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[Mathematics Progressions](#) - Big Ideas and Conceptual Threads

Indigenous Connections

Number Strand

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
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| K | KN1 Children Investigate quantities to 10 KN1.1, KN1.2, KN1.3 | A Warm, Cozy Nest Teacher Guide Blackline | Count sets to 5 Recognize numerals to 5 | Numbers tell us how many and how much. | Recalling number names Applying counting to any set of objects Recognizing and writing numerals |
| K | KN1 Children Investigate quantities to 10 KN1.1, KN1.2, KN1.3 KN2 Children Interpret compositions of quantities within 10 KN2 | Lots of Dots Teacher Guide Blackline | Subitize and count sets to 10 Compose and decompose to 10 | Numbers tell us how many and how much. Numbers are related in many ways. | Recalling number names Applying counting to any set of objects Subitizing quantities Decomposing wholes into parts and composing wholes from parts |

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| K | <p>KN1 Children Investigate quantities to 10 KN1.2</p> | <p>Animals Hide Teacher Guide Blackline</p> | <p>Count sets to 10 Compare quantities to 10</p> | <p>Numbers tell us how many and how much. Numbers are related in many ways.</p> | <p>Recalling number names Applying counting to any set of objects Comparing quantities of multitude or magnitude</p> |
| K | <p>KN1 Children Investigate quantities to 10 KN1.2, KN1.4 KN2 Children Interpret compositions of quantities within 10 KN2</p> | <p>Dan’s Doggy Daycare Teacher Guide Blackline</p> | <p>Count and compare sets to 10 Compose and decompose 10</p> | <p>Numbers tell us how many and how much. Numbers are related in many ways.</p> | <p>Recalling number names Applying counting to any set of objects Comparing quantities of multitude or magnitude Decomposing wholes into parts and composing wholes from parts</p> |
| K | <p>KN1 Children Investigate quantities to 10 KN1.2, KN1.4</p> | <p>Acorns for Wilaiya Teacher Guide Blackline</p> | <p>Count sets to 10 Compare sets to 10 Indigenous Connections: <ul style="list-style-type: none"> • Understanding our interconnectedness with land and nature • The importance of family and elders </p> | <p>Numbers tell us how many and how much. Numbers are related in many ways.</p> | <p>Recalling number names Recognizing and writing numerals Applying counting to any set of objects Comparing quantities of multitude or magnitude</p> |

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| K | <p>KN1 Children Investigate quantities to 10 KN1.4</p> <p>KN2 Children Interpret compositions of quantities within 10 KN2</p> | <p>Spot Check!</p> <p>Teacher Guide</p> <p>Blackline</p> | <p>Compare quantities to 10</p> <p>Count sets to 10</p> | <p>Numbers are related in many ways.</p> <p>Numbers tell us how many and how much.</p> | <p>Comparing quantities of multitude or magnitude</p> <p>Recalling number names</p> <p>Applying counting to any set of objects</p> <p>Subitizing quantities</p> |
| K | <p>KN1 Children Investigate quantities to 10 KN1.4</p> | <p>Time for Games</p> <p>Teacher Guide</p> <p>Blackline</p> | <p>Compare quantities to 10</p> <p>Count sets to 10</p> | <p>Numbers are related in many ways.</p> <p>Numbers tell us how many and how much.</p> | <p>Comparing quantities of multitude or magnitude</p> <p>Recalling number names</p> <p>Applying counting to any set of objects</p> <p>Ordering and sequencing quantities and numbers</p> |
| K | <p>KN1 Children Investigate quantities to 10 KN1.4</p> <p>KN2 Children Interpret compositions of quantities within 10 KN2</p> | <p>Let's Play Waltes!</p> <p>Teacher Guide</p> <p>Blackline</p> | <p>Count and compare to 10</p> <p>Compose and decompose to 10</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Learning our histories from elders • Games reflect the resources we had in our communities | <p>Numbers are related in many ways.</p> <p>Numbers tell us how many and how much.</p> | <p>Comparing quantities of multitude or magnitude</p> <p>Recalling number names</p> <p>Applying counting to any set of objects</p> <p>Decomposing wholes into parts and composing wholes from parts</p> |

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| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.1 | A Family Cookout (numbers to 50) Teacher Guide Blackline masters | Compare and order quantities to 25 Estimate and count to 50 Indigenous Connections: • The importance of giving thanks to Mother Earth • The importance of generosity | Numbers are related in many ways. Numbers tell us how many and how much. | Comparing quantities of multitude or magnitude Ordering and sequencing quantities and numbers Recalling number names Applying counting to any set of objects Estimating quantities and numbers |
| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.1, 1N1.2 | Ways to Count (numbers to 100) Teacher Guide Blackline masters | Counts objects (to 100) Estimates and compares quantities (to 100) | Numbers tell us how many and how much. | Recalling number names Applying counting to any set of objects Comparing quantities of multitude or magnitude Estimating quantities and numbers |
| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.2, N1.5, N2.2 | Cats and Kittens (numbers to 20) Teacher Guide Blackline masters | Add and subtract to 20 Compare quantities to 20 | Quantities and numbers can be added and subtracted to determine how many and how much. Numbers are related in many ways. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation Comparing quantities of multitude or magnitude |
| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.2 | How Many is Too Many? Teacher Guide Blackline masters | Estimate, and group to skip-count to 50 Compare quantities to 50 | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Recalling number names Estimating quantities and numbers Unitizing quantities and comparing units to the whole |

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| | | | | | Comparing quantities of multitude or magnitude |
| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.2 | Family Fun Day (numbers to 100) Teacher Guide Blackline masters | Estimates and partitions quantities to skip count to 100 Composes and decomposes to 100 | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Estimating quantities and numbers Unitizing quantities and comparing units to the whole Decomposing wholes into parts and composing wholes from parts |
| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.2 | On Safari Teacher Guide Blackline masters | Count sets to 20 Add 1 or 2 | Numbers tell us how many and how much. Numbers are related in many ways. | Recalling number names Applying counting to any set of objects Ordering and sequencing quantities and numbers |
| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.3, 1N1.4 | | | | |
| 1 | 1N1 Children Interpret and explain quantities to 100 1N1.5 | Nutty and Wolfy (numbers to 20) Teacher Guide Blackline masters | Describes equality as balance and inequality as imbalance Explores how two equations can equal the same quantity Uses the equal symbol in equations and knows its meaning | Algebraic symbols and expressions allow us to represent relations and solve problems. | Understanding equality and inequality is founded on generalized properties of numbers and operations Uses symbols, unknowns, and variables to represent mathematical relations |

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| 1 | <p>1N1 Children Interpret and explain quantities to 100 1N1.5</p> | <p>Kokum’s Bannock Teacher Guide Blackline masters</p> | <p>Model and describe equality and inequality</p> <p>Explore properties of addition and subtraction</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Learning with elders and community members passes down important teachings • Experiential learning is frequently a way young ones learn from elders and community members | <p>Patterns and relations can be represented with symbols, equations, and expressions.</p> | <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> |
| 1 | <p>1N1 Children Interpret and explain quantities to 100 1N1.5</p> <p>1N2 Students examine addition and subtraction within 20 1N2.1, 1N2.3</p> | <p>Paddling the River (Numbers to 20) Teacher Guide Blackline masters</p> | <p>Count, compare, and order to 20</p> <p>Compose and decompose to 20</p> | <p>Numbers are related in many ways.</p> <p>Numbers tell us how many and how much.</p> | <p>Comparing quantities of multitude or magnitude</p> <p>Recalling number names</p> <p>Applying counting to any set of objects</p> <p>Decomposing wholes into parts and composing wholes from parts</p> |
| 1 | <p>1N2 Students examine addition and subtraction within 20 1N2.1, 1N2.2,</p> | <p>That’s 10! Teacher Guide Blackline masters</p> | <p>Add and subtract to 10</p> <p>Compose and decompose 10</p> | <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> | <p>Developing conceptual meaning of addition and subtraction</p> <p>Decomposing wholes into parts and composing wholes from parts</p> |

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| | 1N2.3 | | | Numbers are related in many ways. | |
| 1 | 1N2 Students examine addition and subtraction within 20 1N2.1, 1N2.2 | Hockey Time! Teacher Guide Blackline masters | Add and subtract to 20 Compose and decompose to 20 | Quantities and numbers can be added and subtracted to determine how many and how much. Numbers are related in many ways. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation Decomposing wholes into parts and composing wholes from parts |
| 1 | 1N2 Students examine addition and subtraction within 20 1N2.2 | Canada's Oldest Sport Teacher Guide Blackline masters | Add and subtract to 20 Compare and order sets to 20 Indigenous Connections: • Recognizing the contributions of Indigenous peoples is important • Engaging in activities that relate directly to one's culture builds a strong sense of personal and cultural identity | Quantities and numbers can be added and subtracted to determine how many and how much. Numbers are related in many ways. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation Ordering and sequencing quantities and numbers Comparing quantities of multitude or magnitude |
| 1 | 1N2 Students examine addition and subtraction within 20 | Buy 1, Get 1 Teacher Guide | Add and subtract to 20 Develop addition and subtraction strategies | Quantities and numbers can be added and subtracted to determine how many and how much. | Developing conceptual meaning of addition and subtraction |

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| | 1N2.2 | Blackline masters | | | Developing fluency of addition and subtraction computation |
| 1 | 1N3 Students examine one-half as a part-whole relationship 1N1 | The Best Birthday Teacher Guide Blackline masters | Partitions quantities to make fractions Partitions quantities to skip count | Quantities and numbers can be grouped by or partitioned into units. | Partitioning quantities to form fractions Unitizing quantities and comparing units to the whole |
| 2 | 2N1 Students analyze quantity to 1000 2N1.1, 2N1.2, 2N1.4, 2N1.5 2N2 Students investigate addition and subtraction to 100 2N2.1 | Ways to Count (numbers to 100) Teacher Guide Blackline masters | Counts objects (to 100) Estimates and compares quantities (to 100) | Numbers tell us how many and how much. | Recalling number names Applying counting to any set of objects Comparing quantities of multitude or magnitude Estimating quantities and numbers |
| 2 | 2N1 Students analyze quantity to 1000 2N1.2, 2N1.4, 2N1.5 2N2 Students investigate addition and subtraction to 100 2N2.1, 2N2.2 | Family Fun Day (numbers to 100) Teacher Guide Blackline masters | Estimates and partitions quantities to skip count to 100 Composes and decomposes to 100 | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Estimating quantities and numbers Unitizing quantities and comparing units to the whole Decomposing wholes into parts and composing wholes from parts |

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| 2 | <p>2N1Students analyze quantity to 1000 2N1.2, 2N1.5</p> | <p>Back to Batoche (numbers to 100)</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Groups quantities based on units of ten</p> <p>Compares and orders numbers to 100</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Cultural symbols and language are important • Cultural events and activities are important | <p>Quantities and numbers can be grouped by or partitioned into units.</p> <p>Numbers are related in many ways.</p> <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> | <p>Unitizing quantities based on units of ten (place-value concepts)</p> <p>Comparing quantities of multitude or magnitude</p> <p>Ordering and sequencing quantities and numbers</p> <p>Developing conceptual meaning of addition and subtraction</p> |
| 2 | <p>2N1Students analyze quantity to 1000 2N1.2</p> <p>2N2Students investigate addition and subtraction to 100 2N2.1, 2N2.2</p> | <p>The Money Jar</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Adds and subtracts to 100</p> <p>Composes and decomposes based on units of ten</p> | <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> <p>Quantities and numbers can be grouped by units or split into units.</p> | <p>Developing conceptual meaning of addition and subtraction</p> <p>Developing fluency of addition and subtraction computation</p> <p>Unitizing quantities based on units of ten (place-value concepts)</p> |
| 2 | <p>2N1Students analyze quantity to 1000 2N1.2</p> | <p>Fantastic Journeys (numbers to 1000)</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Estimates quantities to 1000</p> <p>Compares and orders quantities to 1000</p> | <p>Numbers are related in many ways.</p> | <p>Estimating quantities and numbers</p> <p>Comparing quantities of multitude or magnitude</p> <p>Ordering and sequencing quantities and numbers</p> |

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| 2 | 2N1Students analyze quantity to 1000 2N1.2 | Finding Buster (numbers to 1000) Teacher Guide Blackline masters | Groups quantities based on units of ten to 1000 Estimates, compares, and orders quantities and numbers to 1000 | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Unitizing quantities based on units of ten (place-value concepts) Comparing quantities of multitude or magnitude Estimating quantities and numbers Ordering and sequencing quantities and numbers |
| 2 | 2N1Students analyze quantity to 1000 2N1.2 | How Numbers Work Teacher Guide Blackline masters | Groups quantities based on units of ten (to 1000) Composes and decomposes to 1000 | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Unitizing quantities based on units of ten (place-value concepts) Decomposing wholes into parts and composing wholes from parts |
| 2 | 2N1Students analyze quantity to 1000 2N1.2, 2N1.4 | What Would You Rather? (numbers to 100) Teacher Guide Blackline masters | Compares quantities (to 100) Estimates and counts (to 100) | Numbers are related in many ways. Numbers tell us how many and how much. | Comparing quantities of multitude or magnitude Recalling number names Estimating quantities and numbers Unitizing quantities and comparing units to the whole |
| 2 | 2N1Students analyze quantity to 1000 2N1.3 2N2Students investigate addition and subtraction to 100 2N2.2 | Array's Bakery Teacher Guide Blackline masters | Adds and subtracts to 50 Skip counts to 50 | Quantities and numbers can be added and subtracted to determine how many and how much. Quantities and numbers can be grouped by or partitioned into units. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation Unitizing quantities and comparing units to the whole |

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| 2 | <p>2N1Students analyze quantity to 1000 2N1.3</p> <p>2N2Students investigate addition and subtraction to 100 2N2.2</p> | <p>Marbles, Alley's, Mibs, and Guli!</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Adds and subtracts to 50 Models multiplication and division to 50</p> | <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> <p>Quantities and numbers can be multiplied (by grouping units) and divided (by splitting into units) to determine how many and how much.</p> | <p>Developing conceptual meaning of addition and subtraction</p> <p>Developing fluency of addition and subtraction computation</p> <p>Developing conceptual meaning of multiplication and division</p> |
| 2 | <p>2N1Students analyze quantity to 1000 2N1.5</p> | <p>Nutty and Wolfy (numbers to 20)</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Describes equality as balance and inequality as imbalance</p> <p>Explores how two equations can equal the same quantity</p> <p>Uses the equal symbol in equations and knows its meaning</p> | <p>Algebraic symbols and expressions allow us to represent relations and solve problems.</p> | <p>Understanding equality and inequality is founded on generalized properties of numbers and operations</p> <p>Uses symbols, unknowns, and variables to represent mathematical relations</p> |
| 2 | <p>2N1Students analyze quantity to 1000 2N1.5</p> <p>2N2Students investigate addition and subtraction to 100 2N2.2</p> | <p>The Great Dogsled Race</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Add/Subtract to 100</p> <p>Compare/Order numbers</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • It is important to treat animals with respect • It is important to get out on the land and learn to read the land | <p>Quantities and numbers can be added and subtracted to determine how many or how much.</p> <p>Numbers are related in many ways.</p> | <p>Developing Fluency of Addition and Subtraction Computation</p> <p>Comparing and Ordering Quantities (Multitude or Magnitude)</p> |

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| 2 | <p>2N1Students analyze quantity to 1000 2N1.5</p> <p>2N2Students investigate addition and subtraction to 100 2N2.1</p> | <p>Kokum’s Bannock Teacher Guide Blackline masters</p> | <p>Model and describe equality and inequality</p> <p>Explore properties of addition and subtraction</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Learning with elders and community members passes down important teachings • Experiential learning is frequently a way young ones learn from elders and community members | <p>Patterns and relations can be represented with symbols, equations, and expressions.</p> | <p>Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations</p> |
| 2 | <p>2N2Students investigate addition and subtraction to 100 2N2.1</p> | <p>Paddling the River Teacher Guide Blackline masters</p> | <p>Count, compare, and order to 20</p> <p>Compose and decompose to 20</p> | <p>Numbers are related in many ways.</p> <p>Numbers tell us how many and how much.</p> | <p>Comparing quantities of multitude or magnitude</p> <p>Recalling number names</p> <p>Applying counting to any set of objects</p> <p>Decomposing wholes into parts and composing wholes from parts</p> |
| 2 | <p>2N2Students investigate addition and subtraction to 100 2N2.1 , 2N2.2</p> | <p>A Class-Full of Projects Teacher Guide Blackline masters</p> | <p>Adds and subtracts to 100</p> <p>Composes and decomposes based on units of ten</p> | <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> <p>Quantities and numbers can be grouped by units or split into units.</p> | <p>Developing conceptual meaning of addition and subtraction</p> <p>Developing fluency of addition and subtraction computation</p> <p>Unitizing quantities based on units of ten (place-value concepts)</p> |

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|---|--|--|---|--|--|
| 2 | 2N3 Students interpret part-whole relationships using unit fractions. | The Best Birthday Teacher Guide Blackline masters | Partitions quantities to make fractions Partitions quantities to skip count | Quantities and numbers can be grouped by or partitioned into units. | Partitioning quantities to form fractions Unitizing quantities and comparing units to the whole |
| 2 | 2N3 Students interpret part-whole relationships using unit fractions. | Hockey Homework Teacher Guide Blackline masters | Split Wholes into Equal Parts to Make Fractions Compare Fractions | Quantities and numbers can be grouped by or partitioned into units. | Partitioning quantities to form fractions |
| 3 | 3N1 Students interpret place value within 100 000 | How Numbers Work Teacher Guide Blackline masters | Groups quantities based on units of ten (to 1000) Composes and decomposes to 1000 | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Unitizing quantities based on units of ten (place-value concepts) Decomposing wholes into parts and composing wholes from parts |
| 3 | 3N1 Students interpret place value within 100 000 | Finding Buster (numbers to 1000) Teacher Guide Blackline masters | Groups quantities based on units of ten to 1000 Estimates, compares, and orders quantities and numbers to 1000 | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Unitizing quantities based on units of ten (place-value concepts) Comparing quantities of multitude or magnitude Estimating quantities and numbers Ordering and sequencing quantities and numbers |

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| 3 | <p>3N1 Students interpret place value within 100 000</p> | <p>Fantastic Journeys (numbers to 1000)</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Estimates quantities to 1000</p> <p>Compares and orders quantities to 1000</p> | <p>Numbers are related in many ways.</p> | <p>Estimating quantities and numbers</p> <p>Comparing quantities of multitude or magnitude</p> <p>Ordering and sequencing quantities and numbers</p> |
| 3 | <p>3N1 Students interpret place value within 100 000</p> <p>3N2 Students apply strategies for addition and subtraction within 1000</p> | <p>Math Makes Me Laugh</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Adds and subtracts to 1000</p> <p>Compares and orders quantities to 1000</p> | <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> <p>Numbers are related in many ways.</p> | <p>Developing conceptual meaning of addition and subtraction</p> <p>Developing fluency of addition and subtraction computation</p> <p>Ordering and sequencing quantities and numbers</p> <p>Comparing quantities of multitude or magnitude</p> |
| 3 | <p>3N1 Students interpret place value within 100 000</p> <p>3N2 Students apply strategies for addition and subtraction within 1000</p> | <p>The Street Party</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Adds and subtracts to 1000</p> <p>Compares and orders quantities to 1000</p> | <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> <p>Numbers are related in many ways.</p> | <p>Developing conceptual meaning of addition and subtraction</p> <p>Developing fluency of addition and subtraction computation</p> <p>Ordering and sequencing quantities and numbers</p> <p>Comparing quantities of multitude or magnitude</p> |

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| 3 | <p>3N2 Students apply strategies for addition and subtraction within 1000</p> <p>3N3 Students analyze and apply strategies for multiplication and Division within 100 3N3.1</p> | <p>Planting Seeds</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Adds and subtracts to 1000</p> <p>Develops conceptual meaning of multiplication</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Generosity is important • Hands-on experience is a powerful way to learn | <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> <p>Quantities and numbers can be multiplied (by grouping units) and divided (by splitting into units) to determine how many or how much.</p> | <p>Developing conceptual meaning of addition and subtraction</p> <p>Developing fluency of addition and subtraction computation</p> <p>Developing conceptual meaning of multiplication and division</p> |
| 3 | <p>3N2 Students apply strategies for addition and subtraction within 1000</p> <p>3N3 Students analyze and apply strategies for multiplication and Division within 100 3N3.1</p> | <p>Calla's Jingle Dress</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Multiplies and divides to 50</p> <p>Adds and subtracts to 100</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Family, elders, and community members are all important • Traditions and community celebrations are significant | <p>Quantities and numbers can be multiplied (by grouping units) and divided (by splitting into units) to determine how many and how much.</p> <p>Quantities and numbers can be added and subtracted to determine how many and how much.</p> | <p>Developing conceptual meaning of multiplication and division</p> <p>Developing fluency for multiplication and division computation</p> <p>Developing fluency of addition and subtraction computation</p> |
| 3 | <p>3N3 Students analyze and apply strategies for multiplication and Division within 100 3N3.1, 3N3.2</p> | <p>Sports Camp</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Models multiplication and division to 36</p> <p>Multiplies and divides to 36</p> | <p>Quantities and numbers can be multiplied (by grouping units) and divided (by splitting into units) to determine how many and how much.</p> | <p>Developing conceptual meaning of multiplication and division</p> <p>Developing fluency for multiplication and division computation</p> |

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| 3 | 3N3 Students analyze and apply strategies for multiplication and Division within 100 3N3.1 | Array's Bakery Teacher Guide Blackline masters | Adds and subtracts to 50 Skip counts to 50 | Quantities and numbers can be added and subtracted to determine how many and how much. Quantities and numbers can be grouped by or partitioned into units. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation Unitizing quantities and comparing units to the whole |
| 3 | 3N3 Students analyze and apply strategies for multiplication and Division within 100 3N3.1 | Marbles, Alley's, Mibs, and Guli! Teacher Guide Blackline masters | Adds and subtracts to 50 Models multiplication and division to 50 | Quantities and numbers can be added and subtracted to determine how many and how much. Quantities and numbers can be multiplied (by grouping units) and divided (by splitting into units) to determine how many and how much. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation Developing conceptual meaning of multiplication and division |
| 3 | 3N4 Students Interpret fractions in relation to one whole. | Hockey Homework Teacher Guide Blackline masters | Split Wholes into Equal Parts to Make Fractions Compare Fractions | Quantities and numbers can be grouped by or partitioned into units. | Partitioning quantities to form fractions |

Geometry and Spatial Reasoning Strand

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|-------|---|---|--|---|--|
| K | KG1 Children Investigate Shape KG1 | Zoom In, Zoom Out Teacher Guide Blackline Masters | Explore and describe 3D shapes Construct 3D structures and identify common 2D shapes within | 2D and 3D shapes can be analyzed and compared based on attributes that change or stay the same after moving, rotating, and reflecting shapes. Shapes are composed of and can be decomposed into other shapes. | Composing, decomposing, tiling, and packing 2D and 3D shapes Constructing, manipulating, and drawing to identify, compare, and analyse attributes of 2D and 3D shapes |
| K | KG1 Children Investigate Shape KG1 | The Castle Wall Teacher Guide Blackline Masters | Explore, sort, compare, and describe 3D shapes Construct 3D structures and identify common 2D shapes within | 2D and 3D shapes can be analyzed and compared based on attributes that change or stay the same after moving, rotating, and reflecting shapes. Shapes are composed of and can be decomposed into other shapes. | Constructing, manipulating, and drawing to identify, compare, and analyse attributes of 2D and 3D shapes Composing, decomposing, tiling, and packing 2D and 3D shapes |
| 1 | 1G1 Students interpret shape in two and three dimensions. 1G1 | Memory Book Teacher Guide Blackline masters | Locates objects on a map and uses positional language to describe location Identifies and connects 2D and 3D shapes to the real world. Indigenous Connections: <ul style="list-style-type: none"> • The importance of learning from family and community • The importance of recognizing the interconnectedness of the land and its people | The location of objects can be described with language, gesture, and maps. 2D and 3D shapes can be analyzed and compared based on attributes that change or stay the same after moving, rotating, and reflecting shapes. | Locating and mapping objects in space Constructing, manipulating, and drawing to identify, compare, and analyse attributes of 2D and 3D shapes |

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|---|---|--|--|---|---|
| 1 | <p>1G1 Students interpret shape in two and three dimensions. 1G1</p> | <p>What Was Here? Teacher Guide Blackline masters</p> | <p>Explore, identify, and sort 3D objects</p> <p>Connect 2D shapes to 3D figures</p> <p>Connect 2D shapes and 3D figures to the real world</p> | <p>2D and 3D shapes can be analyzed and compared based on attributes that change or stay the same after moving, rotating, and reflecting shapes.</p> | <p>Constructing, manipulating, and drawing to identify, compare, and analyse attributes of 2D and 3D shapes</p> <p>Exploring congruence by matching, moving, rotating and reflecting 2D and 3D shapes and representations</p> |
| 1 | <p>1G1 Students interpret shape in two and three dimensions. 1G1</p> | <p>The Castle Wall Teacher Guide Blackline masters</p> | <p>Explore, sort, compare, and describe 3D shapes</p> <p>Construct 3D structures and identify common 2D shapes within</p> | <p>2D and 3D shapes can be analyzed and compared based on attributes that change or stay the same after moving, rotating, and reflecting shapes.</p> <p>Shapes are composed of and can be decomposed into other shapes.</p> | <p>Constructing, manipulating, and drawing to identify, compare, and analyse attributes of 2D and 3D shapes</p> <p>Composing, decomposing, tiling, and packing 2D and 3D shapes</p> |
| 1 | <p>1G1 Students interpret shape in two and three dimensions. 1G1</p> | <p>The Tailor Shop Teacher Guide Blackline masters</p> | <p>Transform and describe shapes.</p> <p>Describe and compare shapes.</p> | <p>2-D shapes and 3-D solids can be transformed in many ways and analyzed for change.</p> <p>2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p> | <p>Exploring Symmetry to Analyze 2-D Shapes and 3-D Solids Exploring Symmetry to Analyze 2-D Shapes and 3-D Solids</p> <p>Investigating Geometric Attributes and Properties of 2-D Shapes and 3-D Solids</p> |

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|---|---|--|---|---|---|
| 1 | <p>1G1 Students interpret shape in two and three dimensions. 1G1</p> | <p>Zoom In, Zoom Out Teacher Guide Blackline masters</p> | <p>Explore and describe 3D shapes</p> <p>Construct 3D structures and identify common 2D shapes within</p> | <p>2D and 3D shapes can be analyzed and compared based on attributes that change or stay the same after moving, rotating, and reflecting shapes.</p> <p>Shapes are composed of and can be decomposed into other shapes.</p> | <p>Composing, decomposing, tiling, and packing 2D and 3D shapes</p> <p>Constructing, manipulating, and drawing to identify, compare, and analyse attributes of 2D and 3D shapes</p> |
| 2 | <p>2G1 Students analyze and explain geometric attributes of shape 2G1.1</p> | <p>I Spy Awesome Buildings Teacher Guide Blackline masters</p> | <p>Find and classify 2-D shapes in 3-D objects.</p> <p>Investigate and make 2-D shapes.</p> | <p>2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p> | <p>Investigating Geometric Attributes and Properties of 2-D Shapes and 3-D Solids</p> |
| 2 | <p>2G1 Students analyze and explain geometric attributes of shape 2G1.1, 2G1.2</p> | <p>Sharing Our Stories Teacher Guide Blackline masters</p> | <p>Explore lines of symmetry in 2-D shapes.</p> <p>Explore 2-D shapes</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Understanding and engaging in cultural activities creates positive identity • We learn traditional teachings when engaging in cultural events. | <p>2-D shapes and 3-D solids can be transformed in many ways and analyzed for change.</p> <p>2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p> | <p>Exploring Symmetry to Analyze 2-D Shapes and 3-D Solids</p> <p>Investigating Geometric Attributes and Properties of 2-D Shapes and 3-D Solids</p> |

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| 2 | <p>2G1 Students analyze and explain geometric attributes of shape</p> <p>2G1.2</p> | <p>The Tailor Shop Teacher Guide</p> <p>Blackline masters</p> | <p>Transform and describe shapes.</p> <p>Describe and compare shapes.</p> | <p>2-D shapes and 3-D solids can be transformed in many ways and analyzed for change.</p> <p>2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p> | <p>Exploring Symmetry to Analyze 2-D Shapes and 3-D Solids Exploring Symmetry to Analyze 2-D Shapes and 3-D Solids</p> <p>Investigating Geometric Attributes and Properties of 2-D Shapes and 3-D Solids</p> |
| 3 | <p>3G Students Relate geometric properties to shape</p> <p>3G1.1, 3G1.2</p> | <p>Gallery Tour Teacher Guide</p> <p>Blackline masters</p> | <p>Describe and compare transformations</p> <p>Identify, describe and compare 2-D shapes</p> | <p>2-D shapes and 3-D solids can be transformed in many ways and analyzed for change.</p> <p>2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p> | <p>Exploring Symmetry to Analyze 2-D Shapes and 3-D Solids</p> <p>Investigating Geometric Attributes and Properties of 2-D Shapes and 3-D Solids</p> |
| 3 | <p>3G1 Students Relate geometric properties to shape</p> <p>3G1.1</p> | <p>WONDERful Buildings Teacher Guide</p> <p>Blackline masters</p> | <p>Identify, describe and compare 2-D shapes and 3-D objects</p> <p>Compose and Decompose 2-D Shapes and 3-D Solids</p> | <p>2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p> | <p>Investigating Geometric Attributes and Properties of 2-D Shapes and 3-D Solids</p> <p>Investigating 2-D Shapes, 3-D Solids, and Their Attributes Through Composition and Decomposition</p> |

Measurement Strand

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|-------|--|--|--|--|---|
| K | KM1 Children explore size through direct comparison KM1.1. KM1.2 | To Be Long! Teacher Guide Blackline Masters | Compares objects by length Uses relative language to describe length | Many things in our world (e.g. objects, spaces, events) have attributes that can be measured and compared. Assigning a unit to a continuous attribute allows us to measure and make comparisons. | Understanding attributes that can be measured Directly comparing and ordering objects with the same measurable attribute Estimating measures using referents and benchmarks |
| K | KM1 Children explore size through direct comparison KM1.1, KM1.2 | The Best in Show Teacher Guide Blackline Masters | Uses measuring tools to compare objects by length, height, distance, mass, capacity Uses relative language to describe measures | Many things in our world (e.g. objects, spaces, events) have attributes that can be measured and compared. Assigning a unit to a continuous attribute allows us to measure and make comparisons. | Understanding attributes that can be measured Directly comparing and ordering objects with the same measurable attribute Estimating measures using referents and benchmarks |
| K | KM1 Children explore size through direct comparison KM1.1, KM1.2 | The Amazing Seed Teacher Guide Blackline Masters | Estimate and compare attributes Estimate and measure using non-standard units | Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared. Assigning a unit to a continuous attribute allows us to measure and make comparisons. | Directly and Indirectly Comparing and Ordering Objects with the Same Measurable Attribute Selecting and Using Non-standard Units to Estimate, Measure, and Make Comparisons |

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|---|---|---|---|---|--|
| 1 | <p>1M1 Students relate length to the understanding of size. 1M1.1, 1M1.2</p> | <p>Animal Measures Teacher Guide BlackLine Masters</p> | <p>Measures length and mass with non-standard units</p> <p>Explores relationship between the size of the unit and the number of units used to measure</p> | <p>Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> <p>Many things in our world (e.g. objects, spaces, events) have attributes that can be measured and compared.</p> | <p>Selecting and using nonstandard units to measure and make comparisons</p> <p>Estimating measures using referents and benchmarks Understanding attributes that can be measured</p> |
| 1 | <p>1M1 Students relate length to the understanding of size. 1M1.1, 1M1.2</p> | <p>The Amazing Seed Teacher Guide BlackLine Masters</p> | <p>Estimate and compare attributes</p> <p>Estimate and measure using non-standard units</p> | <p>Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</p> <p>Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> | <p>Directly and Indirectly Comparing and Ordering Objects with the Same Measurable Attribute</p> <p>Selecting and Using Non-standard Units to Estimate, Measure, and Make Comparisons</p> |
| 1 | <p>1M1 Students relate length to the understanding of size. 1M1.1</p> | <p>The Best in Show Teacher Guide BlackLine Masters</p> | <p>Uses measuring tools to compare objects by length, height, distance, mass, capacity</p> <p>Uses relative language to describe measures</p> | <p>Many things in our world (e.g. objects, spaces, events) have attributes that can be measured and compared.</p> <p>Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> | <p>Understanding attributes that can be measured</p> <p>Directly comparing and ordering objects with the same measurable attribute</p> <p>Estimating measures using referents and benchmarks</p> |

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|---|--|---|---|---|--|
| 1 | <p>1M1 Students relate length to the understanding of size. 1M1.2</p> | <p>To Be Long! Teacher Guide BlackLine Masters</p> | <p>Compares objects by length Uses relative language to describe length</p> | <p>Many things in our world (e.g. objects, spaces, events) have attributes that can be measured and compared. Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> | <p>Understanding attributes that can be measured Directly comparing and ordering objects with the same measurable attribute Estimating measures using referents and benchmarks</p> |
| 2 | <p>2M1 Students communicate length using units 2M1.1, 2M1.2</p> | <p>Getting Ready for School Teacher Guide Blackline masters</p> | <p>Estimate and measure length, duration, and distance around Compare, order and describe measures</p> | <p>Assigning a unit to a continuous attribute allows us to measure and make comparisons. Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</p> | <p>Selecting and Using Standard Units to Estimate, Measure, and Make Comparisons Directly and Indirectly Comparing and Ordering Objects with the Same Measurable Attribute</p> |
| 2 | <p>2M1 Students communicate length using units 2M1.1</p> | <p>The Amazing Seed Teacher Guide Blackline masters</p> | <p>Estimate and compare attributes Estimate and measure using non-standard units</p> | <p>Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared. Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> | <p>Directly and Indirectly Comparing and Ordering Objects with the Same Measurable Attribute Selecting and Using Non-standard Units to Estimate, Measure, and Make Comparisons</p> |
| 2 | <p>2M1 Students communicate length using units 2M1.1</p> | <p>The Discovery Teacher Guide Blackline masters</p> | <p>Estimate and measure length, perimeter and area Compare and describe length, perimeter and area</p> | <p>Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> | <p>Selecting and Using Non-standard Units to Estimate, Measure, and Make Comparisons</p> |

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|---|--|---|--|---|--|
| 2 | 2M1 Students communicate length using units 2M1.1 | Animal Measures Teacher Guide Blackline masters | Measures length and mass with non-standard units Explores relationship between the size of the unit and the number of units used to measure | Assigning a unit to a continuous attribute allows us to measure and make comparisons. Many things in our world (e.g. objects, spaces, events) have attributes that can be measured and compared. | Selecting and using nonstandard units to measure and make comparisons Estimating measures using referents and benchmarks Understanding attributes that can be measured |
| 3 | 3M1 Students Determine length using standard units 3M1.1 | Measurements about YOU! Teacher Guide Blackline masters | Estimate, measure and compare attributes Identify and relate measures | Assigning a unit to a continuous attribute allows us to measure and make comparisons | Selecting and Using Standard Units to Estimate, Measure, and Make Comparisons |
| 3 | 3M1 Students Determine length using standard units 3M1.2 | The Bunny Challenge Teacher Guide Blackline masters | Estimate, measure and compare area Estimate, measure and compare perimeter | 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 |
| 3 | 3M2 Students interpret angles. | | | | |

Patterns and Relations Strand

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|-------|---|---|---|---|--|
| K | KP1 Children identify and create repeating patterns KP1 | A Lot of Noise Teacher Guide Blackline Masters | Identify, describe, reproduce, and create repeating patterns with sounds and/or movement Identify and describe what comes next in a repeating pattern | Algebraic symbols and expressions allow us to represent relations and solve problems | Identifying, reproducing, extending and creating patterns that repeat. Identifying, sorting and classifying attributes that can be described mathematically |
| K | KP1 Children identify and create repeating patterns KP1 | We Can Bead! Teacher Guide Blackline Masters | Describe, extend and create repeating patterns Sort Objects by Attributes Indigenous Connections: <ul style="list-style-type: none"> • Understanding the connection to land and place and the resources they yield • The significance of experiential learning | Regularity and repetition form patterns that can be generalized and predicted mathematically. | Identifying, Reproducing, Extending, and Creating Patterns That Repeat Representing and Generalizing Increasing/Decreasing Patterns |
| 1 | 1P1 Students examine pattern in cycles 1P1 | Midnight and Snowfall Teacher Guide Blackline masters | Identify and describe repeating patterns Compare and create patterns | Regularity and repetition form patterns that can be generalized and predicted mathematically. | Identifying, Reproducing, Extending, and Creating Patterns That Repeat |

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|---|--|--|--|---|---|
| 2 | <p>2P1 Students explain and analyze patterns in a variety of contexts. 2P1.1, 2P1.2</p> | <p>Pattern Quest Teacher Guide Blackline masters</p> | <p>Investigate repeating patterns</p> <p>Investigate growing and shrinking patterns</p> <p>Indigenous Connections:</p> <ul style="list-style-type: none"> • Understanding that FNMI art reflects the culture and values of Indigenous peoples • Appreciating works of art and artistic traditions from diverse cultures, communities, times, and places | <p>Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> | <p>Identifying, Reproducing, Extending, and Creating Patterns That Repeat</p> <p>Representing and Generalizing Increasing/Decreasing Patterns</p> |
| 2 | <p>2P1 Students explain and analyze patterns in a variety of contexts. 2P1.1</p> | <p>The Best Surprise Teacher Guide Blackline masters</p> | <p>Explore growing and shrinking patterns</p> <p>Investigate number patterns</p> | <p>Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> | <p>Representing and generalizing increasing/decreasing pattern</p> |
| 3 | <p>3P1 Students analyze patterns in numerical sequences. 3P1.1, 3P1.2</p> | <p>Namir’s Marvellous Masterpieces Teacher Guide Blackline masters</p> | <p>Investigate growing and shrinking patterns (further developed)</p> <p>Use equations to represent simple growing and shrinking patterns</p> | <p>Regularity and repetition form patterns that can be generalized and predicted mathematically</p> | <p>Representing and Generalizing Increasing/Decreasing Patterns</p> |
| 3 | <p>3P1 Students analyze patterns in numerical sequences. 3P1.1</p> | <p>How Numbers Work Teacher Guide Blackline masters</p> | <p>Groups quantities based on units of ten (to 1000)</p> <p>Composes and decomposes to 1000</p> | <p>Quantities and numbers can be grouped by or partitioned into units.</p> <p>Numbers are related in many ways.</p> | <p>Unitizing quantities based on units of ten (place-value concepts)</p> <p>Decomposing wholes into parts and composing wholes from parts</p> |

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|----------|--|---|---|---|---|
| 3 | 3P1 Students analyze patterns in numerical sequences. 3P1.1, 3P1.2 | The Best Surprise Teacher Guide Blackline masters | Explore growing and shrinking patterns Investigate number patterns | Regularity and repetition form patterns that can be generalized and predicted mathematically. | Representing and generalizing increasing/decreasing pattern |
|----------|--|---|---|---|---|

Time

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|----------|--|---|---|---|--|
| K | KT1 Children interpret time as a sequence of events. | | | | |
| 1 | 1T1 Students explain Time in relation to cycles | | | | |
| 2 | 2T1 Students relate duration to time. 2T1.1, 2T1.2 | Goat Island Teacher Guide Blackline masters | Measure time, temperature and length Explore units of measure and their relationships Indigenous Connections: • Traditional teachings occur when engaging with the land, nature, and the outdoors with elders and community members | Assigning a unit to a continuous attribute allows us to measure and make comparisons. | Selecting and Using Standard Units to Estimate, Measure, and Make Comparisons Understanding Relationships Among Measurement Units |

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| 2 | <p>2T1 Students relate duration to time. 2T1.1</p> | <p>Getting Ready for School</p> <p>Teacher Guide</p> <p>Blackline masters</p> | <p>Estimate and measure length, duration, and distance around</p> <p>Compare, order and describe measures</p> | <p>Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> <p>Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</p> | <p>Selecting and Using Standard Units to Estimate, Measure, and Make Comparisons</p> <p>Directly and Indirectly Comparing and Ordering Objects with the Same Measurable Attribute</p> |
| 3 | <p>2T1 Students tell time using clocks.</p> | | | | |

Statistics

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|-------|---|--|--|--|---|
| K | | | | | |
| 1 | 1ST1 Students investigate and represent data 1ST1.1 | Graph It! Teacher Guide Blackline masters | Interpret concrete graphs and picture graphs Build concrete graphs and picture graphs | | |
| 2 | 2ST1 Students relate data to a variety of representations 2ST1.1, 2ST1.2 | Marsh Watch Teacher Guide Blackline masters | Collect, organize and display data in graphs Read and ask questions about graphs Indigenous Connections: • Valuing the land, nature and the outdoors | Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness. | Collecting Data and Organizing It into Categories Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data |
| 2 | 2ST1 Students relate data to a variety of representations 2ST1.1, 2ST1.2 | Big Buddy Days Teacher Guide Blackline masters | Build pictographs Interpret pictographs | Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness. | Collecting Data and Organizing It into Categories Reading and Interpreting Data Displays |
| 3 | 3ST1 Students interpret and explain representations of data. 3ST1.1, 3ST1.2 | Welcome to the Nature Park Teacher Guide Blackline masters | Interpret charts, tables, pictographs and bar graphs Draw conclusions from data displays | Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness. | Reading and Interpreting Data Displays Drawing Conclusions by Making Inferences and Justifying Decisions Based on Data Collected |

Financial Literacy

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|-------|---|---|--|---|--|
| K | <i>KFL1 Children explore money</i> | | | | |
| 1 | <i>1FL Students explore money and how it is used for everyday living.</i> 1FL | Buy 1, Get 1 Teacher Guide Blackline masters | Add and subtract to 20 Develop addition and subtraction strategies | Quantities and numbers can be added and subtracted to determine how many and how much. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation |
| 2 | <i>2FL Students relate money and decision making</i> 2FL | The Money Jar Teacher Guide Blackline masters | Adds and subtracts to 100 Composes and decomposes based on units of ten | Quantities and numbers can be added and subtracted to determine how many and how much. Quantities and numbers can be grouped by units or split into units. | Developing conceptual meaning of addition and subtraction Developing fluency of addition and subtraction computation Unitizing quantities based on units of ten (place-value concepts) |
| 3 | <i>3FL Students describe strategies that support responsible money management</i> | | | | |

Algebra

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|-------|--|--|---|---|---|
| 3 | <i>3A1 Students illustrate equality with equations</i> | A Week of Challenges Teacher Guide Blackline masters | Use properties of equality to solve problems Use the language of algebra | Patterns and relations can be represented with symbols, equations, and expressions. | Understanding Equality and Inequality, Building on Generalized Properties of Numbers and Operations Using Symbols, Unknowns, and Variables to Represent Mathematical Relations |

Other Books

| Grade | Learning Outcome | Title | Math Focus | Big Ideas | Conceptual Threads |
|-------|--|--|---|---|--|
| K | | The New Nest Teacher Guide Blackline Masters | Uses positional language to describe location and movement Uses relative positions to describe location Recognize shapes | The location of objects can be described with language, gesture, and maps. 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes. | Locating and mapping objects in space Investigating Geometric Attributes and Properties of 2-D Shapes and 3-D Solids |
| K | Possibly Gr 1 ST1.1 and ST1.2 Students investigate and represent data. | Hedge and Hog Teacher Guide Blackline Masters | Creates displays (graphs) using objects Interprets data/graphs to answer questions | The process of formulating questions, collecting data and consolidating data in visual and graphical displays help us to understand, predict and interpret situations that involve uncertainty, variability, and randomness of groups or data sets. | Formulating questions to learn about groups, collections, and events by collecting data Creating visual or graphical displays of data collected Reading and interpreting data displays Draw conclusions, making inferences and justifying decisions based on data collected |
| 1 | Possibly Gr 1 1N1.3 Students interpret and explain quantity to 100 | At the Corn Farm Teacher Guide Blackline masters | Group quantities based on units of 10 Compare and order sets/quantities to 20 Indigenous Connections: • The importance of working together/collaboration • Corn as a historic staple | Quantities and numbers can be grouped by or partitioned into units. Numbers are related in many ways. | Unitizing quantities based on units of ten (place-value concepts) Comparing quantities of multitude or magnitude Estimating quantities and numbers Ordering and sequencing quantities and numbers |

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| 2 | | Robo Teacher Guide Blackline masters | Describe the Location of Objects Describe the Location of Objects | Objects can be located in space and viewed from multiple perspectives. | Locating and Mapping Objects in Space. |
| 3 | | Chance Teacher Guide Blackline masters | Explore the Likelihood of Different Outcomes Investigate the Fairness of Games | Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness | Using the Language of Chance to Describe and Predict Events Formulating Questions to Learn About Groups, Collections, and Events by Collecting Relevant Data |