**Mathology Grade 1 Correlation – Alberta**

**Master 17**

**Number Cluster 2: Spatial Reasoning**

**Organizing Idea:**

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

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| **Guiding Question:** How can quantity be communicated?  **Learning Outcome:** Students interpret and explain quantity to 100. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 1 Mathology** | **Mathology Little Books** |
| Familiar arrangements of small quantities facilitate subitizing. | A quantity can be perceived as the composition of smaller quantities. | Recognize quantities to 10. | **Number Cluster 2: Spatial Reasoning**  7: Subitizing to 10  9: Consolidation |  |

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| **Guiding Question:** How can addition and subtraction provide perspectives of number?  **Learning Outcome:** Students examine addition and subtraction within 20. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 1 Mathology** | **Mathology Little Books** |
| Quantities can be composed or decomposed to model a change in quantity.  Addition can be applied in various contexts, including   * combining parts to find the whole * increasing an existing quantity   Subtraction can be applied in various contexts, including   * comparing two quantities * taking away one quantity from another * finding a part of a whole   Addition and subtraction can be modelled using a balance. | Addition and subtraction are processes that describe the composition and decomposition of quantity. | Visualize quantities between 10 and 20 as compositions of 10 and another quantity. | **Number Cluster 2: Spatial Reasoning**  7: Subitizing to 10  8: Estimating Quantities  9: Consolidation | That’s 10!  Paddling the River  Hockey Time! |