Correlation of *Math Makes Sense 1* to the new Ontario Curriculum

Pearson

Ontario Grade 1 Curriculum	*Math Makes Sense 1* Teacher Guide	*Math Makes Sense 1* Student Book	Comments
B. Number			
B1. Number Sense			
Whole Numbers			
B1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life	Unit 2, Mathematics Centres, page 11; Launch, page 13; Lesson 2, pages 18, 19; Lesson 3, pages 20-22; Activity Bank, page 23; Lesson 4, pages 24-26; Activity Bank, page 27 Unit 10, Launch, page 11	Unit 2, pages 19-24, 32, 33, 34	 Note that Unit 10 addresses numbers to 100.
B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts	Unit 2, Lesson 4, pages 24-26; Activity Bank, page 27; Lesson 6, pages 32, 33; Lesson 8, pages 38-40; Activity Bank, page 41; Lesson 10, pages 48, 49; Lesson 11, pages 50, 51 Unit 3, Lesson 6, pages 30-32; Lesson 7, pages 34, 35 Unit 4, Lesson 1, pages 14-18 Unit 10, Lesson 3, pages 18-20; Activity Bank, page 21; Lesson 4, pages 22-24; Activity Bank, page 25; Lesson 6, pages 30, 31	Unit 2, pages 25-27, 34, 35, 38-41 Unit 3, pages 54-58, 60, 61 Unit 4, pages 81, 82, 83 Unit 10, pages 232, 233, 235, 236, 244- 246	 Note that Unit 10 addresses numbers to 100.

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B1.3 compare and order whole numbers up to and including 50, in various contexts	Unit 2, Lesson 5, pages 28-30; Activity Bank, page 31; Lesson 6, pages 32, 33; Lesson 7, pages 34-36	Unit 2, pages 28-31	Ordering whole numbers is not addressed. Comparing numbers greater than 10 is not addressed.
B1.4 estimate the number of objects in collections of up to 50 and verify their estimates by counting	Additional Assessment Support, Investigation 1, pages 29-31; Investigation 3, pages 41-43 Unit 2, Lesson 9, pages 42-46; Activity Bank, page 47 Unit 7, Lesson 2, pages 14-16; Activity Bank, page 17 Unit 10, Launch, page 11; Lesson 3, pages 18-20; Lesson 7, pages 32, 33	Investigation 1, page 72 Investigation 3, page 276 Unit 2, pages 36, 37 Unit 7, pages 143, 144, 145, 147 Unit 10, pages 225, 231-233, 248, 249	Note that Unit 10 addresses numbers to 100.
B1.5 count to 50, by 1s, 2s, 5s, and 10s, using a variety of tools and strategies	Unit 2, Lesson 1, pages 14-16; Activity Bank, page 17; Lesson 3, pages 20-22; Activity Bank, page 27; Lesson 5, pages 28-30; Activity Bank, page 31 Unit 7, Launch, page 11; Lesson 1, pages 12, 13; Lesson 2, pages 14-16; Activity Bank, page 17; Lesson 3, pages 18-20; Activity Bank, page 21; Lesson 4, pages 22-24; Activity Bank, page 25; Lesson 5, pages 26, 27	Unit 2, pages 19-21, 23, 28, 29, 34 Math at Home 1, page 7 Unit 7, pages 141, 142, 144, 145, 147-152, 162 Math at Home 2, page 2	

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	Unit 10, Launch, page 11; Lesson 2, pages 14-16; Activity Bank, page 17; Lesson 4, pages 22-24; Lesson 7, pages 32, 33	Unit 10, pages 228-236, 248, 249	Note that Unit 10 addresses numbers to 100.
Fractions			
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	Unit 9, Lesson 6, pages 34-36; Activity Bank, page 37	Unit 9, pages 215, 216 Math at Home 3, page 4	Fair shares among 4 sharers, and remainders are not addressed.
B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts			Equivalent fractions are not addressed.
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			Different fractions of the same whole are not addressed.
B2. Operations			
Properties and Relationships			
B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations	Additional Assessment Support, Investigation 2, pages 34-38 Unit 4, Lessons 1-7, pages 14-42 Unit 7, Lesson 6-9, pages 28-41 Unit 10, Lesson 5-7, pages 26-33	Investigation 2, page 174 Unit 4, pages 88-91, 93, 97, 99 Unit 7, pages 156-163 Unit 10, pages 237-243	

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Math Facts			
B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts	Unit 3, Lesson 6, pages 30-32 Unit 4, Lesson 1, pages 14-18 Unit 7, Lesson 6, pages 28-30; Activity Bank, page 31	Unit 3, pages 54, 56 Unit 4, pages 82-85 Unit 7, pages 153, 154, 155	
Mental Math			
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			Using mental math strategies and estimation to add and subtract is not addressed.
Addition and Subtraction			
B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50	Additional Assessment Support, Investigation 2, pages 34-38 Unit 2, Lesson 5, pages 28-30; Lesson 6, pages 32, 33; Lesson 7, pages 34-36; Activity Bank, page 37 Unit 3, Lesson 6, pages 30-32; Activity Bank, page 33; Lesson 7, pages 34, 35 Unit 4, Mathematics Centres, page 11; Lesson 1, pages 14-17; Lesson 2, pages 19-22; Activity Bank, page 23; Lesson 3, pages 24, 25; Lesson 4, pages 26-28; Activity Bank, page 29;	Investigation 2, page 174 Unit 2, pages 28-31, 33 Unit 3, pages 55, 57 Unit 4, pages 86-99	Addition and subtraction beyond the sum of 20 is not addressed.

	Lesson 5, pages 30-33; Activity Bank, page 34; Lesson 6, pages 35-38; Activity Bank, page 39; Lesson 7, pages 40, 42		
	Unit 7, Lesson 6, pages 28-30; Activity Bank, page 31; Lesson 7, pages 32-34; Activity Bank, page 35; Lesson 8, pages 36-38; Activity Bank, page 39; Lesson 9, pages 40, 41	Unit 7, pages 156-163 Math at Home 2, page 7	
	Unit 10, Lesson 5, pages 26-28; Activity Bank, page 29; Lesson 6, pages 30, 31; Lesson 7, pages 32, 33	Unit 10, pages 237-244, 247	
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	Additional Assessment Support, Investigation 3, pages 41-43 Unit 7, Lesson 5, pages 26, 27	Investigation 3, page 277 Unit 7, page 152	
C. Algebra			
C1. Patterns and Relationships			
Patterns			
C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts	Unit 1, Mathematics Centres, page 7 Lesson 3, pages 16-18; Activity Bank, page 19		

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C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers	Unit 1, Mathematics Centres, page 7; Lesson 3, pages 16-18; Activity Bank, page 19; Lesson 4, pages 20-22; Activity Bank, page 23; Lesson 6, pages 26, 27 Unit 7, Launch, page 11; Lesson 3, pages 18-20; Lesson 4, pages 22-24	Unit 1, pages 7-12, 15 Math at Home 1, page 3 Unit 7, pages 146, 147, 149-151	
C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns	Unit 1, Mathematics Centres, page 7, Lesson 3, pages 16-18; Activity Bank, page 19; Lesson 4, pages 20-22; Activity Bank, page 23; Lesson 5, pages 24, 25; Lesson 6, pages 26, 27 Unit 7, Launch, page 11; Activity Bank, page 21; Lesson 5, pages 26, 27	Unit 1, pages 11, 13, 14 Math at Home 1, page 3 Unit 7, pages 141, 147-150	
C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50	Unit 7, Launch, page 11; Lesson 3, pages 18-20; Activity Bank, page 21; Lesson 4, pages 22-24; Lesson 6, pages 28-30	Unit 7, pages 141, 147-149, 151	
C2. Equations and Inequalities			
Variables			
C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts			Identifying quantities that can change and always remain the same are not addressed.

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Equalities and Inequalities			
C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not			Identifying equivalent expressions is not addressed.
C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts			Using equivalent relationships is not addressed.
C3. Coding			
Coding Skills			
C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events			Coding is not addressed.
C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes			Coding is not addressed.
D. Data			
D1. Data Literacy			
Data Collection and Organization			
D1.1 sort sets of data about people or things according to one attribute, and describe rules used for sorting	Additional Assessment Support, Investigation 1, pages 29-31 Unit 1, Mathematics Centres, page 7 Unit 1, Launch, page 9; Lesson 1, pages 10-12; Activity Bank, page 13; Lesson 2, pages 14, 15 Unit 5, Launch, page 11	Investigation 1, pages 71-73 Unit 1, pages 3-6 Math at Home 1, page 8 Math at Home 2, page 6 Unit 5, page 103	

	Unit 9, Lesson 2, pages 16-18; Lesson 8, pages 40, 41	Unit 9, pages 207, 208, 220	
D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables	Unit 5, Lesson 3, pages 22, 23; Lesson 4, pages 24-27; Activity Bank, page 28; Lesson 6, pages 34, 35	Unit 5, pages 104-113	Tally tables are not addressed.
Data Visualization			
D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels	Additional Assessment Support, Investigation 2, pages 34-38 Unit 5, Mathematics Centres, page 9 Lesson 1, pages 12-15; Activity Bank, page 16; Lesson 2, pages 17-20; Activity Bank, page 21; Lesson 3, pages 22, 23; Lesson 4, pages 24-27; Activity Bank, page 28; Lesson 6, pages 34, 35	Investigation 2, page 175 Unit 5, pages 104-107, 109, 111, 112	
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	Unit 5, Lesson 1, pages 12-15; Activity Bank, page 16; Lesson 2, pages 17-20; Activity Bank, page 21; Lesson 3, pages 22, 23; Lesson 4, pages 24-27; Lesson 6, pages 34, 35	Unit 5, page 113	

D1.5 analyse different sets of data presented in various ways, 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	Unit 5, Lesson 1, pages 12-15; Activity Bank, page 16; Lesson 2, pages 17-20; Activity Bank, page 21; Lesson 3, pages 22, 23; Lesson 4, pages 24-27; Activity Bank, page 28; Lesson 6, pages 34, 35	Unit 5, pages 104-110, 113, 114	
D2. Probability			
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	Unit 5, Mathematics Centres, page 9; Lesson 5, pages 29-32; Activity Bank, page 33	Unit 5, pages 114, 115	The terms "impossible", "possible", and "certain" are not used.
D2.2 make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size	Unit 5, Lesson 6, pages 34, 35	Unit 5, page 117	

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E. Spatial Sense			
E1. Geometric and Spatial Reasoning			
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	Unit 6, Lesson 2, pages 14-16; Activity Bank, page 17 Unit 9, Mathematics Centres, page 7; Lesson 1, pages 10-14; Activity Bank, page 15; Lesson 2, pages 16-18; Activity Bank, page 19; Lesson 3, pages 20, 21; Lesson 8, pages 40, 41	Unit 6, pages 121, 125-127 Unit 9, pages 203-210, 220	
E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	Unit 6, Mathematics Centres, page 7 Launch, page 9; Lesson 1, pages 10-12; Activity Bank, page 13; Lesson 3, pages 18-20; Activity Bank, page 21; Lesson 5, pages 26, 27; Lesson 6, pages 28, 29	Unit 6, pages 122-124, 128-130, 134, 135 Math at Home 2, page 3 Math at Home 3, page 5	Identifying 2-D shapes in 3-D objects is not addressed.
E1.3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves	Unit 9, Lesson 4, pages 22-26; Lesson 5, pages 28-32; Activity Bank, page 33	Unit 9, pages 213, 214	Constructing and describing 3-D objects that have matching halves is not addressed.
Location and Movement			
E1.4 describe the relative locations of objects or people, using positional language	Unit 6, Lesson 4, pages 22-24; Activity Bank, page 25; Lesson 5, pages 26, 27	Unit 6, pages 131-135 Math at Home 2, page 8	

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E1.5 give and follow directions for moving from one location to another	Additional Assessment Support, Investigation 2, page 34-38 Unit 6, Lesson 4, pages 22-24; Activity Bank, page 25		
E2. Measurement			
Attributes			
E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle	Unit 8, Launch, page 11 Unit 11, Launch, page 9	Unit 8, pages 181, 183 Unit 11, pages 251, 253	The measure of an angle is not addressed.
E2.2 compare several everyday objects and order them according to length, area, mass, and capacity	Additional Assessment Support, Investigation 3, pages 41-43 Unit 8, Mathematics Centres, page 9; Lesson 1, pages 12-14; Activity Bank, pages 15; Lesson 2, pages 16-18; Activity Bank, page 19; Lesson 3, pages 20-22; Activity Bank, page 23; Lesson 4, pages 24-26; Activity bank, page 27; Lesson 5, pages 28, 29; Lesson 6, pages 30-32; Activity Bank, page 33; Lesson 7, pages 34, 35 Unit 11, Mathematics Centres, page 7 Lesson 1, pages 10-12; Activity Bank, page 13;	Investigation 3, pages 278, 280 Unit 8, pages 183-199 Unit 11, pages 254-266 Math at Home 3, pages 2, 8	

	Lesson 2, pages 14-16; Activity Bank, page 17; Lesson 3, pages 18, 19; Lesson 4, pages 20-22; Activity Bank, page 23, Lesson 5, pages 24-26; Activity Bank, page 27; Lesson 6, pages 28, 29		
Time			
E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons	Unit 3, Lesson 2, pages 16, 17	Unit 3, pages 47, 49	
F. Financial Literacy			
F1. Money and Finances			
Money Concepts			
F1.1 identify the various Canadian coins up to 50¢ and coins and bills up to $50, and compare their values	Unit 3, Lesson 5, pages 28-30 Unit 7, Activity Bank, page 25	Unit 3, page 53	