

**2020 – 2021 Grade 1 Mathematics
Sequence Guide of Prioritized Outcomes
SCOs 12; FLs 9**

**Curriculum Document Link
&
Primary Resource Sections**

<p>1.N1 Say the number sequence, 0 to 100, by 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; and 5s and 10s to 100, forward starting at 0.</p> <p>1.N2 Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots.</p> <p>1.N3 Demonstrate an understanding of counting by indicating that the last number said identifies “how many”; showing that any set has only one count; using the counting on strategy; and using parts or equal groups to count sets.</p>	<p>1.N1 Curriculum Guide Link p. 20 Math Makes Sense 2.1, 2.2, 2.9, 5.1, 5.2, 5.3, 5.4</p> <p>1.N2 Curriculum Guide Link p. 24 Math Makes Sense 2.4, 2.5</p> <p>1.N3 Curriculum Guide Link p. 28 Math Makes Sense 2.1, 2.2, 2.3, 2.4, 2.6, 2.12, 3.1, 3.8, 5.2, 5.5, 5.6</p>
<p>1.N4 Represent and describe numbers to 20 concretely, pictorially and symbolically.</p> <p>1.N6 Estimate quantities to 20 by using referents.</p>	<p>1.N4 Curriculum Guide Link p. 32 Math Makes Sense 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 3.1</p> <p>1.N6 Curriculum Guide Link p. 32 Math Makes Sense 2.10, 5.2</p>
<p>1.N5 Compare sets containing up to 20 elements to solve problems using: referents; and one-to-one correspondence.</p> <p>1.N8 Identify the number, up to 20, that is one more, two more, one less and two less than a given number.</p>	<p>1.N5 Curriculum Guide Link p. 32 Math Makes Sense 2.3, 2.11</p> <p>1.N8 Curriculum Guide Link p. 40 Math Makes Sense 2.4, 2.9, 2.12, 3.7</p>
<p>1.N7 Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles.</p>	<p>1.N7 Curriculum Guide Link p. 36 Math Makes Sense 2.3, 2.6, 2.8, 3.1, 5.5, 5.6</p>
<p>1.N9 Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically by: using familiar and mathematical language to describe additive and subtractive actions from their experience; creating and solving problems in context that involve addition and subtraction; and modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.</p>	<p>1.N9 Curriculum Guide Link p. 44 Math Makes Sense 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 7.2, 7.3, 7.4, 7.6, 7.7</p>
<p>1.N10 Describe and use mental mathematics strategies (memorization not intended), such as: counting on and counting back; making 10; doubles; and using addition to subtract to determine the basic addition facts to 18 and related subtraction facts.</p>	<p>1.N10 Curriculum Guide Link p. 48 Math Makes Sense 3.3, 3.6, 3.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.7</p>
<p>1.PR3 Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).</p> <p>1.SS1 Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared; ordering objects; making statements of comparison; and filling, covering or matching.</p>	<p>1.PR3 Curriculum Guide Link p. 58 Math Makes Sense 2.11, 4.6</p> <p>1.SS1 Curriculum Guide Link p. 64 Math Makes Sense 4.1, 4.2, 4.4, 4.5, 4.6</p>

Grade 1 Math	2020/2021
Month	Prioritized Outcomes
September	1.N1, 1.N2, 1.N3
October	
November	1.N4, 1.N6
December	1.N5, 1.N8
January	1.N5, 1.N8
February	1.N7
March	1.N9
April	1.N9
May	1.N10
June	1.PR3, 1.SS1
	Consolidation of Learning