

Correlation of Mathematics Readers Grade 1 to the Manitoba Mathematics Curriculum Framework of Outcomes

Number: Develop number sense.

OUTCOME

1.N.1.

Say the number sequence by: 1s forward and backward between any two given; numbers (0 to 100); 2s to 30, forward starting at 0; 5s and 10s to 100, forward starting at 0. [C, CN, ME, V]

Correlated Lessons:

Celebrate 100 Days, Party Time, A Year in Our Lives, A Day in Our Lives Page 36,41 Objective 1 Students count whole numbers (i.e., both cardinal and ordinal numbers)

OUTCOME

1.N.4.

Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]

Correlated Lessons:

Celebrate 100 Days, Party Time, A Mountain of Trash, Smile! A Trip to the Dentist, Shopping in the City, Let's Play Page Reader Objective 25 Students understand that numerals are symbols used to represent quantities or real-world objects

Looking for Shapes, Shaping Up, Main Street Animal Shelter, Our Favorites Page Reader Objective 35 Students understands that numerals are symbols used to represent quantities or attributes of real-world objects

Music Around the World, Crafty Kids, Day at the Zoo, Night at the Community Center Page Reader Objective 31 Students use whole number models (e.g., pattern blocks, tiles, or other manipulative materials) to represent problems

OUTCOME

1.N.9.

Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically, by: using familiar and mathematical language to describe additive and subtractive actions from their experience; creating and solving problems in context that involve addition and subtraction; modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically. [C, CN, ME, PS, R, V]

Correlated Lessons:

A Mountain of Trash, Smile! A Trip to the Dentist Page Reader Objective 28 Students solve real-world

problems involving addition whole numbers

A Year in Our Lives, A Day in Our Lives Page Reader Objective 39 Students draw pictures to represent problems

Day at the Zoo, Night at the Community Center Page Reader Objective 41 Students explain to others how she or he went about solving a numerical problem

Music Around the World, Crafty Kids, Day at the Zoo, Night at the Community Center Page Reader Objective 31 Students use whole number models (e.g., pattern blocks, tiles, or other manipulative materials) to represent problems

Shopping in the City, Let's Play Page 84,89 Objective 7 Students subtract whole numbers

Shopping in the City, Let's Play Page Reader Objective 29 Students solve real-world problems involving subtraction whole numbers

Patterns and Relations (Patterns): Use patterns to describe the world and to solve problems.

OUTCOME

1.PR.1.

Demonstrate an understanding of repeating patterns (two to four elements) by: describing; reproducing; extending; creating patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V]

Correlated Lessons:

Looking for Shapes, Shaping Up Page Reader Objective 36 Students recognize regularities in a variety of contexts (e.g., events, designs, shapes, sets of numbers)

Music Around the World, Crafty Kids Page 108,113 Objective 10 Students extend simple patterns (e.g., of numbers, physical objects, geometric shapes)

Music Around the World, Crafty Kids Page Reader Objective 30 Students recognize regularities in a variety of contexts (e.g., events, designs, shapes, sets of numbers)

Music Around the World, Crafty Kids, Looking for Shapes, Shaping Up Page Reader Objective 32 Students understand that patterns can be made by putting different shapes together or taking them apart

OUTCOME

MB.1.SS.

Shape and Space (3-D Objects and 2-D Shapes): Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

OUTCOME

1.SS.3.

Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]

Correlated Lessons:

Music Around the World, Crafty Kids, Looking for Shapes, Shaping Up Page Reader Objective 32 Students understand that patterns can be made by putting different shapes together or taking them apart