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| **opportunity for growth** | **performance meets standard of learning (Grade 1)** | **advanced** |
|  | Big Ideas and Content at a glance* Numbers to 20 represent quantities that can be decomposed into 10s and 1s.
* Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency.
* Repeating elements in patterns can be identified.
* Objects and shapes have attributes that can be described, measured, and compared.
* Concrete graphs help us to compare and interpret data and show one-to-one correspondence.
* **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
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| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Reasoning and analyzing* Use reasoning to explore and make connections
* Estimate reasonably
* Mental math strategies
* Use technology to explore mathematics
* Model mathematics in context
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|  | Understanding and solving* Develop mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use multiple strategies to engage in problem solving connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
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|  | Communicating and representing* Communicate mathematical thinking in concrete, pictorial and symbolic forms
* Explain and justify mathematical ideas using mathematical vocabulary
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|  | **Connecting and Reflecting*** Reflect on mathematical thinking
* Connect mathematical concepts to each other and to other areas and personal interests
* Connect to other math, other subjects, and world around us, First Peoples
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