Planning for Start-Up in the New Grade 1 Math Provincial Cohort August 22,2022 Session 1


In the spirit of reconciliation, we want to acknowledge that this gathering is taking place on traditional lands across the province of Alberta, home to many diverse Indigenous, Métis and Inuit peoples. We acknowledge that this land is a traditional meeting ground giving voice to its original peoples and the story of creation of this country in a way that history may have forgotten.
Treaty 6 Acknowledgement

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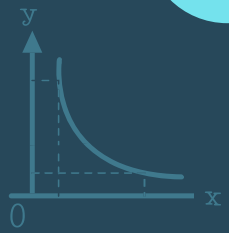


Grade 1 Document Overview

Architecture and Design of Provincial K–12 Curriculum

Organizing Idea

Guiding Question

Learning Outcome

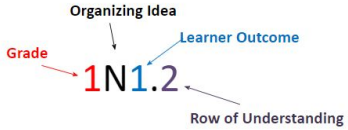
Knowledge, Understanding, Skills and Procedures

Literacy, Numeracy, and Competencies

Alberta

Numbered Outcomes

including Financial Literacy Outcomes



Mathematics Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2	
Organizing Idea	Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.							
Guiding Question	How can quantity contribute meaning to daily life?			How can quantity be communicated?			How can quantity contribute to a sense of numbe	
Learning Outcome	KN1.1 Children investigate quantity to 10.			1N1.1 Students interpret and explain quantity to 100.			2N1.1 Students analyze quantity to 1000.	
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding
	Quantity can be represented using • objects • pictures • words • numerals	Quantity can be the number of objects in a set.	Recognize a number of familiar objects as a quantity. Represent a quantity in different ways. Relate a numeral to a specific quantity.	A numeral is a symbol or group of symbols used to represent a number. The absence of quantity is represented by 0.	Quantity is expressed in words and numerals based on patterns. Quantity in the world is represented in multiple ways.	Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in familiar situations.	Any number of objects in a set can be represented by a natural number. The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones. Places that have no value within a given number use zero as a placeholder. The number line is a spatial representation of quantity.	There are infinitely many natural numbers Every digit in a natur number has a value based on its place. Each natural number associated with exactly one point on the number line.

Mathematics Kindergarten to Grade 6 Curriculum & Financial Literacy for K-2

Kindergarten			Grade 1			Grade 2		
1.2 Children investigate quantities to 10.			1N1.2 Students interpret and explain quantities to 100.			2N 1.2 Students analyze quantity to 1000.		
Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	
antity can be ermined by nting.	a. A quantity is always counted using the same sequence of words (counting principle: stable order). b. A quantity remains the same no matter the order in which the objects are counted (counting principle: order irrelevance). c. A quantity can be determined by counting each object in a set once and only once (counting principle: one-to-one correspondence). d. The last number used to count represents the	Count within 10, forward and backward, starting at any number, according to the counting principles.	Counting can begin at any number. Counting more than one object at a time is called skip counting.	Each number counted includes all previous numbers (counting principle: hierarchical inclusion). A quantity can be determined by counting more than one object in a set at a time.	Count within 100, forward by 1s, starting at any number, according to the counting principles. Count backward from 20 to 0 by 1s. Skip count to 100, forward by 5s and 10s, starting at 0. Skip count to 20, forward by 2s, starting at 0.	A quantity can be skip counted in various ways according to context. Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations).	A quantity can be interpreted as a composition of groups.	

Mathematics Kindergarten to Grade 6 Curriculum & Financial Literacy for K-2

Learning Outcome				1N1.3 Students interpret and explain quantity to 100.			2N 1.3 Students analyze quantity to 1000.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
				Sharing involves partitioning a quantity into a certain number of groups. Grouping involves partitioning a quantity into groups of a certain size.	Quantity can be partitioned by sharing or grouping.	Partition a set of objects by sharing and grouping. Demonstrate conservation of number when sharing or grouping.	An even quantity will have no remainder when partitioned into two equal groups or groups of two. An odd quantity will have a remainder of one when partitioned into two equal groups or groups of two.	All natural numbers are either even or odd.	Model even and odd quantities by sharing and grouping. Describe a quantity as even or odd. Partition a set of objects by sharing or grouping, with or without remainders.
Learning Outcome	KN1.3 Children investigate quantity to 10			1N1.4 Students interpret and explain quantity to 100.			2N 1.4 Students analyze quantity to 1000.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	A small quantity can be recognized at a glance (subitized).	Quantity can be determined without counting.	Subitize quantities to 5.	Familiar arrangements of small quantities facilitate subitizing.	A quantity can be perceived as the composition of smaller quantities.	Recognize quantities to 10.	A benchmark is a known quantity to which another quantity can be compared.	A quantity can be estimated when an exact count is not needed.	Estimate quantities using benchmarks.

Language Conventions

Language Convention	Interpretation for Implementation	Example from Curriculum
including/include(s)	A list following "including" or "include(s)" contains **required** knowledge. Students must know all elements of the list in order to achieve the learning outcome.	Subtraction can be applied in various contexts, **including** • comparing two quantities • taking away one quantity from another • finding a part of a whole
such as	A list following "such as" provides a list of **illustrative examples** that support the learning outcome. Teachers may use any of these examples, or they may choose others.	Right angles can be identified using various referents, **such as** • the corner of a piece of paper • the angle between the hands on an analog clock at 3:00 • a capital letter L
content in parentheses	Words in parentheses are **subject-specific terms** for teachers and parents. These words follow the associated age-appropriate terms for students.	A shape can change orientation or position through slides **(translations)**, turns **(rotations)**, or flips **(reflections)**.

Verbs Are Defined by Context

Kindergarten: Number	Grade 1: Geometry	Grade 3: Number
LO: Children **interpret** compositions of quantities within 10.	**LO:** Students **interpret** shape in two and three dimensions.	**LO:** Students **interpret** fractions in relation to one whole.
Verbs from Associated Skills and Procedures	Verbs from Associated Skills and Procedures	Verbs from Associated Skills and Procedures
Identify **Compose** **Recognize**	**Identify** **Model** **Sort** **Compose** **Decompose** **Investigate**	**Model** **Visualize** **Identify** **Name** **Express** **Compare**

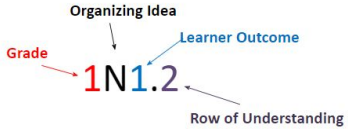
Concepts are…

- Timeless
- Universal
- Abstract
- Transferable

Look in the *Organizing Idea* for your "Big Concepts"

Curriculum Comparison Document

Year at a Glance



Generic Grade 1 Curriculum Comparison to the New Alberta Curriculum

Important Links

Comparison of Current 2007 Curriculum or Draft 2021 Changes to the new April 2022 Version

Comparison of Multi-grades of new Curriculum

N = Number **P= Patterns** **M = Measurement** **Time = T** **Geometry = G** **Statistics = ST**

Outcomes from 2007 Curriculum	**Understandings** from April Draft (New Understandings)	Draft Outcomes, Knowledge, Skills and Procedures	
Number Strand	**Number (N)**		
Specific Outcome 1 Say the number sequence 0 to 100 by: • 1s forward between any two given numbers • 1s backward from 20 to 0 • 2s forward from 0 to 20 • 5s and 10s forward from 0 to 100. **Specific Outcome 3** Demonstrate an understanding of counting: • indicating that the last number said identifies 'how many' • showing that any set has only one count • using counting-on • using parts or equal groups to count sets **Specific Outcome 8** Identify the number, up to 20, that is: • one more • two more • one less • two less than a given number.	**UNDERSTANDING** Each number counted includes all previous numbers (counting principle: hierarchical inclusion) A quantity can be determined by counting more than one object in a set at a time.	**LEARNING OUTCOME** 1N1.2 Students interpret and explain quantity to 100. **KNOWLEDGE** Counting can begin at any number. Counting more than one object at a time is called skip counting.	**SKILLS & PROCEDURES** Count within 100, forward by 1s, starting at any number, according to the counting principles. Count backward from 20 to 0 by 1s. Skip count to 100, forward by 5s and 10s, starting at 0. Skip count to 20, forward by 2s, starting at 0.
Specific Outcome 2 Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.	**UNDERSTANDING** A quantity can be perceived as the composition of smaller quantities.	**LEARNING OUTCOME** 1N1.4 Students interpret and explain quantity to 100. **KNOWLEDGE** Familiar arrangements of small quantities facilitate subitizing.	**SKILLS & PROCEDURES** Recognize quantities to 10.
Specific Outcome 4 Represent and describe numbers to 20, concretely, pictorially and symbolically	**UNDERSTANDING** Quantity is expressed in words and numerals based on patterns. Quantity in the world is represented in multiple ways.	**LEARNING OUTCOME** 1N1.1 Students interpret and explain quantity to 100. **KNOWLEDGE** A numeral is a symbol or group of symbols used to represent a number.	**SKILLS & PROCEDURES** Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in familiar situations.

Central Alberta Regional Consortium

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Outcomes from 2007 Curriculum	**Understandings** from April Draft (New **Understandings**)	**Draft Outcomes, Knowledge, Skills and Procedures**	
Specific Outcome 4 Represent and describe numbers to 20, concretely, pictorially and symbolically	**UNDERSTANDING** Quantity is expressed in words and numerals based on patterns. Quantity in the world is represented in multiple ways.	**LEARNING OUTCOME** 1N1.1 Students interpret and explain quantity to 100. **KNOWLEDGE** A numeral is a symbol or group of symbols used to represent a number. The absence of quantity is represented by 0.	**SKILLS & PROCEDURES** Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in familiar situations.
Specific Outcome 5 Compare sets containing up to 20 elements, using: • referents • one-to-one correspondence to solve problems **Specific Outcome 6** Estimate quantities to 20 by using referents. **Specific Outcome 7** Demonstrate an understanding of conservation of number. **Patterns and Relations - Variables & Equations** **Specific Outcome 4** Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). **Patterns and Relations - Variables & Equations** **Specific Outcome 5** Record equalities, using the equal symbol.	**UNDERSTANDING** Two quantities are equal when there is the same number of objects in both sets. Equality is a balance between two quantities.	**LEARNING OUTCOME** 1N1.5 Students interpret and explain quantity to 100. **KNOWLEDGE** Comparisons of quantity can be described by using words such as • equal • not equal • less • more Equality can be modelled using a balance. The equal sign, =, is used to show equality between two quantities. The unequal sign is ≠ is used to show that two quantities are not equal.	**SKILLS & PROCEDURES** Investigate equal and unequal quantities, including using a balance model. Identify numbers that are one more, two more, one less, and two less than a given number. Represent a quantity relative to another, including symbolically.
	UNDERSTANDING Quantity can be partitioned by sharing or grouping.	**LEARNING OUTCOME** 1N1.3 Students interpret and explain quantity to 100. **KNOWLEDGE** Sharing involves partitioning a quantity into a certain number of groups. Grouping involves partitioning a quantity into groups of a certain size.	**SKILLS & PROCEDURES** Partition a set of objects by sharing and grouping. Demonstrate conservation of number when sharing or grouping.
	UNDERSTANDING In a quantity partitioned into two equal groups, each group represents one-half of the whole quantity. In a shape or object partitioned into two identical pieces, each piece represents one-half of the whole.	**LEARNING OUTCOME** 1N3.1 Students examine one-half as a part-whole relationship. **KNOWLEDGE** One-half can be one of two equal groups or one of two equal pieces.	**SKILLS & PROCEDURES** Identify one-half in familiar situations. Partition an even set of objects into two equal groups, limited to sets of 10 or less. Partition a shape or object into two equal pieces. Describe one of two equal groups or pieces as one-half. Verify that the two halves of one whole group, shape, or object are the same size

Zone 4

K-3 Alberta Mathematics Generic Sample Year Plan (June 1)

Grade 1

Sample Year Plan: Mathematics - Grade 1

September 2022 ---------- November 2022

September	October	November
Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.		
1N1.2 Students interpret and explain quantities to 100.(to 20) • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students interpret and explain quantities to 100.(to 20) • A quantity can be perceived as the composition of smaller quantities • Quantity can be partitioned by sharing or grouping. 1N1.1 Students interpret and explain quantities to 100.(to 20) • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.5 Students interpret and explain quantities to 100.(to 20) • Two quantities are equal when there is the same number of objects in both sets. • Equality is a balance between two quantities.	1N1.2 Students interpret and explain quantities to 100.(to 20) • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students interpret and explain quantities to 100.(to 20) • A quantity can be perceived as the composition of smaller quantities • Quantity can be partitioned by sharing or grouping. 1N1.1 Students interpret and explain quantities to 100.(to 20) • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.5 Students interpret and explain quantities to 100.(to 20) • Two quantities are equal when there is the same number of objects in both sets. • Equality is a balance between two quantities.	1N1.2 Students interpret and explain quantities to 100.(to 50) • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students interpret and explain quantities to 100.(to 50) • A quantity can be perceived as the composition of smaller quantities • Quantity can be partitioned by sharing or grouping. 1N1.1 Students interpret and explain quantities to 100.(to 50) • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.4 Students interpret and explain quantities to 100.(to 50) • A quantity can be perceived as the composition of smaller quantities. 1N1.5 Students interpret and explain quantities to 100.(to 50) • Two quantities are equal when there is the same number of objects in both sets.

Sample Year Plan: Mathematics - Grade 1

September 2022 ---------- November 2022

September	October	November
1N2. 1 Students examine addition and subtraction within 20.(introduce) • Addition and subtraction are processes that describe the composition and decomposition of quantity.	1N2. 1 Students examine addition and subtraction within 20.(introduce) • Addition and subtraction are processes that describe the composition and decomposition of quantity.	• Equality is a balance between two quantities. • Quantity can be partitioned by sharing or grouping. 1N2. 1 Students examine addition and subtraction within 20.(introduce) • Addition and subtraction are processes that describe the composition and decomposition of quantity.
Patterns: Awareness of patterns supports problem solving in various situations.		
1P1. Students examine patterns in cycles. • A pattern that appears to repeat may not repeat in the same way forever. • A cycle is a repeating pattern that repeats in the same way forever.	1P1. Students examine patterns in cycles. • A pattern that appears to repeat may not repeat in the same way forever. • A cycle is a repeating pattern that repeats in the same way forever.	1P1. Students examine patterns in cycles. • A pattern that appears to repeat may not repeat in the same way forever. • A cycle is a repeating pattern that repeats in the same way forever.
Time: Duration is described and quantified with time.		
• Cycles - summer to fall - introduce here • Calendar Time all year • Weekly cycles • could consider the Indigenous Calendar for teaching specific topics at an appropriate time. All of the above is ongoing through the year	1T1. Students explain time in relation to cycles. • Time is an experience of change • Time can be perceived as a cycle	1T1. Students explain time in relation to cycles. • Time is an experience of change • Time can be perceived as a cycle

December 2022 ----------January 2023

December	January	February
Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.		
1N1.2 Students interpret and explain quantities to 100.(to 50) • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students represent equal sharing and grouping of quantities within 20. • Quantity can be partitioned by sharing or grouping. 1N1.1 Students interpret and explain quantities to 100. .(to 50) • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.4 Students interpret and explain quantities to 100. .(to 50) • A quantity can be perceived as the composition of smaller quantities. 1N1.5 Students interpret and explain quantities to 100 ..(to 50) • Two quantities are equal when there is the same number of objects in both sets. • Equality is a balance between two quantities. 1N2. 1 Students examine addition and subtraction within 20.	1N1.2 Students interpret and explain quantities to 100. • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students represent equal sharing and grouping of quantities within 20. • Quantity can be partitioned by sharing or grouping. 1N1.1 Students interpret and explain quantities to 100. • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.4 Students interpret and explain quantities to 100. • A quantity can be perceived as the composition of smaller quantities. 1N1.5 Students interpret and explain quantities to 100. • Two quantities are equal when there is the same number of objects in both sets. • Equality is a balance between two quantities. 1N2. 1 Students examine addition and subtraction within 20. • Addition and subtraction are processes that describe the composition and decomposition of quantity	1N1.2 Students interpret and explain quantities to 100. • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students represent equal sharing and grouping of quantities within 20. • Quantity can be partitioned by sharing or grouping.. 1N1.1 Students interpret and explain quantities to 100. • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.4 Students interpret and explain quantities to 100. • A quantity can be perceived as the composition of smaller quantities. 1N1.5 Students interpret and explain quantities to 100. • Two quantities are equal when there is the same number of objects in both sets. • Equality is a balance between two quantities.. 1N2. 1 Students examine addition and subtraction within 20. • Addition and subtraction are processes that describe the composition and decomposition of quantity

Taking Inventory

Looking at our 2 months, where a
at in planning.

Sample Year Plan: Mathematics - Grade 1

September 2022 ----------

September	October
Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating.	
1N1.2 Students interpret and explain quantities to 100.(to 20) • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students interpret and explain quantities to 100.(to 20) • A quantity can be perceived as the composition of smaller quantities • Quantity can be partitioned by sharing or grouping. 1N1.1 Students interpret and explain quantities to 100.(to 20) • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.5 Students interpret and explain quantities to 100.(to 20) • Two quantities are equal when there is the same number of objects in both sets. • Equality is a balance between two quantities.	1N1.2 Students interpret and explain quantities to 100.(to 20) • Each number counted includes all previous numbers (counting principle: hierarchical inclusion) • A quantity can be determined by counting more than one object in a set at a time. 1N1.3 Students interpret and explain quantities to 100.(to 20) • A quantity can be perceived as the composition of smaller quantities • Quantity can be partitioned by sharing or grouping. 1N1.1 Students interpret and explain quantities to 100.(to 20) • Quantity is expressed in words and numerals based on patterns. • Quantity in the world is represented in multiple ways. including with money. 1N1.5 Students interpret and explain quantities to 100.(to 20) • Two quantities are equal when there is the same number of objects in both sets. • Equality is a balance between two quantities.

Identify what resources you currently have to meet the Number and Exposure to patterns Outcomes:

What do you need more of?

Do you have resources to share?

1N1.5 Students interpret and explain quantity to 100.		
Knowledge	Understanding	Skills & Procedures
Comparisons of quantity can be described by using words such as • equal • not equal • less • more Equality can be modelled using a balance. The equal sign, =, is used to show equality between two quantities. The unequal sign, ≠, is used to show that two quantities are not equal.	Two quantities are equal when there is the same number of objects in both sets. Equality is a balance between two quantities.	Investigate equal and unequal quantities, including using a balance model. Identify numbers that are one more, two more, one less, and two less than a given number. Represent a quantity relative to another, including symbolically.

Notes

September	October	November
(OLD) 1N3. Students represent equal sharing and grouping of quantities within 20.(starting with numbers 0-10) • Quantity can be partitioned by sharing or grouping. 1N2. 1 Students examine addition and subtraction within 20.(introduce - up tp 12) • Addition and subtraction are processes that describe the composition and decomposition of quantity.	• Quantity can be partitioned by sharing or grouping. 1N2. 1 Students examine addition and subtraction within 20.(introduce - up tp 12) • Addition and subtraction are processes that describe the composition and decomposition of quantity.(introduce as a concept)	number of objects in both sets. • Equality is a balance between two quantities. (OLD) 1N3. Students represent equal sharing and grouping of quantities within 20.(to 10) • Quantity can be partitioned by sharing or grouping. 1N2. 1 Students examine addition and subtraction within 20.(introduce - up tp 12) • Addition and subtraction are processes that describe the composition and decomposition of quantity.(introduce as a concept)
Patterns: Awareness of patterns supports problem solving in various situations.		
1P1. Students examine patterns in cycles. • A pattern that appears to repeat may not repeat in the same way forever. • A cycle is a repeating pattern that repeats in the same way forever.	1P1. Students examine patterns in cycles. • A pattern that appears to repeat may not repeat in the same way forever. • A cycle is a repeating pattern that repeats in the same way forever.	1P1. Students examine patterns in cycles. • A pattern that appears to repeat may not repeat in the same way forever. • A cycle is a repeating pattern that repeats in the same way forever.

Notes:

How can addition and subtraction provide perspectives of number?

1N2.1 Students examine addition and subtraction within 20.

Knowledge	Understanding	Skills & Procedures
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. Model addition and subtraction within 20 in various ways, including with a balance. Relate addition and subtraction to various contexts involving composition or decomposition of quantity.

Notes

What can patterns communicate?

1P1 Students examine patterns in cycles.

Knowledge	Understanding	Skills & Procedures
A cycle can express repetition of events or experiences. Cycles include • seasons day/night • life cycles • calendars • The same pattern can be represented with different elements. A pattern core is a sequence of one or more elements that repeats as a unit.	A pattern that appears to repeat may not repeat in the same way forever. A cycle is a repeating pattern that repeats in the same way forever.	Recognize cycles encountered in daily routines and nature. Investigate cycles found in nature that inform First Nations, Métis, or Inuit practices. Identify the pattern core, up to four elements, in a cycle. Identify a missing element in a repeating pattern or cycle. Describe change and constancy in repeating patterns and cycles. Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements. Extend a sequence of elements in various ways to create repeating patterns.

Notes:

How can time characterize change?

1T1 Students explain time in relation to cycles.

Knowledge	Understanding	Skills & Procedures
Time can be perceived through observable change. First Nations, Métis, and Inuit experience time through sequences and cycles in nature, including cycles of seasons. Cycles from a calendar include days of the week and months of the year.	Time is an experience of change. Time can be perceived as a cycle.	Describe cycles of time encountered in daily routines and nature. Describe observable changes that indicate a cycle of time. Relate cycles of seasons to First Nations, Métis, or Inuit practices. Identify cycles from a calendar.

Notes:

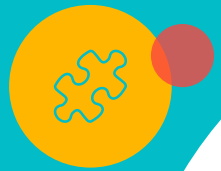
Guiding Question	What is Money?		
Learning Outcome	KF1. Children explore money.		
	Knowledge	Understanding	Skills & Procedures
	Canadian money comes in many forms, such as • coins • bills Canadian coins and bills come in different denominations, such as • loonies • toonies • $5 • $10 Canadian coins and bills have different features, such as • colour • number • images • size	Money has unique features to represent its value	Explore the value of Canadian coins and bills. Identify features of Canadian coins and bills.

Money as a Concept and as a Manipulative - how will you integrate it as/into your lessons?

In what ways can money be used?		
1F1 Students explore money and how it is used for everyday living.		
Knowledge	Understanding	Skills & Procedures
Canadian money comes in many forms, such as • coins • bills • debit cards • credit cards	Money can be used to exchange for goods and services. Money has value and purpose in everyday living. Money has unique features to represent its value.	Explore the value of Canadian coins and bills. Sort Canadian coins and bills. Identify goods and services that can be exchanged for money.
Canadian coins and bills come in different denominations, such as • nickels • dimes • quarters • loonies • toonies • $5 • $10 • $20 • $50 • $100 Images on Canadian coins and bills include • wildlife • sports • boats • emblems • historic figures Money can be • shared • earned • saved • spent		

Notes:

Let's move to some September & October Focus Areas and Activities



Starting Off t Year being Intentional with Money

How would you model, exemplify or teach the following using money?

Kindergarten:

- Quantities using objects, words, pictures, numbers
- Counting objects
- Subitize to 5/10
- “like/unlike/more/less/same”/enough/too many/too few
- Compose quantities within 10 in various ways
- “Share” - this is the beginning of fractions
- Describe a shape using words such as flat, curved, straight, or round.
- Sort shapes according to one attribute and describe the sorting rule.
- Measurable attributes can include • length • area • capacity • mass
- “longer • taller • shorter • heavier • lighter • bigger • smaller • big enough • too big • too small”
- Describe the size of an object in relation to another object, using comparative language.
  Describe the size of an object in relation to a purpose or need, using comparative language.
- Identify the pattern core, up to three elements, in a repeating pattern.
- Predict the next elements in a repeating pattern. Create a repeating pattern with a pattern core of up to three elements.

How would you model, exemplify or teach the following using money?

Grade 1

- No quantity represented by 0
- Know all coins and bills including 100
- Know value of each coin and bill
- Skip count to 100 by 5, 10; 20 by 2”s
- Symbols for equal, not equal
- Words greater than, less than, Compose quantities within 20 in various ways
- Model transactions with money, limited to dollar values within 20
- In a part-part-whole relationship, the sum represents the whole and the difference represents a missing part.
- Sharing involves partitioning a quantity into a certain number of groups.
- ½, one- half of the whole quantity.(not using fraction)
- Length may refer to the size of any one dimensional measurable attribute of an object, including: • height • width • depth • diameter
- Compare the length, area, mass, or capacity of two objects directly, or indirectly using a third object.
- Describe the size of an object in relation to another object, using comparative language.
- Pattern core, up to four elements, in a cycle. Identify a missing element in a repeating pattern or cycle. Describe change and constancy in repeating patterns and cycles.
- Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements.
- Extend a sequence of elements in various ways to create repeating patterns

What did we see when we emptied our bowl on the table?

Money - Manipulative or Concept?

Money - Manipulative or Concept?

What is a COIN?

Do you have any coins?

- Understanding “Money” and its role in many other concepts.
- Understanding how it connects between grades and end goals.
- “Money is a Leader”
- The 4 C’s - Concept, Content, Clarifier & Context
- A Physical “tool” - should be related to other “tools”
- Culturally Common - Common Context regardless of language
- Note: Canadian Money has colour as part of its identification - try to use stay away from black/white unless there are no other options and then ensure the coins are *realistic!*

Money

The Story of Our Coins

Hi! I'm the Penny

Pennies can help you learn to count!

Queen Elizabeth II on the back of the Penny.

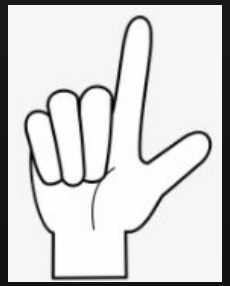
Did you know they do not make me anymore!

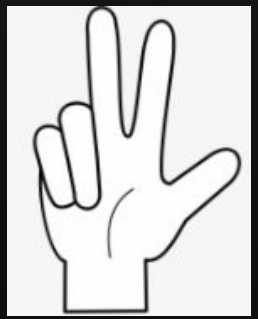
Maple leafs: On the front of the Penny

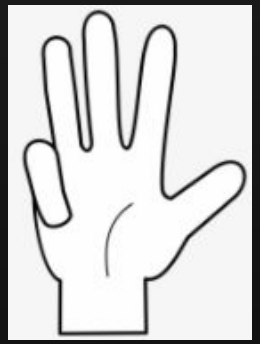
I am worth 1 ¢

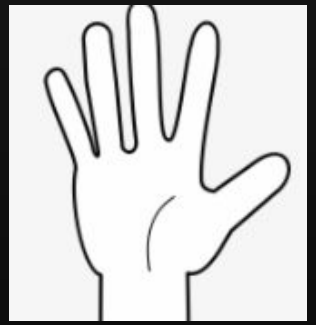
Suggest purchasing this money resource

Match coin in 5 frame to subitizing card



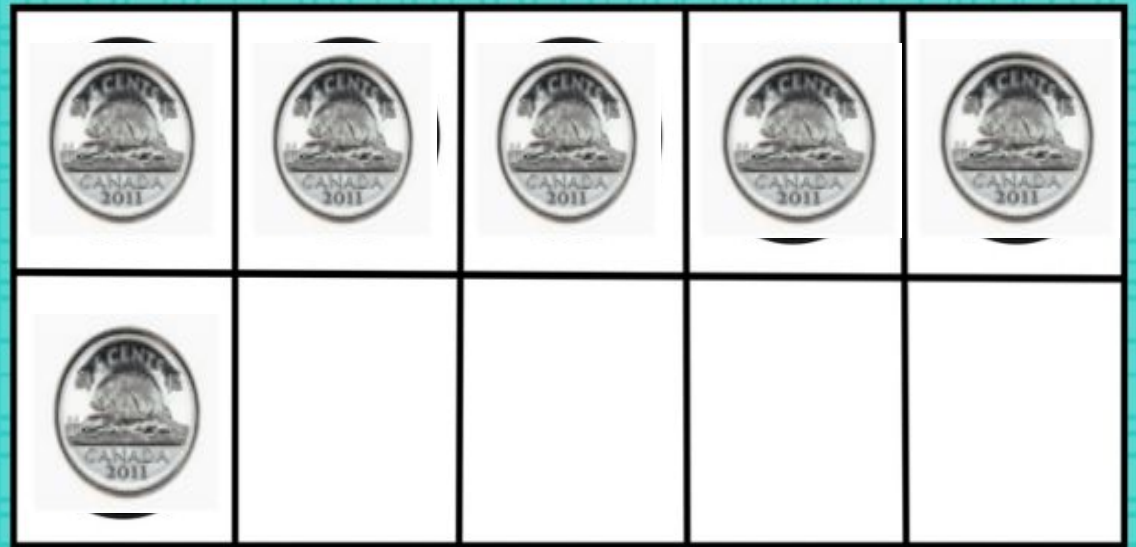






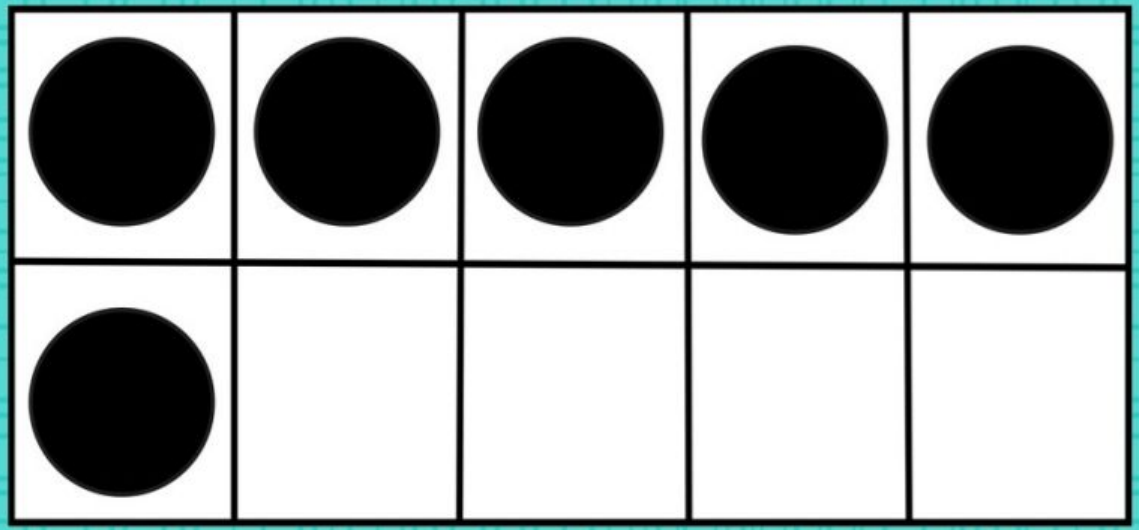
What number is this?

Drag and drop the number here



What number is this?

Drag and drop the number here



Show Me

1

5

2

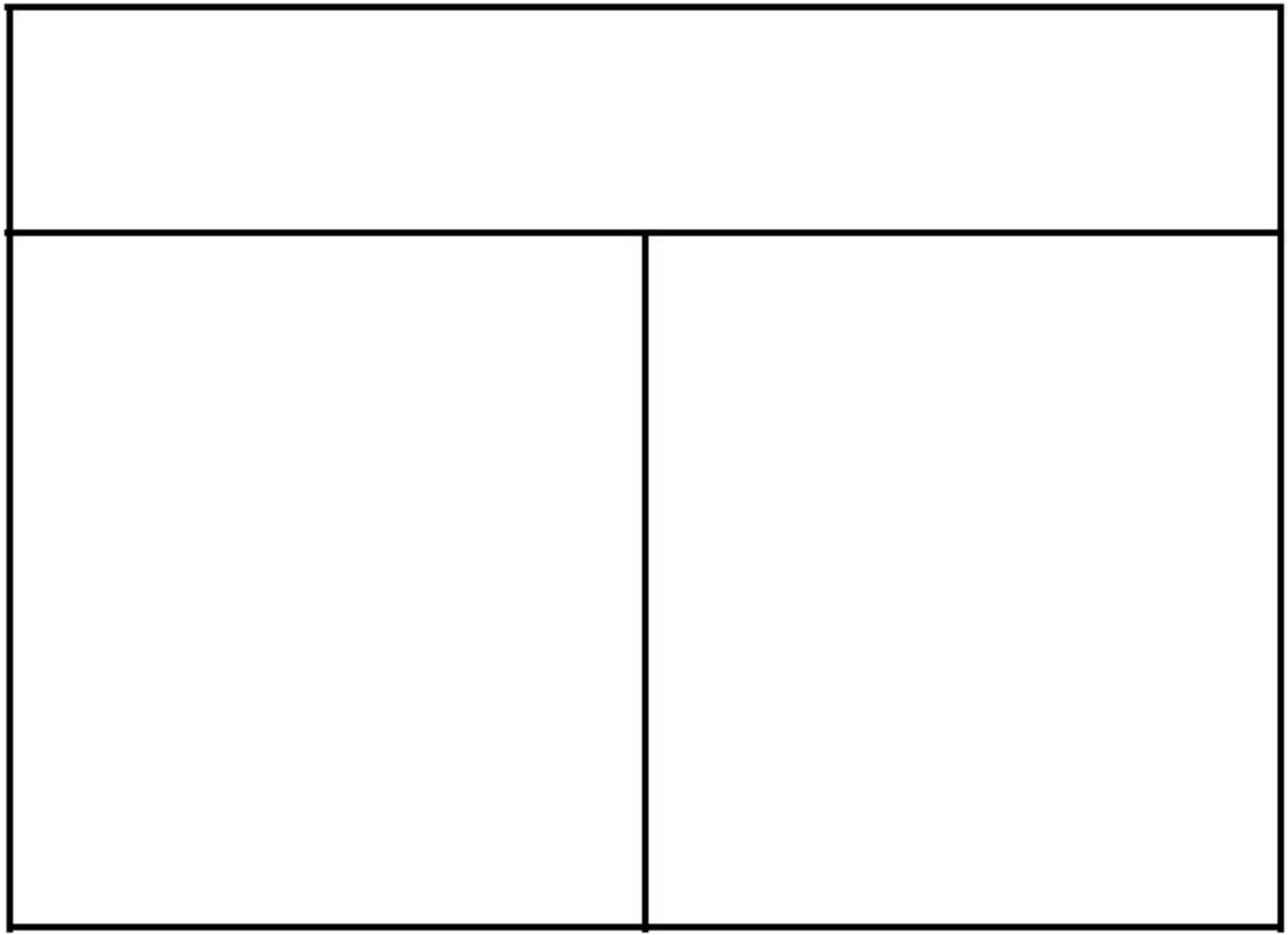
4


1 CENT
2012
CANADA

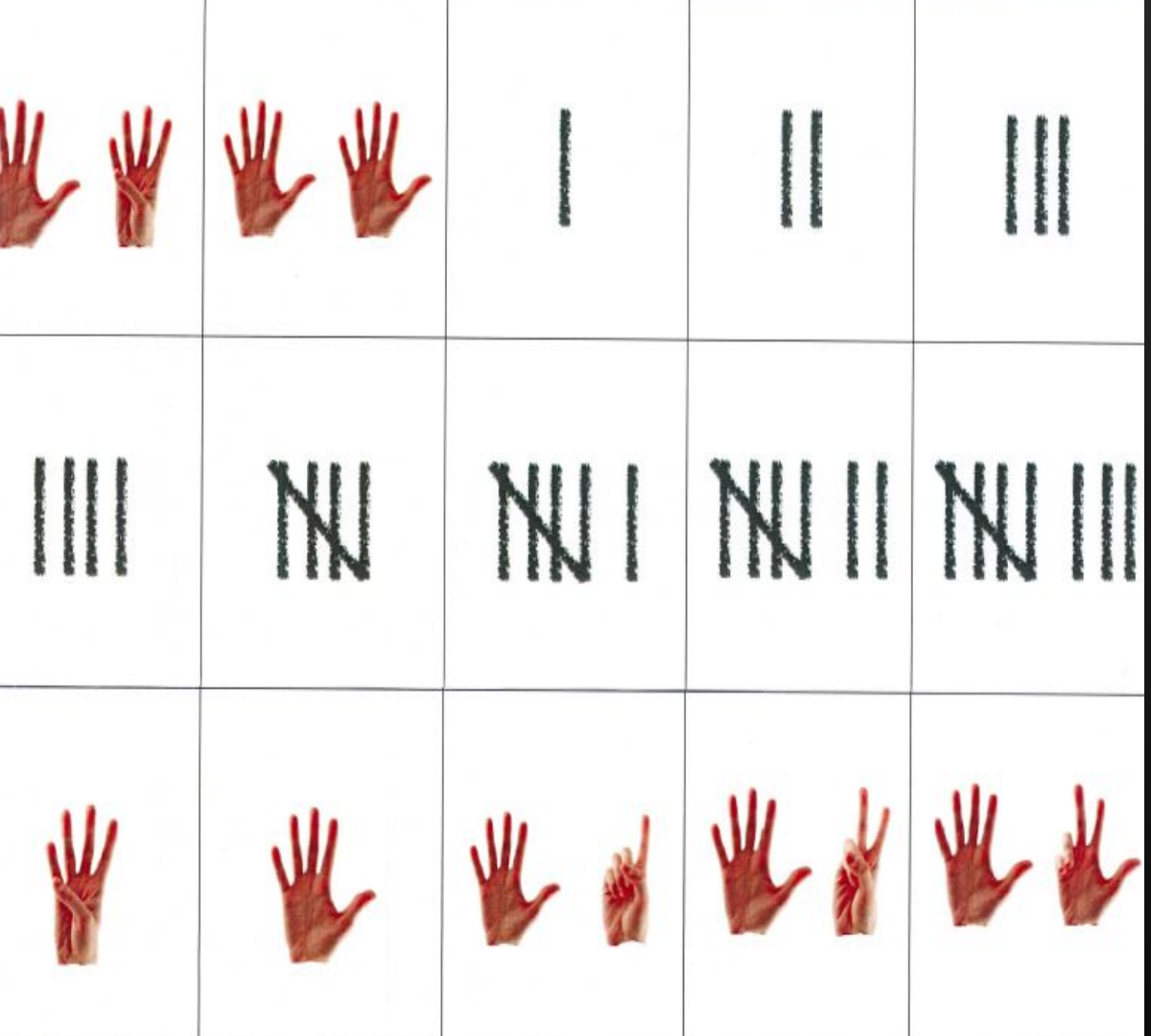

5 CENTS
CANADA
2010


CANADA
2018
10 CENTS

Show Me



Part-Part-Whole



Every child should have their own subitizing cards!

MONEY BINGO

M	O	N	E	Y
				
				
		FREE SPACE		
				
				

BINGO

money mentors
A better path. A brighter future.

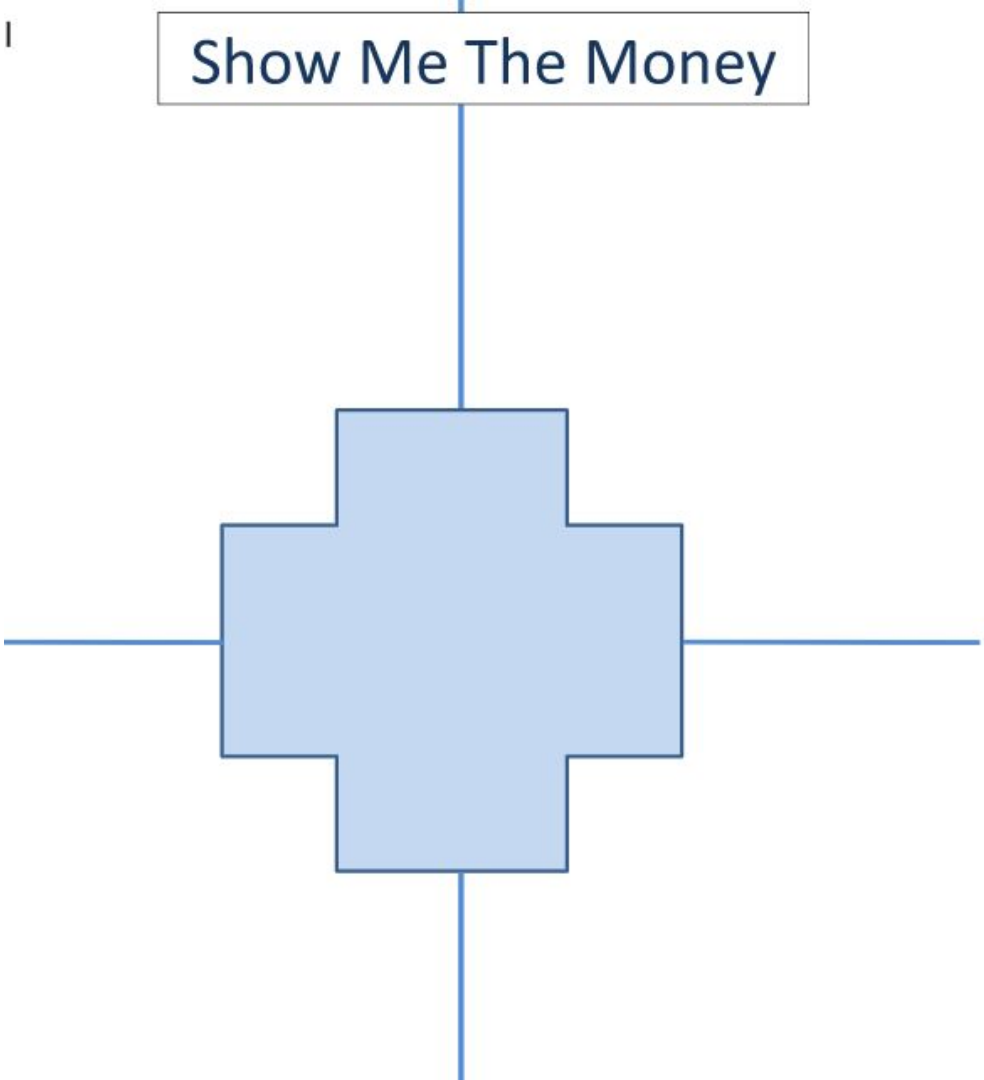
Go Fish

Coin Sorting by Letter

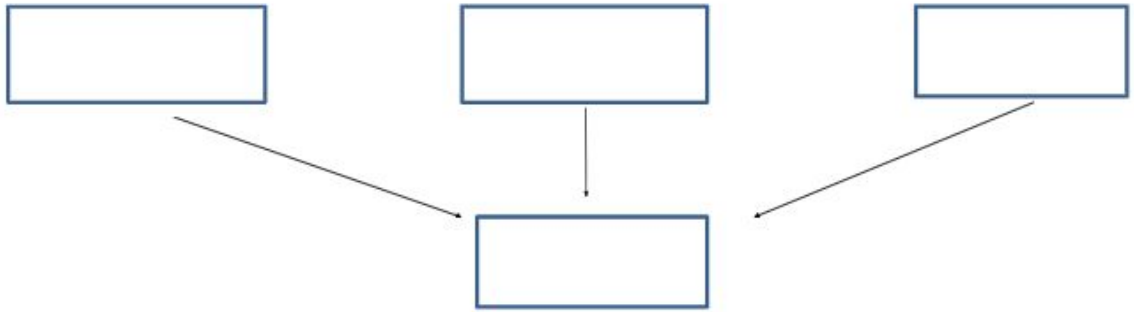
Extension Activity for *Kindergarten Reads* or *Earn, Save, Spend & Share* Presentations

Show Me The Money



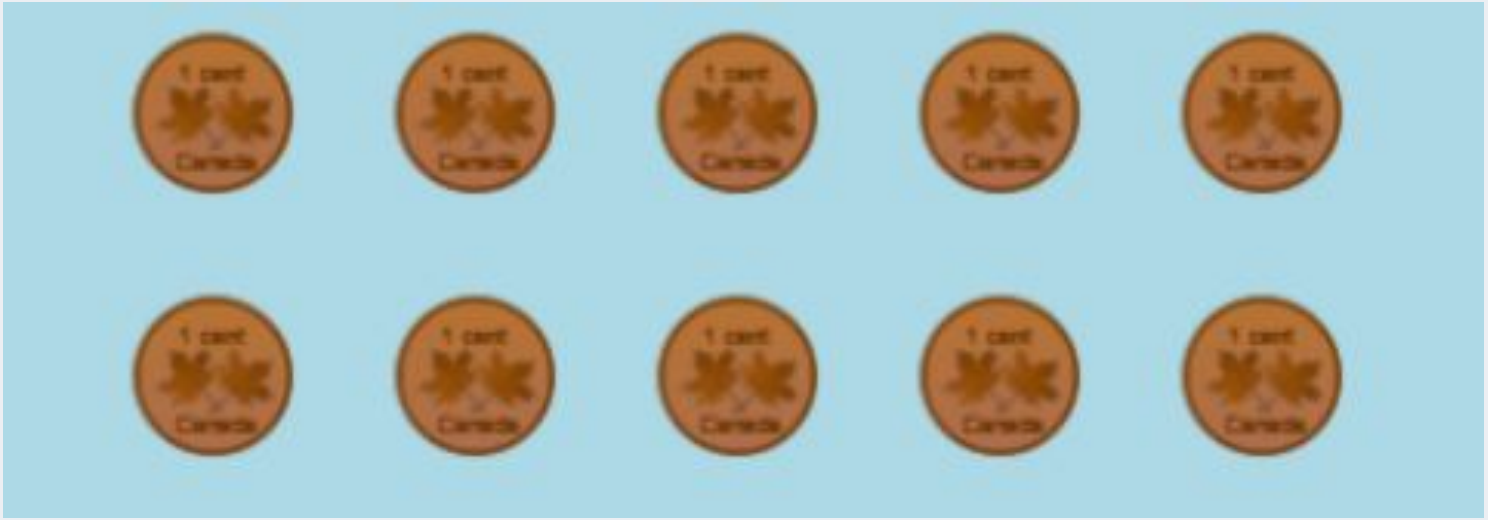
Place Value Chart Beginning with Money (Penny, Nickel, Dime)

Dime 	Nickel 	Penny 

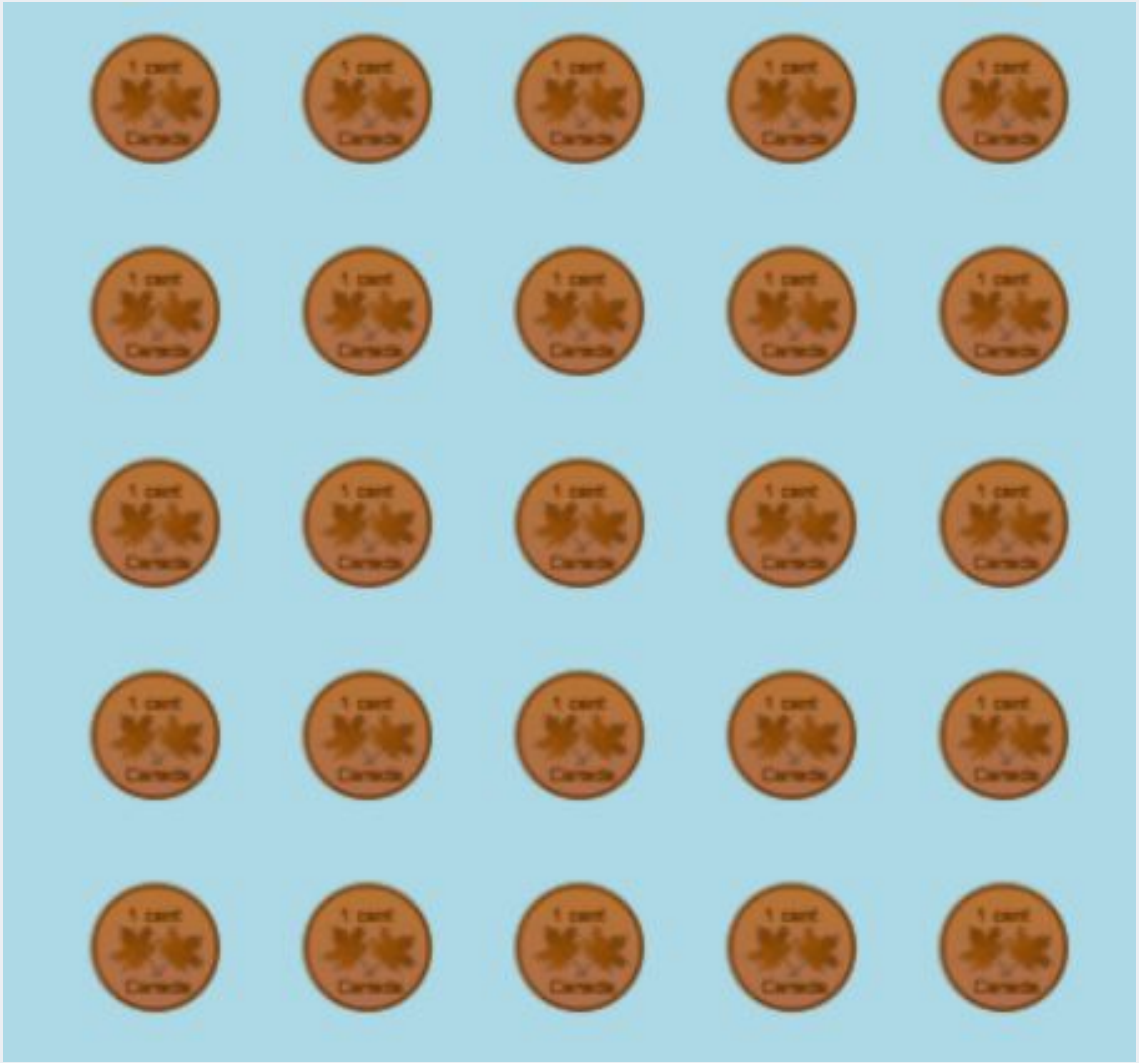


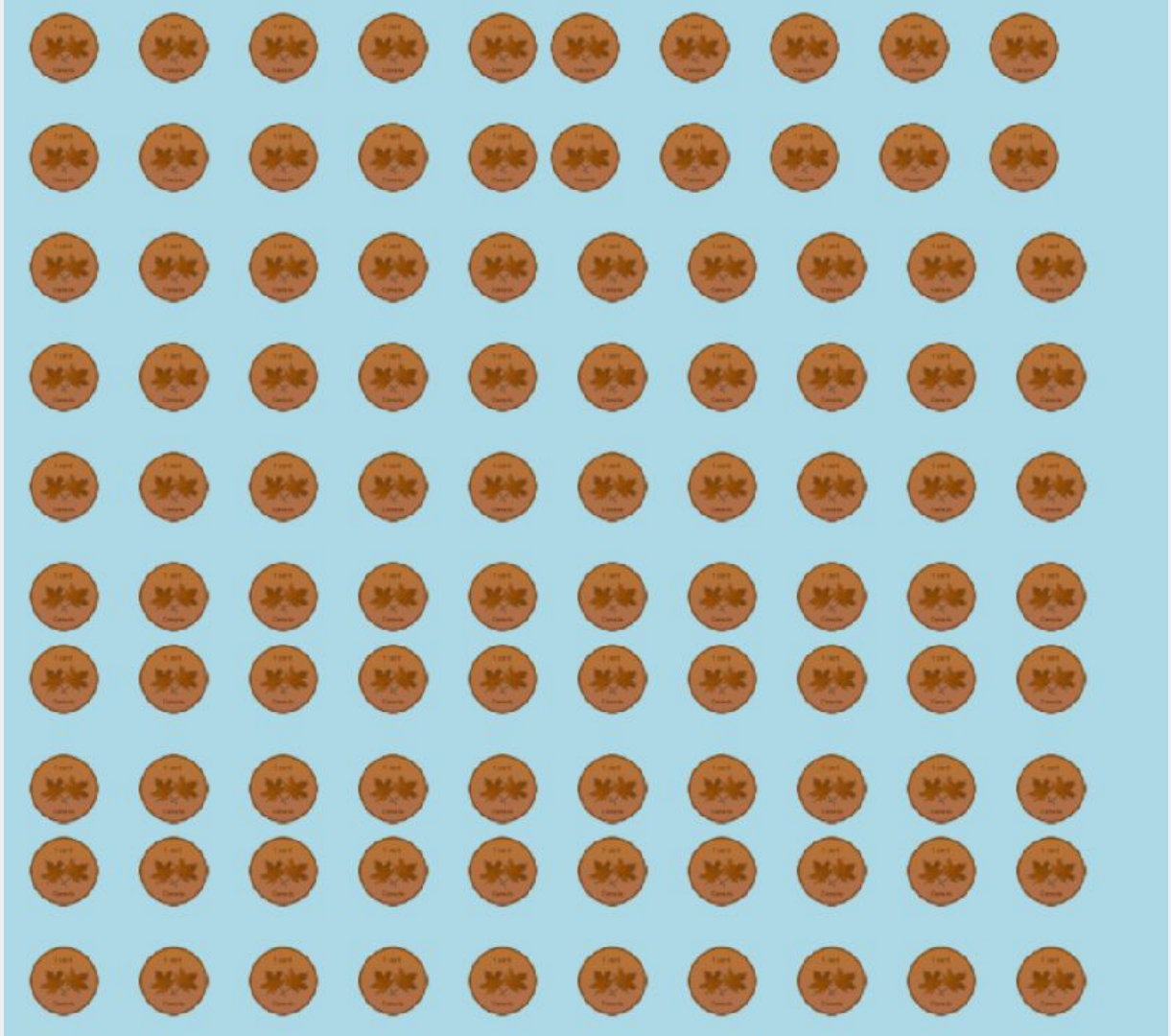
Understanding Place value


1 cent
Canada


1 cent
Canada


1 CENT
CANADA
2004


1 cent
Canada



Making Money Many Ways

8¢

Group

Adapted by Wanda from Theresa Wills / Shared by Wanda Dechant CRC


Cylinder
Teaching Tree
LAYERING COLOR AND GEOMETRY CARDS
CARTES À COULEURS ET À FORMES GÉOMÉTRIQUES À SUPERPOSER
CIRCLE
SQUARE
TRIANGLE
20 UNIQUE FLASHCARDS
11
+ 7
11
− 1
Numbers 0-100
Quick Sorting Rounded Corners
30
thirty
51
fifty-one
6
six

Suggested amounts of Money for each Ziplock Bag

Grade 1 (Identify coins, features, skip count 2, 5, 10, patterns, attributes)

10 pennies
20 nickels
10 dimes
4 quarters
5 loonies
5 toonies
10 x $5.00
10 x $10.00
1 x $20.00
1 x $50.00
1 x $100.00

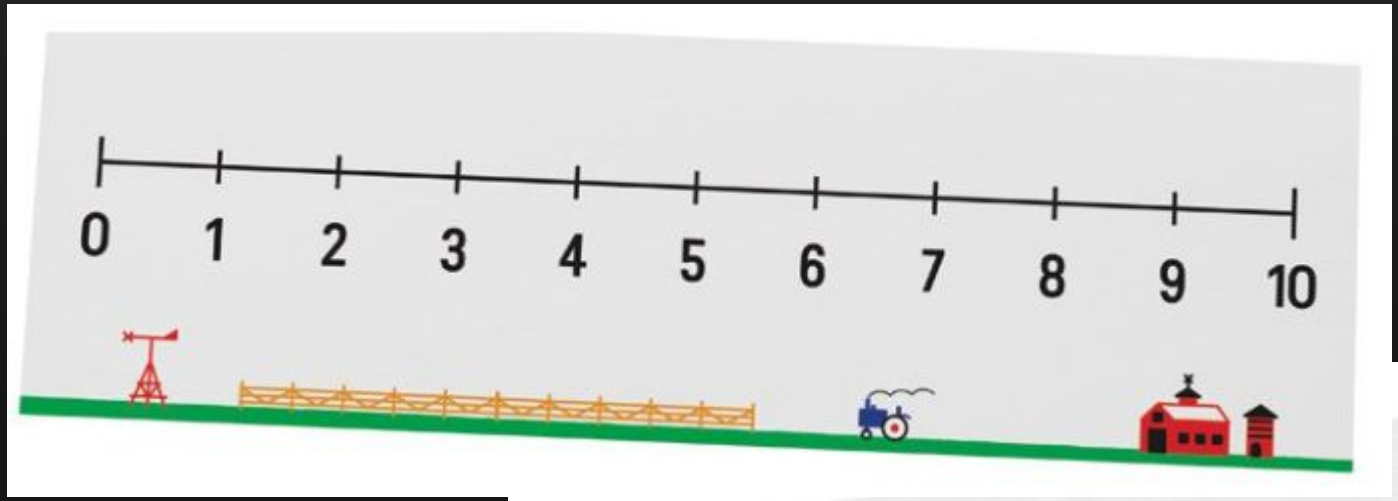
*add extra coins to each bag
Additional cash, if needed, can be retrieved from the “Bank”

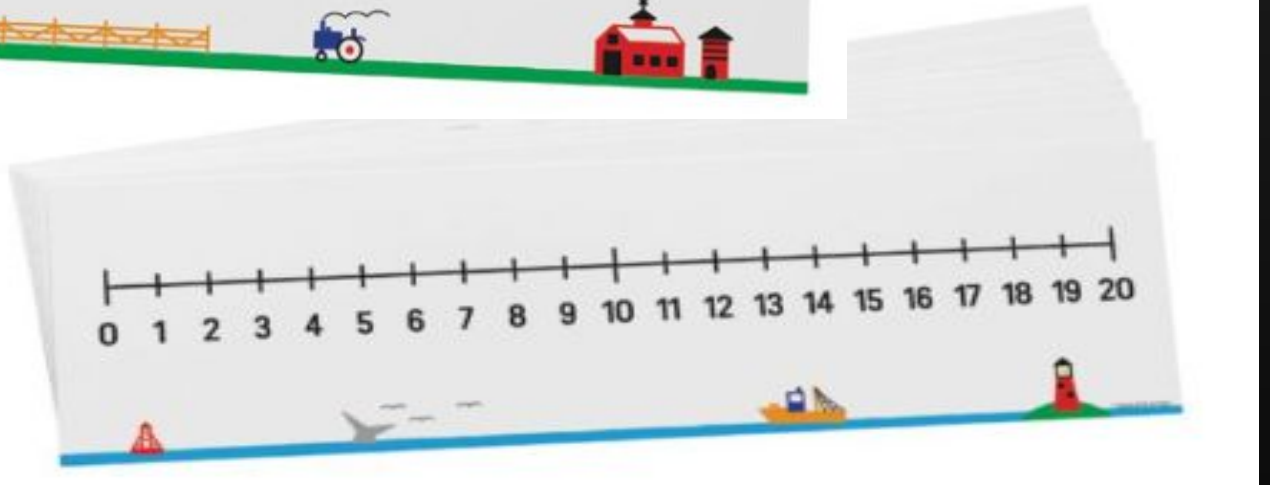

twenty
three
4

Finished kit - container from Dollarama

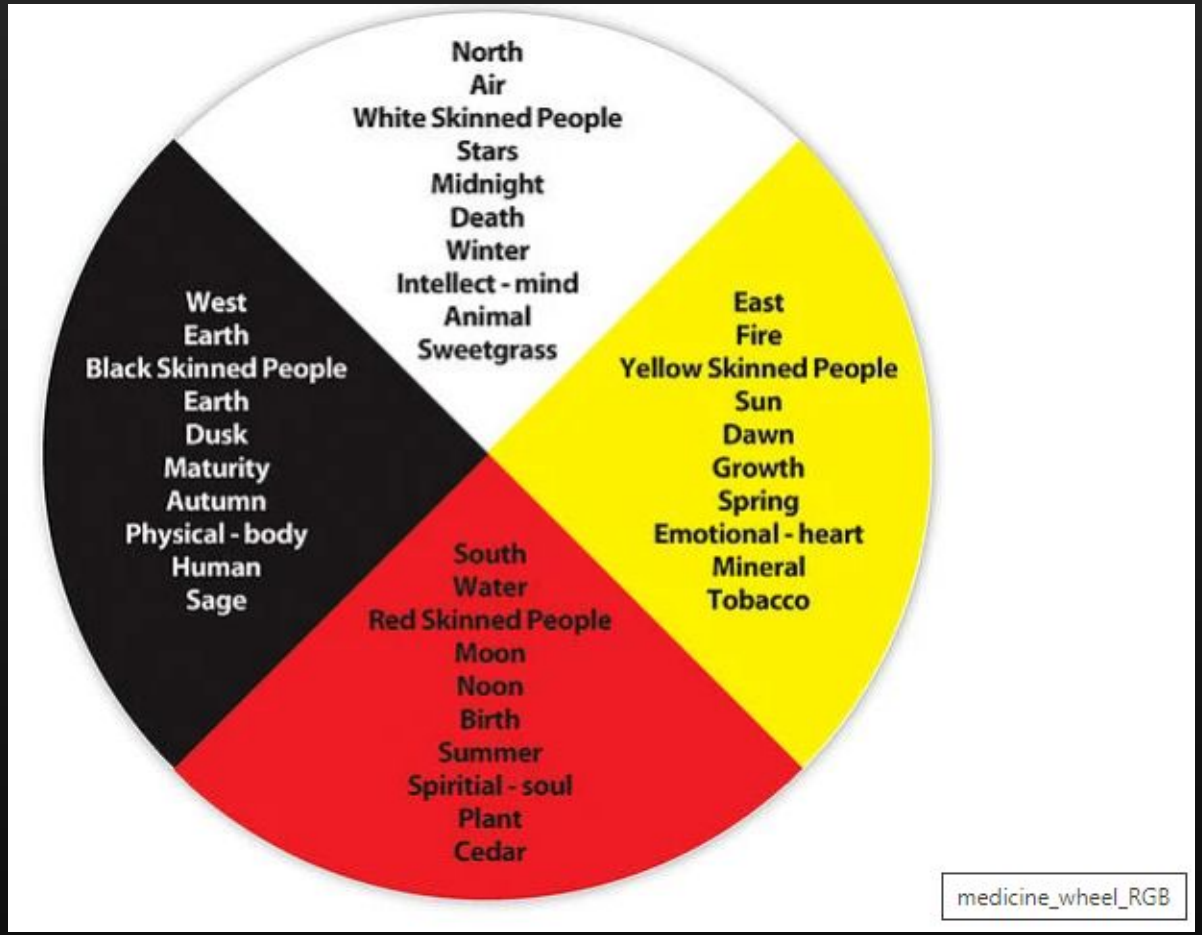
Container fits in a student desk or cubby.

Didax Numberline





Leah Dorion

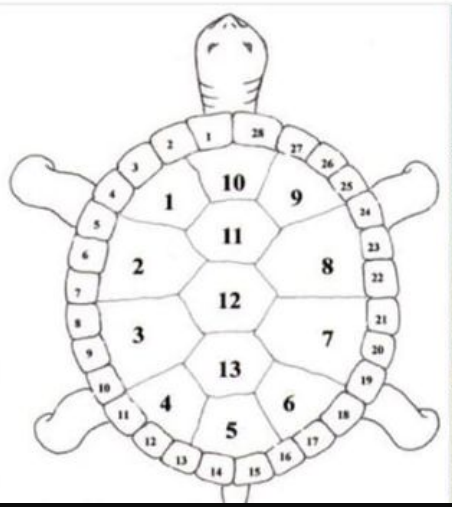


Seasonal Wheels by the Kwakiutl (BC Indigenous)

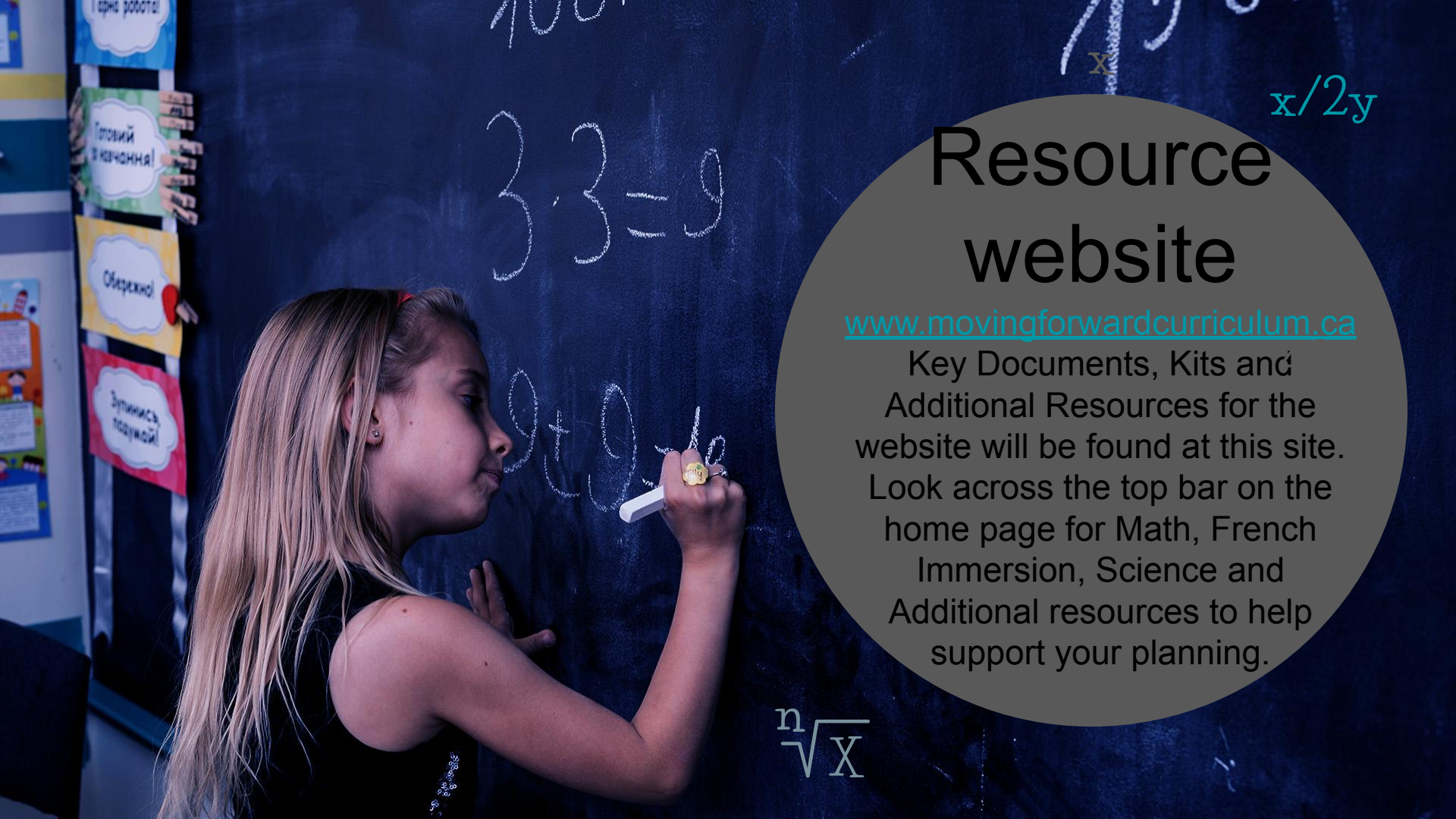
Cree and Blackfoot Tipis

13 moons & 28 days on all turtle shells. This equals 364 days, plus one day of rest. All indigenous people around the world knew the wisdom of the turtle and followed a 13 month calendar; after all, there are 13 moon cycles in a year & 27-29 days per cycle.

It's almost as if white man subtracted one month in order sever the connection between the people and the sun, moon & stars, which are themselves a giant clock.



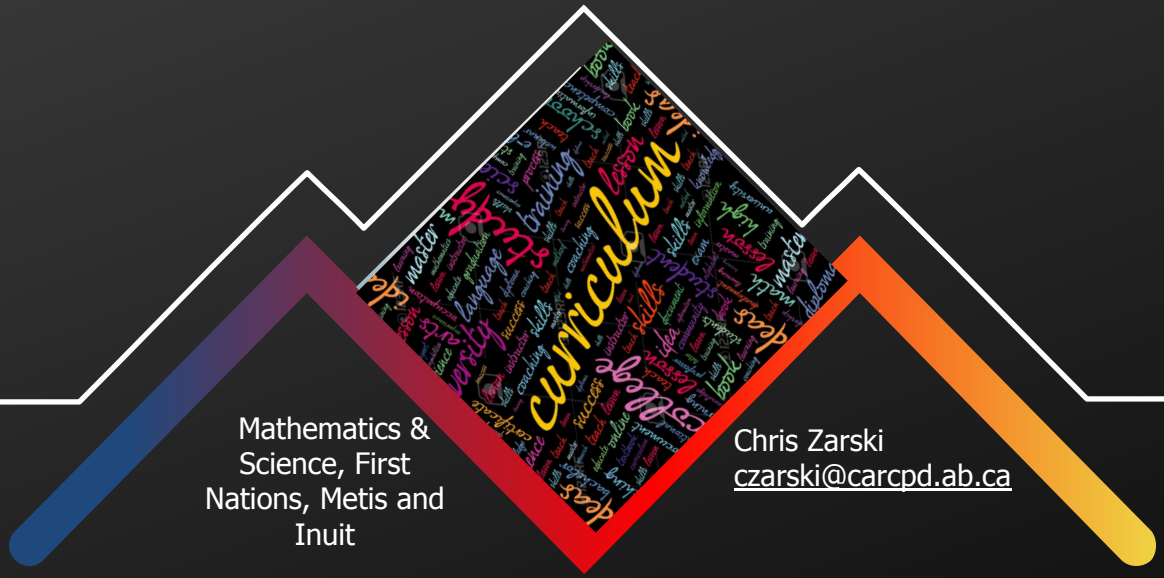
Source: https://earthhaven.ca/blog/13-moons-on-turtles-back/208



Resource website

www.movingforwardcurriculum.ca

Key Documents, Kits and Additional Resources for the website will be found at this site. Look across the top bar on the home page for Math, French Immersion, Science and Additional resources to help support your planning.



Mathematics & Science, First Nations, Metis and Inuit

Chris Zarski
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Thank You!

Please don't hesitate to connect.