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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 |  |
| 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 |  |
|  | 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 |  |
|  | Communicating and representing   * Communicate mathematical thinking in concrete, pictorial and symbolic forms * Explain and justify mathematical ideas using mathematical vocabulary |  |
|  | **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 |  |