with given attributes (e.g., number of vertices, faces).
<p>E1.3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves.</p>	<p>Geometry Cluster 1: 2-D Shapes New Activity: Constructing Shapes and Solids</p> <p>Geometry Cluster 4 Symmetry 16. Finding Lines of Symmetry New Activity: Identifying Symmetry in Shapes and Solids 18. Symmetry Consolidation</p>		<p>Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p>
			<p>Investigating geometric properties and properties of 2-D shapes and 3-D solids</p> <ul style="list-style-type: none"> - Constructs and compares 2-D shapes and 3-D solids with given attributes (e.g., number of vertices, faces).

Specific Expectation Location and Movement			
E1.4 describe the relative locations of objects or people, using positional language	Geometry Cluster 5: Location and Movement 19: Perspective Taking 20: Mapping 21: Location and Movement Consolidation	Memory Book To Scaffold: Zoom In, Zoom Out! The Castle Wall The New Nest To Extend: Robo	Big idea: Objects can be located in space and viewed from multiple perspectives.
			Locating and mapping objects in space - Uses positional language and gesture to describe locations and movement, and give simple directions (e.g., in, on, around, right, left). - Uses relative positions to describe the location and order of objects (e.g., between, beside, next, before).
E1.5 give and follow directions for moving from one location to another	Geometry Cluster 5: Location and Movement 20: Mapping 21: Location and Movement Consolidation	Memory Book To Scaffold: Zoom In, Zoom Out! The New Nest To Extend: Robo	Big idea: Objects can be located in space and viewed from multiple perspectives.
			Locating and mapping objects in space - Locates objects in environment (e.g., playground) by interpreting a map.
Overall Expectation			
E2. Measurement: compare, estimate, and determine measurements in various contexts			
Specific Expectation Attributes			
E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle	Measurement Cluster 1: Comparing Objects 1: Comparing Length 2: Comparing Mass 3: Comparing Capacity 4: Making Comparisons 5: Comparing Area New Activity: Comparing Attributes 6: Comparing Objects Consolidation Geometry Cluster 2: 3-D Solids 7: Exploring 3-D Solids 10: 3-D Solids Consolidation	The Amazing Seed To Scaffold: To Be Long The Best in Show	Big idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.
			Understanding attributes that can be measured - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). - Uses language to describe attributes (e.g., long, tall, short, wide, heavy).

<p>E2.2 compare several everyday objects and order them according to length, area, mass, and capacity</p>	<p>Measurement Cluster 1: Comparing Objects 1: Comparing Length 2: Comparing Mass 3: Comparing Capacity 4: Making Comparisons 5: Comparing Area 6: Comparing Objects Consolidation</p>	<p>The Amazing Seed</p> <p>To Scaffold: To Be Long The Best in Show</p>	<p>Big idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</p> <p>Understanding attributes that can be measured - Uses language to describe attributes (e.g., long, tall, short, wide, heavy). Directly and indirectly comparing and ordering objects with the same measurable attribute - Directly compares and orders objects by length (e.g., by aligning ends), mass (e.g., using a balance scale), and area (e.g., by covering). - Uses relative attributes to compare and order (e.g., longer/longest, taller/tallest, shorter/shortest).</p>
<p>Specific Expectation Time</p>			
<p>E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons</p>	<p>Measurement Cluster 3: Time and Temperature 19: Relating to Seasons 20: The Calendar</p> <p>Number Cluster 1: Counting 4: Ordinal Numbers</p>		<p>Big idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</p> <p>Understanding attributes that can be measured - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature).</p>



Mathology 1 Correlation (Financial Literacy) – Ontario

Curriculum Expectations	Mathology Grade 1 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
Overall Expectation			
F1. Money and Finances: demonstrate an understanding of the value of Canadian currency			
Specific Expectations			
Money Concepts			
F1.1 identify the various Canadian coins up to 50¢ and coins and bills up to \$50, and compare their values	Number Cluster 8: Financial Literacy 20: Money Amounts 36: Values of Coins 37: Counting Collections 40: Financial Literacy Consolidation New Activity: Values of Bills	Buy 1-Get 1 To Extend: Family Fun Day Back to Batoche	Big Idea: Numbers tell us how many and how much.
			Big Idea: Numbers are related in many ways.