

My Math Path 1—Ontario Curriculum Correlation

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Strand: A. Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes		
Overall Expectations		
By the end of Grade 1, students will:		
A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes <ul style="list-style-type: none"> apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum 	<i>All chapters; see Specific Expectations below. SEL outcomes per lesson are also available in the Chapter Overview of each chapter in the Teacher’s Resource.</i>	
Specific Expectations		
A1.1 identify and manage emotions	1A: Chapter 1, Wrap Up 1A: Chapter 2, Lesson 1 1A: Chapter 4, Lesson 3, Wrap Up 1B: Chapter 6, Lesson 1, Wrap Up 1B: Chapter 8, Wrap Up 1B: Chapter 9, Lesson 3 1C: Chapter 10, Lesson 4 1C: Chapter 11, Wrap Up 1C: Chapter 12, Lesson 1, Wrap Up 1C: Chapter 13, Wrap Up 1C: Chapter 15, Lesson 2, Wrap Up 1D: Chapter 16, Wrap Up 1D: Chapter 17, Opener, Lesson 2, Wrap Up 1D: Chapter 18, Lesson 1, Wrap Up 1D: Chapter 19, Lesson 4, Wrap Up	p. 30 pp. 33–40 pp. 84–86, 94–95 pp. 41–43, 52 pp. 112–114 pp. 132–138 pp. 17–24 pp. 45–46 pp. 52–56, 70–71 pp. 105–106 pp. 134–140, 141 pp. 19–20 pp. 21–23, 36–48, 49–50 pp. 56–63, 75 pp. 107–114, 128–129
A1.2 recognize sources of stress and cope with challenges	1A: Chapter 2, Lesson 1 1A: Chapter 4, Lesson 3, Wrap Up 1B: Chapter 6, Wrap Up 1B: Chapter 7, Lesson 1 1B: Chapter 8, Lesson 2, Wrap Up 1C: Chapter 11, Lesson 2, Wrap Up 1C: Chapter 12, Lesson 1 1C: Chapter 13, Lesson 3, Wrap Up 1C: Chapter 15, Lesson 2, Wrap Up 1D: Chapter 16, Lesson 2, Wrap Up 1D: Chapter 18, Lesson 1, Wrap Up 1D: Chapter 19, Lesson 2, Wrap Up	pp. 33–40 pp. 84–86, 94–95 p. 52 pp. 56–61 pp. 95–111, 112–114 pp. 37–44, 45–46 pp. 52–56 pp. 90–104, 105–106 pp. 134–140, 141 pp. 12–18, 19–20 pp. 56–63, 75 pp. 90–96, 128–129

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A1.3 maintain positive motivation and perseverance	1A: Chapter 1, Lesson 3, Wrap Up 1A: Chapter 2, Opener 1A: Chapter 3, Opener 1A: Chapter 4, Opener, Lesson 3 1B: Chapter 7, Lessons 1, 3, Wrap Up 1B: Chapter 8, Lesson 2, Wrap Up 1B: Chapter 9, Wrap Up 1C: Chapter 11, Lesson 2, Wrap Up 1C: Chapter 13, Lessons 1, 3, Wrap Up 1C: Chapter 15, Lesson 2 1D: Chapter 16, Lesson 2 1D: Chapter 18, Lesson 2 1D: Chapter 19, Lesson 2	pp. 21–29, 30 pp. 31–32 pp. 42–44 pp. 66–68, 84–86 pp. 56–61, 66–73, 82–83 pp. 95–111, 112–114 pp. 139–140 pp. 37–44, 45–46 pp. 77–84, 90–104, 105–106 pp. 134–140 pp. 12–18 pp. 64–69 pp. 90–96
A1.4 build relationships and communicate effectively	1A: Chapter 1, Lesson 1 1A: Chapter 3, Lessons 1–3 1B: Chapter 5, Lessons 2–3, Wrap Up 1B: Chapter 7, Lesson 1 1B: Chapter 8, Lesson 2 1B: Chapter 9, Lesson 2 1C: Chapter 10, Lessons 3–4 1C: Chapter 11, Lesson 2 1C: Chapter 12, Lesson 1, Wrap Up 1C: Chapter 13, Lesson 1 1D: Chapter 16, Lesson 2, Wrap Up 1D: Chapter 17, Opener, Lesson 2, Wrap Up 1D: Chapter 18, Lessons 1–2, Wrap Up 1D: Chapter 19, Lessons 2, 4	pp. 4–12 pp. 45–63 pp. 20–36, 37–38 pp. 56–61 pp. 95–111 pp. 126–131 pp. 14–24 pp. 37–44 pp. 52–56, 70–71 pp. 77–84 pp. 12–18, 19–20 pp. 21–23, 36–48, 49–50 pp. 56–69, 75 pp. 90–96, 107–114
A1.5 develop self-awareness and sense of identity	1A: Chapter 1, Opener 1A: Chapter 2, Wrap Up 1A: Chapter 3, Lesson 3, Wrap Up 1A: Chapter 4, Lesson 1, Wrap Up 1B: Chapter 5, Opener, Lesson 2, Wrap Up 1B: Chapter 6, Opener, Lesson 1 1B: Chapter 8, Opener 1B: Chapter 9, Lessons 2–3, Wrap Up 1C: Chapter 10, Opener, Lessons 3–4, Wrap Up 1C: Chapter 11, Opener 1C: Chapter 13, Opener, Lesson 1 1C: Chapter 14, Opener, Wrap Up 1C: Chapter 15, Wrap Up 1D: Chapter 16, Opener, Wrap Up 1D: Chapter 17, Opener, Lesson 2, Wrap Up 1D: Chapter 18, Opener 1D: Chapter 19, Opener	pp. 1–3 p. 41 pp. 59–63, 64–65 pp. 69–78, 94–95 pp. 2–5, 20–28, 37–38 pp. 39–40, 41–43 pp. 84–85 pp. 126–138, 139–140 pp. 1–3, 13–24, 25–26 pp. 27–29 pp. 72–76, 77–84 pp. 107–109, 122 p. 141 pp. 1–5, 19–20 pp. 21–23, 36–48, 49–50 pp. 51–55 pp. 76–79

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A1.6 think critically and creatively	1A: Chapter 1, Opener 1A: Chapter 2, Opener, Wrap Up 1A: Chapter 3, Opener, Lesson 3, Wrap Up 1A: Chapter 4, Opener 1B: Chapter 5, Opener, Lesson 3 1B: Chapter 6, Opener 1B: Chapter 7, Opener, Lesson 3, Wrap Up 1B: Chapter 8, Opener 1B: Chapter 9, Opener, Lesson 3, Wrap Up 1C: Chapter 10, Opener, Wrap Up 1C: Chapter 11, Opener 1C: Chapter 12, Opener 1C: Chapter 13, Opener 1C: Chapter 14, Opener, Wrap Up 1C: Chapter 15, Opener 1D: Chapter 16, Opener 1D: Chapter 18, Opener 1D: Chapter 19, Opener, Wrap Up	pp. 1–3 pp. 31–32, 41 pp. 42–44, 59–63, 64–65 pp. 66–68 pp. 2–5, 29–36 pp. 39–40 pp. 53–55, 66–73, 82–83 pp. 84–85 pp. 115–117, 132–138, 139–140 pp. 1–3, 25–26 pp. 27–29 pp. 47–51 pp. 72–76 pp. 107–109, 122 pp. 123–124 pp. 1–5 pp. 51–55 pp. 76–79, 128–129
Strand: B. Number		
Overall Expectations		
By the end of Grade 1, students will:		
B1. Number Sense • demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	1A: Chapter 1 1A: Chapter 2, Lesson 1 1A: Chapter 3, Lesson 1 1A: Chapter 4, Lesson 1 1B: Chapter 7, Lessons 1–4 1B: Chapter 9, Lessons 1–2 1C: Chapter 13, Lessons 1–3 1D: Chapter 17, Lessons 1–2 1D: Chapter 19, Lesson 1	pp. 1–30 pp. 33–40 pp. 45–54 pp. 69–78 pp. 56–81 pp. 118–131 pp. 77–104 pp. 24–48 pp. 80–89
Specific Expectations		
<i>Whole Numbers</i>		
By the end of Grade 1, students will:		
B1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life	1A: Chapter 1, Lessons 1, 3 1B: Chapter 7, Lessons 1, 4 1C: Chapter 13, Lessons 1–3	pp. 4–12, 21–29 pp. 56–61, 74–81 pp. 77–104
B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts	1A: Chapter 1, Lesson 1 1A: Chapter 2, Lesson 1 1B: Chapter 7, Lessons 1–2 1B: Chapter 9, Lessons 1–2 1C: Chapter 13, Lessons 1–2 1D: Chapter 19, Lessons 1–4	pp. 4–12 pp. 33–40 pp. 56–65 pp. 118–131 pp. 77–89 pp. 80–114

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
B1.3 compare and order whole numbers up to and including 50, in various contexts	1A: Chapter 1, Lessons 2–3 1A: Chapter 3, Lesson 1 1A: Chapter 4, Lesson 1 1B: Chapter 7, Lessons 3–4 1C: Chapter 13, Lesson 3	pp. 13–29 pp. 45–54 pp. 69–78 pp. 66–81 pp. 90–104
B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting	1C: Chapter 13, Lesson 2	pp. 85–89
B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies	1A: Chapter 1, Lesson 1 1A: Chapter 3, Lesson 1 1A: Chapter 4, Lesson 1 1B: Chapter 7, Lesson 1 1C: Chapter 13, Lessons 1, 3 1D: Chapter 19, Lessons 1, 3	pp. 4–12 pp. 45–54 pp. 69–78 pp. 56–61 pp. 77–84, 90–104 pp. 80–89, 97–106
<i>Fractions</i> By the end of Grade 1, students will:		
B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2	1D: Chapter 17, Lesson 2	pp. 36–48
B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts	1D: Chapter 17, Lesson 1	pp. 24–35
B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10	1D: Chapter 17, Lesson 1	pp. 24–35
Overall Expectations By the end of Grade 1, students will:		
B2. Operations • use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	1A: Chapter 2, Lesson 1 1A: Chapter 3 1A: Chapter 4 1B: Chapter 7, Lessons 1–2 1B: Chapter 9, Lessons 1–3 1D: Chapter 17, Lesson 2 1D: Chapter 18, Lessons 1–3 1D: Chapter 19, Lesson 1	pp. 33–40 pp. 42–65 pp. 66–95 pp. 56–65 pp. 118–138 pp. 36–48 pp. 56–74 pp. 80–89
Specific Expectations		
<i>Properties and Relationships</i> By the end of Grade 1, students will:		
B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations	1A: Chapter 2, Lesson 1 1A: Chapter 3, Lessons 1–3 1A: Chapter 4, Lessons 1–4 1B: Chapter 9, Lesson 1 1D: Chapter 19, Lessons 1, 3, 4, 6	pp. 33–40 pp. 45–63 pp. 69–93 pp. 118–125 pp. 80–89, 97–106, 107–114, 119–127

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<i>Math Facts</i>		
By the end of Grade 1, students will:		
B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts	1A: Chapter 3, Lesson 1 1A: Chapter 4, Lesson 1 1B: Chapter 9, Lessons 1–2 1D: Chapter 19, Lessons 1–4	pp. 45–54 pp. 69–78 pp. 118–131 pp. 80–114
<i>Mental Math</i>		
By the end of Grade 1, students will:		
B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used	1D: Chapter 18, Lessons 1–3	pp. 56–74
<i>Addition and Subtraction</i>		
By the end of Grade 1, students will:		
B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50	1A: Chapter 3, Lessons 1–3 1A: Chapter 4, Lessons 1–3 1B: Chapter 7, Lesson 1 1B: Chapter 9, Lessons 1–3 1D: Chapter 19, Lessons 1–6	pp. 45–63 pp. 69–86 pp. 56–61 pp. 118–138 pp. 80–127
<i>Multiplication and Division</i>		
By the end of Grade 1, students will:		
B2.5 represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings	1D: Chapter 17, Lesson 2	pp. 36–48
Strand: C. Algebra		
Overall Expectations		
By the end of Grade 1, students will:		
C1. Patterns and Relationships • identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	1A: Chapter 4, Lesson 1 1B: Chapter 6, Lessons 1–3 1B: Chapter 7, Lesson 4 1C: Chapter 13, Lesson 3	pp. 69–78 pp. 41–51 pp. 74–81 pp. 90–104
Specific Expectations		
<i>Patterns</i>		
By the end of Grade 1, students will:		
C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts	1B: Chapter 6, Lessons 1–3	pp. 41–51
C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers	1B: Chapter 6, Lessons 1–3	pp. 41–51
C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns	1B: Chapter 6, Lessons 1–2 1B: Chapter 7, Lesson 4	pp. 41–46 pp. 74–81
C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50	1C: Chapter 13, Lesson 3	pp. 90–104

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Overall Expectations		
By the end of Grade 1, students will:		
C2. Equations and Inequalities • demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	1A: Chapter 2, Lesson 1 1A: Chapter 4 1B: Chapter 7, Lessons 1–2 1B: Chapter 9, Lessons 1–3 1C: Chapter 11, Lesson 2 1D: Chapter 18, Lesson 3	pp. 33–40 pp. 66–95 pp. 56–65 pp. 118–138 pp. 37–44 pp. 70–74
Specific Expectations		
<i>Variables</i>		
By the end of Grade 1, students will:		
C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts	1C: Chapter 11, Lesson 2	pp. 37–44
<i>Equalities and Inequalities</i>		
By the end of Grade 1, students will:		
C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not	1A: Chapter 2, Lesson 1 1A: Chapter 3, Lesson 1 1B: Chapter 9, Lesson 1 1D: Chapter 18, Lesson 3	pp. 33–40 pp. 45–54 pp. 118–125 pp. 70–74
C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts	1A: Chapter 2, Lesson 1 1A: Chapter 3, Lessons 1–3 1A: Chapter 4, Lessons 1–4 1B: Chapter 7, Lessons 1–2 1B: Chapter 9, Lessons 1–3	pp. 33–40 pp. 45–63 pp. 69–93 pp. 56–65 pp. 118–138
Overall Expectations		
By the end of Grade 1, students will:		
C3. Coding • solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding Toolkit 1B: Chapter 8, Lesson 2	CD1_01, CD1_02 pp. 95–111
Specific Expectations		
<i>Coding Skills</i>		
By the end of Grade 1, students will:		
C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events	Coding Toolkit 1B: Chapter 8, Lesson 2	CD1_01 pp. 95–111
C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes	Coding Toolkit 1B: Chapter 8, Lesson 2	CD1_02 pp. 95–111
Overall Expectations		
By the end of Grade 1, students will:		
C4. Mathematical Modelling • apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	1B: Chapter 5, Lesson 1 1C: Chapter 11, Lesson 2 1D: Chapter 16, Lesson 2	pp. 6–19 pp. 37–43 pp. 12–18

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Specific Expectations		
<i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands. Students' demonstration of the process of mathematical modelling, as they apply concepts and skills learned in other strands, is assessed and evaluated.</i>		
Strand: D. Data		
Overall Expectations		
By the end of Grade 1, students will:		
D1. Data Literacy • manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	1C: Chapter 12, Lessons 1–3	pp. 52–69
Specific Expectations		
<i>Data Collection and Organization</i>		
By the end of Grade 1, students will:		
D1.1 sort sets of data about people or things according to one attribute, and describe rules used for sorting	1C: Chapter 12, Lesson 1	pp. 52–56
D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables	1C: Chapter 12, Lessons 1–3	pp. 52–69
<i>Data Visualization</i>		
By the end of Grade 1, students will:		
D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels	1C: Chapter 12, Lessons 1–3	pp. 52–69
<i>Data Analysis</i>		
By the end of Grade 1, students will:		
D1.4 order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs	1C: Chapter 12, Lessons 1–3	pp. 52–69
D1.5 analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	1C: Chapter 12, Lessons 1–3	pp. 52–69
Overall Expectations		
By the end of Grade 1, students will:		
D2. Probability • describe the likelihood that events will happen, and use that information to make predictions	1D: Chapter 16, Lessons 1–2	pp. 6–18

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Specific Expectations		
<i>Probability</i>		
By the end of Grade 1, students will:		
D2.1 use mathematical language, including the terms “impossible,” “possible,” and “certain,” to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	1D: Chapter 16, Lesson 1	pp. 6–11
D2.2 make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size	1D: Chapter 16, Lesson 2	pp. 12–18
Strand: E. Spatial Sense		
Overall Expectations		
By the end of Grade 1, students will:		
E1. Geometric and Spatial Reasoning • describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	1B: Chapter 5 1B: Chapter 8, Lesson 2	pp. 2–38 pp. 95–111
Specific Expectations		
<i>Geometric Reasoning</i>		
By the end of Grade 1, students will:		
E1.1 sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used	1B: Chapter 5, Lessons 1–2	pp. 6–28
E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	1B: Chapter 5, Lessons 2–3	pp. 20–36
E1.3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves	1B: Chapter 5, Lessons 1–3	pp. 6–36
<i>Location and Movement</i>		
By the end of Grade 1, students will:		
E1.4 describe the relative locations of objects or people, using positional language	1B: Chapter 8, Lesson 2	pp. 95–111
E1.5 give and follow directions for moving from one location to another	1B: Chapter 8, Lesson 2	pp. 95–111
Overall Expectations		
By the end of Grade 1, students will:		
E2. Measurement • compare, estimate, and determine measurements in various contexts	1C: Chapter 10, Lessons 1–4 1C: Chapter 11, Lessons 1–2	pp. 4–24 pp. 30–44
Specific Expectations		
<i>Attributes</i>		
By the end of Grade 1, students will:		
E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle	1B: Chapter 5, Lessons 1–2 1C: Chapter 10, Lessons 1–4 1C: Chapter 11, Lessons 1–2	pp. 6–28 pp. 4–24 pp. 30–44
E2.2 compare several everyday objects and order them according to length, area, mass, and capacity	1C: Chapter 10, Lessons 1–4 1C: Chapter 11, Lessons 1–2	pp. 4–24 pp. 30–44

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<i>Time</i>		
By the end of Grade 1, students will:		
E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons	1C: Chapter 14, Lesson 1	pp. 110–121
Strand: F. Financial Literacy		
Overall Expectations		
By the end of Grade 1, students will:		
F1. Money and Finances • demonstrate an understanding of the value of Canadian currency	1C: Chapter 15, Lessons 1–2	pp. 125–140
Specific Expectations		
<i>Money Concepts</i>		
By the end of Grade 1, students will:		
F1.1 identify the various Canadian coins up to 50¢ and coins and bills up to \$50, and compare their values	1C: Chapter 15, Lessons 1–2	pp. 125–140