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Grade 1 Sample Long-Range Pathway – Option 2

In the example below, the suggested learning is balanced, starting with Patterning, but focused on Number most of the first months of math instruction.

|  | Strand | Big Idea  | Conceptual Threads | Activity Kit  | Grade 1 Mathology Little Books | Practice and Learning Centres |
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| Sept. | Patterning and Algebra | Regularity and repetition form patterns that can be generalized and predicted | Identifying, sorting, and classifying attributes and patterns mathematicallyIdentifying, reproducing, extending, and creating patterns that repeat | Patterning and AlgebraCluster 1 Investigating Repeating Patterns Activities 1–5Cluster 2 Creating patternsActivities 6–9 | Midnight and Snowfall | Making repeating patterns |
| Sept. | Number | Numbers tell us how many and how much | Applying the principles of countingRecognizing and writing numerals | Number Cluster 1CountingActivities 1–5 | On Safari!A Family CookoutPaddling the River | Counting  and subitizing practice from K |
| Oct. | Number | Numbers tell us how many and how much | Recognizing quantities by subitizingEstimating quantities and numbers | Number Cluster 2Spatial ReasoningActivities 6–8 | Paddling the River | Counting and subitizing practice, including skip-counting |
| Oct. | Number | Numbers are related in many ways | Comparing and ordering quantities | Number Cluster 3 Comparing and OrderingActivities 9–12 | Cats and Kittens! | Counting and subitizing practice, including skip-countingComparing and ordering numbers and quantities |
| Nov. | Number | Numbers tell us how many and how much | Applying the principles of countingRecognizing and writing numerals | Number Cluster 4Skip-countingActivities 13–16 | How Many is Too Many? | Counting and subitizing practice, including skip-counting |
| Nov. | Number | Numbers are related in many ways | Decomposing wholes into parts and composing wholes from parts | Number Cluster 5 Composing and DecomposingActivities 17–23 | Paddling the RiverThat’s 10! | Counting and subitizing practice, including skip-countingComparing and ordering numbers and quantities |
| Dec. | Geometry | 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes2-D shapes and3-D solids can be transformed in many ways and analyzed for change | Investigating geometric attributes and properties of 2-D shapesExploring 2-D shapes by applying and visualizing transformations | Geometry Cluster 1 2-D Shapes Activities 1–6  | The Tailor ShopWhat Was Here? | Sorting Activities Creating repeating patterns |
| Dec. | Geometry | 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes2-D shapes and 3-D solids can be transformed in many ways and analyzed for change | Investigating geometric attributes and properties of 3-D shapesExploring 3-D solids by applying and visualizing transformations | Geometry Cluster 23-D SolidsActivities 7–10 | What Was Here? | 2-D and 3-D sorting and building activitiesCreating and translating repeating patterns |
| Jan. | Measurement | Many things in our world have attributes that can be measured and compared | Understanding attributes that can be measuredDirectly and Indirectly comparing and ordering objects with the same measureable attribute | Measurement Cluster 1Comparing ObjectsActivities 1–6 | The Amazing Seed | Sorting and building with2-D shapes and 3-D solidsCreating, extending, and repeating patterns |
| Jan. | Measurement | Assigning a unit to a continuous attribute allows us to measure and make comparisons | Selecting and using non-standard units to estimate, measure and make comparisons | Measurement Cluster 2 Using Uniform UnitsActivities 7–15Cluster 3Time and TemperatureActivities 16–21\*\*Ontario only  | Animal Measures | Sorting and building with 2-D shapes and 3-D solidsCreating, extending, and repeating patternsMeasurement through direct comparison and iteration (repeating) of uniform non-standard unitBalance scale activities to explore equality and inequalityReplicating and creating composite 2-D shapes and 3-D solids |
| Feb. | Number | Quantities and numbers can be added and subtracted to tell how many and how much | Developing the conceptual meaning of addition and subtraction | Number Cluster 7Activities 28–30(Change Problems) | Hockey Time!Buy 1 – Get 1Canada’s Oldest SportCats and Kittens! | Counting and subitizing practice, including skip-countingComparing and ordering numbers and quantitiesComposing and Decomposing |
| Feb. | Patterning and Algebra  | Patterns and relations can be represented with symbols, equations, and expressions | Understanding equality and inequality, building on generalized properties of numbers and operationsUsing symbols, unknowns, and variables to represent mathematical relations | Patterning and AlgebraCluster 3Equality and InequalityActivities 10–13 | Nutty and Wolfy | Sorting and building with 2-D shapes and 3-D solidsCreating, extending, and repeating patternsMeasurement through direct comparison and repeating iteration of uniform non-standard unitBalance scale activities to explore equality and inequality |
| Mar. | Number | Quantities and numbers can be added and subtracted to tell how many and how much | Developing fluency of addition and subtraction computationDeveloping the conceptual meaning of addition and subtraction | Number Cluster 7Operational FluencyActivities 31–35(Join/separate and part-part-whole problem types) | Hockey Time!Buy 1 – Get 1Canada’s Oldest SportCats and Kittens! | Counting and subitizing practice, including skip-countingComparing and ordering numbers and quantitiesComposing and DecomposingCreating and solving pictorial story problems using addition and subtraction |
| Mar. | Number | Financial Literacy\*\*Ontario and BC only  |  | Number Cluster 8Activity 36–40 |  |  |
| **Apr.** | Number | Quantities and numbers can be added and subtracted to tell how many and how much | Developing fluency of addition and subtraction computationDeveloping the conceptual meaning of addition and subtraction(Consider a focus on subtraction) | Revisit Number Cluster 7 Operational FluencyActivities 28–35Number TalksFor mental math fluency and basic fact recallProblem-Solving with all problem types for addition and subtraction | On Safari!Hockey Time!Buy 1 – Get 1Canada’s Oldest SportCats and Kittens! | Creating and solving pictorial story problems using addition and subtraction |
| May | Number | Quantities and numbers can be grouped by or partitioned into equal-sized units | Unitizing quantities into ones, tens, hundreds (place-value concepts)Unitizing quantities and comparing units to the whole  | Number Cluster 6Early Place ValueActivities 24–27 | At the Corn Farm | Counting and subitizing practice, including skip-countingComposing and DecomposingComparing and ordering numbers and quantitiesCreating and solving pictorial story problems using addition and subtraction |
| May | Geometry | 2-D shapes and3-D solids can be analyzed and classified in different ways by their attributes2-D shapes and 3-D solids can be transformed in many ways and analyzed for change | Investigating 2-D shapes, 3-D solids, and their attributes through composition and decompositionExploring symmetry to analyze 2-D shapes and 3-D solids\*\*Ontario only | Geometry Cluster 3Geometric RelationshipsActivities 11–15Geometry Cluster 4 SymmetryActivities 16–18 | What Was Here?The Tailor Shop | Sorting and building with 2-D shapes and 3-D solidsCreating, extending, and repeating patternsMeasurement through direct comparison and repeating iteration of uniform non-standard unitBalance scale activities to explore equality and inequality |
| June | Geometry | Objects can be located in space and viewed from multiple perspectives\*\*Ontario only | Locating and mapping objects in spaceViewing and representing objects from multiple perspectives | Geometry Cluster 5Location and MeasurementActivities 19–21 | Memory Book |  |
| June | Data Management and Probability\*\*Ontario and BC only  | Formulating questions, collecting data, and consolidating data in visual and graphical displays helps us to understand, predict, and interpret situations that involve uncertainty, variability and randomness | Formulating questions to learn about groups, collections and events Collecting data and organizing it into categoriesCreating graphical displays of collected data Using the language of chance to describe and predict events | Data Management Cluster 1Activities 1–4Cluster 2Probability and ChanceActivities 5–6 | Graph It! | 2-D and 3-D sorting and building activitiesCreating and translating repeating patterns |
| June  | Revisit difficult concepts |  |  | Revisit activities from each strand |  |  |