STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Strand: A. Social-Emotional Learning (SEL) Skills in Ma	athematics and the Mathematical Processes	
Overall Expectations		
By the end of Grade 1, students will:		
 A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes apply, to the best of their ability, a variety of social- 	All chapters; see Specific Expectations below. SEL outcomes per lesson are also available in the Chapter Overview of each chapter in the	
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	Teacher's Resource.	
Specific Expectations		
A1.1 identify and manage emotions	1A: Chapter 1, Wrap Up	р. 30
	1A: Chapter 2, Lesson 1	рр. 33–40
	1A: Chapter 4, Lesson 3, Wrap Up	pp. 84–86, 94–95
	1B: Chapter 6, Lesson 1, Wrap Up	pp. 41–43, 52
	1B: Chapter 8, Wrap Up	рр. 112–114
	1B: Chapter 9, Lesson 3	рр. 132–138
	1C: Chapter 10, Lesson 4	рр. 17–24
	1C: Chapter 11, Wrap Up	рр. 45–46
	1C: Chapter 12, Lesson 1, Wrap Up	pp. 52–56, 70–71
	1C: Chapter 13, Wrap Up	рр. 105–106
	1C: Chapter 15, Lesson 2, Wrap Up	рр. 134–140, 141
	1D: Chapter 16, Wrap Up	рр. 19–20
	1D: Chapter 17, Opener, Lesson 2, Wrap Up	pp. 21–23, 36–48, 49–50
	1D: Chapter 18, Lesson 1, Wrap Up	рр. 56–63, 75
	1D: Chapter 19, Lesson 4, Wrap Up	рр. 107–114, 128–129
A1.2 recognize sources of stress and cope with	1A: Chapter 2, Lesson 1	рр. 33–40
challenges	1A: Chapter 4, Lesson 3, Wrap Up	pp. 84–86, 94–95
	1B: Chapter 6, Wrap Up	p. 52
	1B: Chapter 7, Lesson 1	рр. 56–61
	1B: Chapter 8, Lesson 2, Wrap Up	pp. 95–111, 112–114
	1C: Chapter 11, Lesson 2, Wrap Up	рр. 37–44, 45–46
	1C: Chapter 12, Lesson 1	рр. 52–56
	1C: Chapter 13, Lesson 3, Wrap Up	pp. 90–104, 105–106
	1C: Chapter 15, Lesson 2, Wrap Up	pp. 134–140, 141
	1D: Chapter 16, Lesson 2, Wrap Up	рр. 12–18, 19–20
	1D: Chapter 18, Lesson 1, Wrap Up	рр. 56–63, 75
	1D: Chapter 19, Lesson 2, Wrap Up	pp. 90–96, 128–129

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

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

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
B1.3 compare and order whole numbers up to and	1A: Chapter 1, Lessons 2–3	рр. 13–29
including 50, in various contexts	1A: Chapter 3, Lesson 1	рр. 45–54
	1A: Chapter 4, Lesson 1	рр. 69–78
	1B: Chapter 7, Lessons 3–4	pp. 66–81
	1C: Chapter 13, Lesson 3	рр. 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	рр. 85–89
B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety	1A: Chapter 1, Lesson 1	pp. 4–12
of tools and strategies	1A: Chapter 3, Lesson 1	рр. 45–54
	1A: Chapter 4, Lesson 1	рр. 69–78
	1B: Chapter 7, Lesson 1	pp. 56–61
	1C: Chapter 13, Lessons 1, 3	pp. 77–84, 90–104
	1D: Chapter 19, Lessons 1, 3	pp. 80–89, 97–106
Fractions	·	
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	рр. 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	рр. 24–35
Overall Expectations		- ·
By the end of Grade 1, students will:		
B2. Operations	1A: Chapter 2, Lesson 1	рр. 33–40
• use knowledge of numbers and operations to solve	1A: Chapter 3	pp. 42–65
mathematical problems encountered in everyday life	1A: Chapter 4	pp. 66–95
	1B: Chapter 7, Lessons 1–2	pp. 56–65
	1B: Chapter 9, Lessons 1–3	pp. 118–138
	1D: Chapter 17, Lesson 2	рр. 36–48
	1D: Chapter 18, Lessons 1–3	pp. 56–74
	1D: Chapter 19, Lesson 1	pp. 80–89
Specific Expectations		
Properties and Relationships		
By the end of Grade 1, students will:		
B2.1 use the properties of addition and subtraction,	1A: Chapter 2, Lesson 1	рр. 33–40
and the relationship between addition and subtraction,	1A: Chapter 3, Lessons 1–3	рр. 45–63
to solve problems and check calculations	1A: Chapter 4, Lessons 1–4	pp. 69–93
	1B: Chapter 9, Lesson 1	pp. 118–125
	1D: Chapter 19, Lessons 1, 3, 4, 6	рр. 80–89, 97–106, 107–114, 119–127

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Math Facts		
By the end of Grade 1, students will:		
B2.2 recall and demonstrate addition facts for	1A: Chapter 3, Lesson 1	рр. 45–54
numbers up to 10, and related subtraction facts	1A: Chapter 4, Lesson 1	pp. 69–78
	1B: Chapter 9, Lessons 1–2	pp. 118–131
	1D: Chapter 19, Lessons 1–4	pp. 80–114
Mental Math		1
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	рр. 56–74
Addition and Subtraction	·	·
By the end of Grade 1, students will:		
B2.4 use objects, diagrams, and equations to	1A: Chapter 3, Lessons 1–3	рр. 45–63
represent, describe, and solve situations involving	1A: Chapter 4, Lessons 1–3	рр. 69–86
addition and subtraction of whole numbers that add	1B: Chapter 7, Lesson 1	pp. 56–61
	1B: Chapter 9, Lessons 1–3	pp. 118–138
	1D: Chapter 19, Lessons 1–6	рр. 80–127
Multiplication and Division	·	·
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	рр. 36–48
Strand: C. Algebra	1	
Overall Expectations		
By the end of Grade 1, students will:		
C1. Patterns and Relationships	1A: Chapter 4, Lesson 1	рр. 69–78
• identify, describe, extend, create, and make	1B: Chapter 6, Lessons 1–3	pp. 41–51
predictions about a variety of patterns, including	1B: Chapter 7, Lesson 4	pp. 74–81
	1C: Chapter 13, Lesson 3	рр. 90–104
Specific Expectations		
Patterns		
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	рр. 41–51
C1.3 determine pattern rules and use them to extend	1B: Chapter 6, Lessons 1–2	pp. 41–46
patterns, make and justify predictions, and identify missing elements in patterns	1B: Chapter 7, Lesson 4	pp. 74–81
C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50	1C: Chapter 13, Lesson 3	рр. 90–104

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Overall Expectations By the end of Grade 1, students will: C2. Equations and Inequalities, and inequalities, and apply this understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts 1A: Chapter 7, Lessons 1-2 pp. 66-95 1B: Chapter 7, Lessons 1-2 pp. 58-65 1B: Chapter 7, Lessons 1-2 pp. 37-44 1D: Chapter 11, Lesson 2 pp. 37-44 1D: Chapter 18, Lesson 2 pp. 37-44 1D: Chapter 18, Lesson 1 pp. 37-44 1D: Chapter 18, Lesson 2 pp. 37-44 1D: Chapter 11, Lesson 2 pp. 37-44 1D: Chapter 11, Lesson 1 pp. 33-40 1A: Chapter 2, Lesson 1 pp. 45-54 1B: Chapter 9, Lesson 1 pp. 33-40 1A: Chapter 9, Lesson 1 pp. 45-54 1B: Chapter 9, Lesson 1 pp. 45-63 1D: Chapter 18, Lesson 1 pp. 45-63 1A: Chapter 7, Lessons 1-2 pp. 45-63 1A: Chapter 7, Lessons 1-3 pp. 45-63	STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES		
By the end of Grade 1, students will: C2. Equations and Inequalities edemonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts 1A: Chapter 4 pp. 64-95 1B: Chapter 9, Lessons 1-2 pp. 57-44 pp. 70-74 Specific Expectations 1D: Chapter 11, Lesson 2 pp. 37-44 Variables Variables pp. 37-44 By the end of Grade 1, students will: C2.1 identify quantities that can change and quantities that an change and quantities and inequalities pp. 37-44 C2.1 identify quantities that can change and quantities Hy the end of Grade 1, students will: 1C: Chapter 11, Lesson 2 pp. 37-44 C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not 1A: Chapter 2, Lesson 1 pp. 33-40 1B: Chapter 9, Lesson 1 pp. 45-54 118: Chapter 9, Lesson 1 pp. 45-54 1B: Chapter 9, Lesson 1 pp. 45-54 118: Chapter 9, Lesson 1 pp. 45-54 1D: Chapter 18, Lesson 1 pp. 65-63 118: Chapter 9, Lesson 1 pp. 45-54 1B: Chapter 9, Lesson 1 pp. 45-54 118: Chapter 9, Lesson 1 pp. 45-54 1B: Chapter 9, Lesson 1-2 pp. 65-63 114: Chapter 2, Lesson 1 pp. 65-63	Overall Expectations	-			
C2. Equations and Inequalities 1A: Chapter 2, Lesson 1 pp. 33-40 • demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts 1B: Chapter 7, Lessons 1-2 pp. 56-65 1B: Chapter 7, Lessons 1-2 pp. 37-44 pp. 70-74 Specific Expectations Variables By the end of Grade 1, students will: C2. 1 identify quantities that can change and quantities By the end of Grade 1, students will: C2.1 identify quantities that can change and quantities By the end of Grade 1, students will: C2.1 identify quantities that can change and quantities 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 9, Lesson 1 pp. 33-40 1A: Chapter 9, Lesson 1 pp. 45-54 1B: Chapter 9, Lesson 1 pp. 45-54 1D: Chapter 11, Lesson 1 pp. 45-54 10: Chapter 9, Lesson 1 pp. 45-54 10: Chapter 9, Lesson 1 pp. 45-54 10: Chapter 9, Lesson 1 pp. 4	By the end of Grade 1, students will:				
 demonstrate an understanding of variables, expressions, equalities, and inequalities, and inequalities that can change and quantities. Variables Variabl	C2. Equations and Inequalities	1A: Chapter 2, Lesson 1	рр. 33–40		
expressions, equalities, and inequalities, and apply this understanding in various contexts1B: Chapter 7, Lessons 1–2 1B: Chapter 9, Lessons 1–3 pp. 118–138 pp. 37–44Specific ExpectationsID: Chapter 11, Lesson 2 1D: Chapter 13, Lesson 3pp. 37–44Specific ExpectationsID: Chapter 18, Lesson 3pp. 37–44SystemID: Chapter 11, Lesson 2 D: Chapter 11, Lesson 2pp. 37–44SystemID: Chapter 11, Lesson 2 D: Chapter 11, Lesson 2pp. 37–44SystemID: Chapter 11, Lesson 2 D: Chapter 11, Lesson 2pp. 37–44SystemID: Chapter 31, Lesson 1 D: Chapter 31, Lesson 1pp. 37–44SystemID: Chapter 31, Lesson 1 D: Chapter 31, Lesson 1pp. 33–40SystemID: Chapter 31, Lesson 1 D: Chapter 18, Lesson 3pp. 70–74C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not1A: Chapter 2, Lesson 1 D: Chapter 18, Lesson 3pp. 33–40Nucle numbers up to 50, in various contexts1A: Chapter 2, Lesson 1 D: Chapter 18, Lesson 3pp. 56–65By the end of Grade 1, students will:Color Chapter 9, Lesson 1–2 D: Chapter 18, Lesson 1–3 D: Chapter 18, Lesson 1–3 D: 65–65pp. 56–65C3. CodingCoding Toolkit D: Chapter 19, Lesson 1–3 D: 65–65pp. 56–65By the end of Grade 1, students will:Coding Toolkit D: Chapter 9, Lesson 1–2 D: 56–55pp. 56–65Specific ExpectationsCoding Toolkit D: Chapter 9, Lesson 2CD1_01, CD1_02Specific ExpectationsCoding Toolkit D: Chapter 8, Lesson 2CD1_01, D1_02Spec	• demonstrate an understanding of variables,	1A: Chapter 4	pp. 66–95		
this Understanding in Various Contexts 18: Chapter 9, Lessons 1–3 1C: Chapter 11, Lesson 2 1D: Chapter 18, Lesson 3 1D: Chapter 18, Lesson 3 1D: Chapter 18, Lesson 3 1D: Chapter 18, Lesson 3 1D: Chapter 18, Lesson 1 1D: Chapter 11, Lesson 2 1D: Chapter 11, Lesson 1 1D: Chapter 2, Lesson 1 1D: Chapter 3, Lesson 1 1D: Chapter 18, Lesson 1 1D: Chapter 2, Lesson 1 1D: Chapter 3, Lesson 1 1D: Chapter 4, Lesson 1 1D: Chapter 4, Lesson 2 1D: Chapter 8,	expressions, equalities, and inequalities, and apply	1B: Chapter 7, Lessons 1–2	pp. 56–65		
IC: Chapter 11, Lesson 2 1D: Chapter 18, Lesson 3pp. 37-44 pp. 70-74Specific ExpectationsVariables 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 contextsBy the end of Grade 1, students will:IC: Chapter 11, Lesson 2pp. 37-44C2.2 identifies ContextsBy the end of Grade 1, students will:IC: Chapter 11, Lesson 1pp. 33-40C2.2 idetermine whether given pairs of addition and subtraction expressions are equivalent or not1A: Chapter 2, Lesson 1pp. 33-40Subtraction expressions are equivalent or not1A: Chapter 9, Lesson 1pp. 33-40Schapter 9, Lesson 1pp. 118-125pp. 70-74C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts1A: Chapter 2, Lesson 1pp. 33-40Number 9, Lesson 1pp. 56-63pp. 56-65pp. 56-65pp. 56-65By the end of Grade 1, students will:Coling ToolkitCD1_01, CD1_02Specific ExpectationsSpecific ExpectationsCoding ToolkitCD1_01, CD1_02sp the end of Grade 1, students will:Coding ToolkitCD1_01Coding ToolkitCD1_01Coding ToolkitCD1_01Specific ExpectationsCoding ToolkitCD1_01Schapter 8, Lesson 2pp. 55-111Coding Toolkit <th <="" colspan="2" td=""><td>this understanding in various contexts</td><td>1B: Chapter 9, Lessons 1–3</td><td>pp. 118–138</td></th>	<td>this understanding in various contexts</td> <td>1B: Chapter 9, Lessons 1–3</td> <td>pp. 118–138</td>		this understanding in various contexts	1B: Chapter 9, Lessons 1–3	pp. 118–138
ID: Chapter 18, Lesson 3 pp. 70–74 Specific Expectations Variables By the end of Grade 1, students will: C2.1 identify quantities that can change and quantities that any sremain the same in real-life contexts IC: Chapter 11, Lesson 2 pp. 37–44 Equalities and Inequalities 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 pp. 33–40 1A: Chapter 9, Lesson 1 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 pp. 33–40 1A: Chapter 4, Lessons 1–3 pp. 45–63 pp. 45–63 1A: Chapter 7, Lessons 1–3 pp. 45–63 1A: Chapter 7, Lessons 1–3 pp. 56–65 1B: Chapter 9, Lesson 2 pp. 5111 Coding Toolkit		1C: Chapter 11, Lesson 2	pp. 37–44		
Specific Expectations Variables 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 Equalities and Inequalities 1C: Chapter 11, Lesson 2 pp. 37–44 Equalities and Inequalities 1C: Chapter 11, Lesson 1 pp. 37–44 Equalities and Inequalities 1A: Chapter 2, Lesson 1 pp. 45–54 EQ.2 determine whether given pairs of addition and subtraction expressions are equivalent relationships for whole numbers up to 50, in various contexts 1A: Chapter 2, Lesson 1 pp. 45–54 1D: Chapter 18, Lessons 1–3 pp. 45–63 pp. 45–63 1A: Chapter 2, Lesson 1 pp. 69–93 pp. 69–93 1B: Chapter 7, Lessons 1–2 pp. 69–93 pp. 56–65 1B: Chapter 7, Lessons 1–2 pp. 56–65 pp. 118–138 Overall Expectations Coding Toolkit CD1_01, CD1_02 pp. 95–111 representations of mathematical situations using coding concepts and skills Specific Expectations pp. 95–111 Specific Expectations Coding Toolkit CD1_01, CD1_02 pp. 55–111 Specific Expectations Coding Toolkit CD1_01 pp. 95–111		1D: Chapter 18, Lesson 3	pp. 70–74		
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1B: Chapter 7, Lessons 1–2 1B: Chapter 9, Lessons 1–3pp. 56–65 pp. 118–138Overall Expectations By the end of Grade 1, students will:C3. Coding • solve problems and create computational representations of mathematical situations using coding concepts and skillsCoding Toolkit 1B: Chapter 8, Lesson 2CD1_01, CD1_02 pp. 95–111Specific ExpectationsCoding SkillsCoding Toolkit 1B: Chapter 8, Lesson 2CD1_01, CD1_02 pp. 95–111Specific ExpectationsCoding Toolkit 1B: Chapter 8, Lesson 2CD1_01 pp. 95–111C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential eventsCoding Toolkit 1B: Chapter 8, Lesson 2CD1_01 pp. 95–111Coding Toolkit 1B: Chapter 8, Lesson 2CD1_01 pp. 95–111Coding Toolkit 1B: Chapter 8, Lesson 2Coding Toolkit 1B: Chapter 8, Lesson 2CD1_02 pp. 95–111		1A: Chapter 4, Lessons 1–4	pp. 69–93		
1B: Chapter 9, Lessons 1–3pp. 118–138Overall ExpectationsBy the end of Grade 1, students will:C3. CodingCoding ToolkitCD1_01, CD1_02• solve problems and create computational representations of mathematical situations using coding concepts and skillsCoding ToolkitCD1_01, CD1_02 Specific Expectations IB: Chapter 8, Lesson 2pp. 95–111Coding SkillsBy 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 eventsCoding Toolkit 1B: Chapter 8, Lesson 2CD1_01 pp. 95–111C3.2 read and alter existing code, including code that involves sequential events, and describe how changesCoding Toolkit 1B: Chapter 8, Lesson 2CD1_02 pp. 95–111		1B: Chapter 7, Lessons 1–2	pp. 56–65		
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involves sequential events, and describe now changes 18. Chapter 8 esson 2 pp 95–111	C3.2 read and alter existing code, including code that involves sequential events, and describe how changes	Coding loolkit	CD1_02		
to the code affect the outcomes	to the code affect the outcomes	1B: Chapter 8, Lesson 2	pp. 95–111		
Overall Expectations	Overall Expectations	1			
By the end of Grade 1, students will:	By the end of Grade 1, students will:				
C4. Mathematical Modelling 1B: Chapter 5, Lesson 1 pp. 6–19	C4. Mathematical Modelling	1B: Chapter 5, Lesson 1	pp. 6–19		
apply the process of mathematical modelling to 1C: Chapter 11, Lesson 2 pp. 37–43	• apply the process of mathematical modelling to	1C: Chapter 11, Lesson 2	pp. 37–43		
represent, analyse, make predictions, and provide 1D: Chapter 16, Lesson 2 pp. 12–18	represent, analyse, make predictions, and provide	1D: Chapter 16, Lesson 2	pp. 12–18		

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Specific Expectations		•
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		
process of mathematical modelling, as they apply		
concepts and skills learned in other strands, is		
assessed and evaluated.		
Strand: D. Data	1	
Overall Expectations		
By the end of Grade 1, students will:		
D1. Data Literacy	1C: Chapter 12, Lessons 1–3	рр. 52–69
 manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life 		
Specific Expectations		
Data Collection and Organization		
By the end of Grade 1, students will:		
D1.1 sort sets of data about people or things	1C: Chapter 12, Lesson 1	рр. 52–56
according to one attribute, and describe rules used		
for sorting		
D1.2 collect data through observations, experiments,	1C: Chapter 12, Lessons 1–3	рр. 52–69
and interviews to answer questions of interest that		
focus on a single piece of information; record the data		
in tally tables		
Data Visualization	1	1
By the end of Grade 1, students will:		
D1.3 display sets of data, using one-to-one	1C: Chapter 12, Lessons 1–3	pp. 52–69
correspondence, in concrete graphs and pictographs		
with proper sources, titles, and labels		
Data Analysis		
By the end of Grade 1, students will:		
D1.4 order categories of data from greatest to least	1C: Chapter 12, Lessons 1–3	рр. 52–69
frequency for various data sets displayed in tally		
tables, concrete graphs, and pictographs		
D1.5 analyse different sets of data presented in	1C: Chapter 12, Lessons 1–3	рр. 52–69
various ways, including in tally tables, concrete graphs,		
and pictographs, by asking and answering questions		
about the data and drawing conclusions, then make		
By the end of Grade 1, students will:		
D2 Probability	1D: Chapter 16 Lessons 1, 2	nn 6 19
• describe the likelihood that events will be not and		ph. 0–10
use that information to make predictions		

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Specific Expectations	I	
Probability		
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	рр. 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	1B: Chapter 5	рр. 2–38
• describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	1B: Chapter 8, Lesson 2	рр. 95–111
Specific Expectations		
Geometric Reasoning		
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	рр. 6–28
E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	1B: Chapter 5, Lessons 2–3	рр. 20–36
E1.3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves	1B: Chapter 5, Lessons 1–3	рр. 6–36
Location and Movement		
By the end of Grade 1, students will:	1	
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	1C: Chapter 10, Lessons 1–4	рр. 4–24
• compare, estimate, and determine measurements in various contexts	1C: Chapter 11, Lessons 1–2	рр. 30–44
Specific Expectations		
Attributes By the end of Grade 1, students will:		
E2.1 identify measurable attributes of two-dimensional	1B: Chapter 5, Lessons 1–2	pp. 6–28
shapes and three-dimensional objects, including	1C: Chapter 10, Lessons 1–4	pp. 4–24
length, area, mass, capacity, and angle	1C: Chapter 11, Lessons 1–2	pp. 30-44
E2.2 compare several everyday objects and order	1C: Chapter 10, Lessons 1–4	pp. 4–24
them according to length, area, mass, and capacity	1C: Chapter 11 Lessons 1–2	nn 30–44

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

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