****

Grade 1 Sample Long-Range Pathway – Option 1

In the examples below, the suggested learning is cyclical, allowing concepts to be revisited throughout the year. The Number Strand alternates with another strand every month. Students can then make connections with concepts in another, more prominent strand. This suggested pathway also allows students whose strengths are in the visual-spatial areas of math to have more opportunities to be engaged.

|  | Strand | Big Idea  | Conceptual Threads | Activity Kit | Grade 1 MathologyLittle Books | Practice and Learning Centres |
| --- | --- | --- | --- | --- | --- | --- |
| Sept. | 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 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 |
| Sept. | Number | Numbers tell us how many and how much | Applying the principles of countingRecognizing and writing numerals | Number Cluster 1Counting Activities 1–5 | On Safari!A Family CookoutPaddling the River | Counting and subitizing practice from K |
| Oct. | Patterning and Algebra | Regularity and repetition form patterns that can be generalized and predicted mathematically  | 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 |
| Oct. | Number | Numbers tell us how many and how muchNumbers are related in many ways | Recognizing quantities by subitizingEstimating quantities and numbers | Number Cluster 2Spatial ReasoningActivities 6–8 | Paddling the River | Counting and subitizing practice, including skip-counting |
| Nov. | 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 |
| 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 |
| Dec. | 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 dataUsing 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 |
| Dec. | 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 |
| 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 with 2-D shapes and 3-D solidsCreating, extending, and repeating patterns |
| Jan. | 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 |
| 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 unit |
| Feb. | Number | Quantities and numbers can be added and subtracted to tell how many and how much | Developing conceptual meaning of addition and subtraction | Number Cluster 7Operational FluencyActivities 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 |
| Mar. | 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 2-D shapes and 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 3 Geometric 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 |
| 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 change type story problems using addition and subtraction |
| Apr. | 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 repeating iteration (repeating) of uniform non-standard unitBalance scale activities to explore equality and inequalityReplicating and creating composite 2-D shapes and 3-D solids |
| Apr. | 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 decomposing Creating and solving pictorial story problems using addition and subtraction |
| May | Number | Financial Literacy\*\*Ontario and BC only  |  | Number Cluster 8Activity 36–40 |  |  |
| May | Number | Quantities and numbers can be added and subtracted to tell how many and how much | Developing fluency of addition and subtractioncomputationDeveloping conceptual meaning of addition and subtraction(Consider a focus on subtraction) | NumberRevisit Cluster 7Operational 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  | 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 | Revisit difficult concepts |  |  | Revisit activities from each strand |  |  |