



Recommended P1 / Grade 1 Curriculum Framework

<b>Content: MATHEMATICS – P1 / Grade 1</b>						
<b>Topic: Number Sense to 50 / Algebraic Ideas (Weeks 3-6)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>CONCEPTS-Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:</b></p> <p><b>MA-E-1.1.1</b> Whole numbers (0 to 50)</p> <p><b>MA-E-1.1.3</b> Odd and even numbers</p> <p><b>MA-E-1.1.5</b> Multiple representations of numbers (e.g., drawings, manipulative, symbols)</p>	<p><b>AE 2.7</b> Students understand number concepts and use numbers appropriately and accurately.</p> <p><b>AE 2.11</b> Students understand mathematical change concepts and use them appropriately and accurately.</p> <p><b>CA</b> Students will explore odd and even numbers.</p>					

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<p><b>SKILLS-Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:</b>  <b>MA-E-1.2.1</b> Read, write, and rename whole numbers (<b>0 to 50</b>)</p> <p><b>MA-E-1.2.4</b> Skip count forward and backward</p> <p><b>MA-E-1.2.5</b> Estimate quantities of objects</p> <p><b>MA-E-1.2.9</b> Order and compare (&gt;,&lt;=) whole numbers</p> <p><b>MA-E-2.2.1</b> Sort objects and compare attributes</p>	<p><b>CA</b> Students will explore skip counting (by 2s, 5s, 10s).</p> <p><b>CA</b> Students will explore counting backwards by ones.</p> <p><b>POS-M-P-NC-14</b> Students explore appropriate estimation procedures.</p> <p><b>CA</b> Students will order and compare numbers from 0 to 50, using physical models.</p> <p><b>CA</b> Students will understand number positions (e.g., after, before, between).</p> <p><b>CA</b> Students will sort objects by more than one attribute (e.g., color, weight, shape, length).</p> <p><b>CA</b> Students will describe, compare and classify objects.</p>					

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<p><b>MA-E-4.2.1</b> Find rules for, extend, and create patterns.</p> <p><b>RELATIONSHIPS- Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:</b></p> <p><b>MA-E-4.3.1</b> How patterns (e.g., numbers, pictures, words) are alike and different</p>	<p><b>POS-M-P-A-3</b> Students will identify and describe patterns in real life and numerical situations.</p> <p><b>POS-M-P-A-4</b> Students will create, reproduce, and extend patterns of movements and sounds.</p>					