Correlation of Pearson Mathematics Makes Sense Grade 1
to
The Curriculum

Number

General Outcome:

- Develop number sense

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 1***
1. Say the number sequence, 0 to 100, by: • Is forward and backward between any two given numbers • 2s to 20, forward starting at 0 • 5s and 10s to 100, forward starting at 0.	Unit 2, Lesson 1, SB pp. 16, 17; Unit 2, Lesson 2, SB pp. 18, 19; Unit 2, Lesson 9, SB p. 31; Unit 5, Lesson 1, SB p. 121; Unit 5, Lesson 2, SB pp. 122–124; Unit 5, Lesson 3, SB p. 125; Unit 5, Lesson 4, SB p. 126
2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots.	Unit 2, Lesson 4, SB pp. 22, 23; Unit 2, Lesson 5, SB p. 24
3. 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 • using parts or equal groups to count sets.	Unit 2, Lesson 1, SB pp. 16, 17; Unit 2, Lesson 2, SB pp. 18, 19; Unit 2, Lesson 3, SB pp. 20, 21; Unit 2, Lesson 4, SB pp. 22, 23; Unit 2, Lesson 6, SB pp. 25–27; Unit 2, Lesson 12, SB pp. 36, 37; Unit 3, Lesson 1, SB pp. 62, 63; Unit 3, Lesson 8, SB pp. 80–82; Unit 5, Lesson 2, SB pp. 122–124; Unit 5, Lesson 5, SB pp. 127–129; Unit 5, Lesson 6, SB pp. 130–133
4. Represent and describe numbers to 20 concretely, pictorially and symbolically.	Unit 2, Lesson 1, SB pp. 16, 17; Unit 2, Lesson 2, SB pp. 18, 19; Unit 2, Lesson 3, SB pp. 20, 21; Unit 2, Lesson 4, SB pp. 22, 23; Unit 2, Lesson 5, SB p. 24; Unit 2, Lesson 6, SB pp. 25–27; Unit 2, Lesson 9, SB p. 31; Unit 2, Lesson 10, SB pp. 32, 33; Unit 3, Lesson 1, SB pp. 62, 63

Specific Outcomes	*Pearson Mathematics Makes Sense 1*
5. Compare sets containing up to 20 elements to solve problems using: • referents • onto-to-one correspondence.	Unit 2, Lesson 3, SB pp. 20, 21; Unit 2, Lesson 11, SB pp. 34, 35
6. Estimate quantities to 20 by using referents.	Unit 2, Lesson 10, SB pp. 32, 33; Unit 5, Lesson 2, SB pp. 122–124
7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles.	Unit 2, Lesson 3, SB pp. 20, 21; Unit 2, Lesson 6, SB pp. 25–27; Unit 2, Lesson 8, SB p. 30; Unit 3, Lesson 1, SB pp. 62, 63; Unit 5, Lesson 5, SB pp. 127–129; Unit 5, Lesson 6, SB pp. 130–133
8. Identify the number, up to 20, that is one more, two more, one less and two less that a given number.	Unit 2, Lesson 4, SB pp. 22, 23; Unit 2, Lesson 9, SB p. 31; Unit 2, Lesson 12, SB pp. 36, 37; Unit 3, Lesson 7, SB pp. 78, 79
9. 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 • modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.	Unit 3, Lesson 2, SB pp. 64–67; Unit 3, Lesson 3, SB pp. 68–70; Unit 3, Lesson 5, SB pp. 73–75; Unit 3, Lesson 6, SB pp. 76, 77; Unit 3, Lesson 7, SB pp. 78, 79; Unit 3, Lesson 8, SB pp. 80–82; Unit 7, Lesson 2, SB pp. 160, 161; Unit 7, Lesson 3, SB pp. 162, 163; Unit 7, Lesson 4, SB pp. 164, 165; Unit 7, Lesson 6, SB pp. 167, 168; Unit 7, Lesson 7, SB p. 169
10. Describe and use mental mathematics strategies (memorization not intended), such as: • counting on and counting back • making 10 • doubles • using addition to subtract to determine the basic addition facts to 18 and related subtraction facts.	Unit 3, Lesson 3, SB pp. 68–70; Unit 3, Lesson 6, SB pp. 76, 77; Unit 3, Lesson 7, SB pp. 78, 79; Unit 7, Lesson 1, SB p. 159; Unit 7, Lesson 2, SB pp. 160, 161; Unit 7, Lesson 3, SB pp. 162, 163; Unit 7, Lesson 4, SB pp. 164, 165; Unit 7, Lesson 5, SB p. 166; Unit 7, Lesson 7, SB p. 169

Patterns and Relations (Patterns)

General Outcomes

- Use patterns to describe the world and solve problems

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 1***
1. Demonstrate an understanding of repeating patterns (two to four elements) by: • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds and actions.	Unit 1, Lesson 1, SB pp. 3, 4; Unit 1, Lesson 2, SB pp. 5–7; Unit 1, Lesson 4, SB p. 10
2. Translate repeating patterns from one representation to another.	Unit 1, Lesson 4, SB p. 10

Patterns and Relations (Variables and Equations)

General Outcome

- Represent algebraic expressions in multiple ways.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 1***
3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).	Unit 2, Lesson 11, SB pp. 34, 35; Unit 4, Lesson 6, SB pp. 98–100
4. Record equalities using the equal symbol.	Unit 3, Lesson 2, SB pp. 64–67; Unit 3, Lesson 5, SB pp. 73–75

Shape and Space (Measurement)

General Outcome

- Use direct or indirect measurement to solve problems.

It is expected that students will:

Specific Outcomes	*Pearson Mathematics Makes Sense 1*
1. Demonstrate an understanding of measurement as a process of comparing by: • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching.	Unit 4, Lesson 1, SB pp. 88, 89; Unit 4, Lesson 2, SB p. 90; Unit 4, Lesson 4, SB pp. 93–95; Unit 4, Lesson 5, SB pp. 96, 97; Unit 4, Lesson 6, SB pp. 98–100

Shape and Space (3-D Objects and 2-D Shapes)

General Outcome

- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

It is expected that students will:

Specific Outcomes	*Pearson Mathematics Makes Sense 1*
2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.	Unit 6, Lesson 1, SB pp. 142, 143; Unit 6, Lesson 3, SB pp. 146–148
3. Replicate composite 2-D shapes and 3-D objects.	Unit 6, Lesson 2, SB pp. 144, 145; Unit 6, Lesson 5, SB pp. 151, 152
4. Compare 2-D shapes to parts of 3-D objects in the environment.	Unit 6, Lesson 6, SB pp. 153, 154