

# My Math Path 1—WNCP Curriculum Correlation

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
<b>Strand: Number</b>		
<b>General Outcome</b> <i>Develop number sense.</i>		
	1A: Chapters 1–4 1B: Chapters 7–8	pp. 1–99 pp. 52–112
<b>Specific Outcomes</b>		
<i>It is expected that students will:</i>		
1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> <li>• 1s forward and backward between any two given numbers</li> <li>• 2s to 20, forward starting at 0</li> <li>• 5s and 10s to 100, forward starting at 0.</li> </ul> [C, CN, V, ME]	1A: Chapter 1, Lesson 1 1A: Chapter 1, Lesson 3 1B: Chapter 7, Lesson 1 1B: Chapter 7, Lesson 4, Learn, Guided Learning, Let's Explore  <b>Note:</b> Numbers only to 20	pp. 4–14 pp. 23–30 pp. 55–61 pp. 74–76, 78–80
2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots. [C, CN, ME, V]	1A: Chapter 1, Lesson 1, Learn, Hands-On Activity, Game	pp. 4–6, 10
3. Demonstrate an understanding of counting by: <ul style="list-style-type: none"> <li>• indicating that the last number said identifies “how many”</li> <li>• showing that any set has only one count</li> <li>• using the counting on strategy</li> <li>• using parts or equal groups to count sets.</li> </ul> [C, CN, ME, R, V]	1A: Chapter 1, Lesson 1 1A: Chapter 1, Lesson 3 1B: Chapter 7, Lesson 1 1B: Chapter 7, Lesson 4, Learn, Guided Learning, Let's Explore  <b>Achievement Indicators not covered:</b> – Identify and correct counting errors in a given counting sequence.	pp. 4–14 pp. 23–30 pp. 55–61 pp. 78–80
4. Represent and describe numbers to 20 concretely, pictorially and symbolically. [C, CN, V]	1A: Chapter 1, Lesson 1 1A: Chapter 2, Lesson 1 1B: Chapter 7, Lessons 1–2 1B: Chapter 7, Lesson 4, Learn, Guided Learning	pp. 4–9 pp. 35–42 pp. 55–65 pp. 78–79
5. Compare sets containing up to 20 elements to solve problems using: <ul style="list-style-type: none"> <li>• referents</li> <li>• one-to-one correspondence.</li> </ul> [C, CN, ME, PS, R, V]	1A: Chapter 1, Lesson 2 1A: Chapter 1, Lesson 3, Learn, Guided Learning 1B: Chapter 7, Lesson 1, Learn, Guided Learning 1B: Chapter 7, Lesson 3	pp. 15–22 p. 29 pp. 60–61 pp. 66–73
6. Estimate quantities to 20 by using referents. [C, ME, PS, R, V]	<b>Achievement Indicators not covered:</b> – Estimate a given quantity by comparing it to a given referent (known quantity). – Select an estimate for a given quantity by choosing between at least two possible choices and explain the choice.	

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<p>7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. [C, R, V]</p> <p>Demonstrate an understanding of conservation of number. [C, R, V]</p>	<p><b>Achievement Indicators not covered:</b></p> <ul style="list-style-type: none"> <li>– Represent a given number in a variety of equal groups with and without singles, e.g., 17 can be represented by 8 groups of 2 and one single, 5 groups of 3 and two singles, 4 groups of 4 and one single, and 3 groups of 5 and two singles.</li> <li>– Recognize that for a given number of counters, no matter how they are grouped, the total number of counters does not change.</li> <li>– Group a set of given counters in more than one way.</li> </ul>	
<p>8. Identify the number, up to 20, that is one more, two more, one less and two less than a given number. [C, CN, ME, R, V]</p>	<p>1A: Chapter 1, Lesson 3, Learn Guided Learning</p> <p>1B: Chapter 7, Lesson 4, Learn, Guided Learning</p>	<p>pp. 26, 28</p> <p>pp. 76–77</p>
<p>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically by:</p> <ul style="list-style-type: none"> <li>• using familiar and mathematical language to describe additive and subtractive actions from their experience</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.</li> </ul> <p>[C, CN, ME, PS, R, V]</p>	<p>1A: Chapter 3, Lessons 2–3</p> <p>1A: Chapter 4, Lessons 2–3</p> <p>1B: Chapter 8, Lesson 3</p>	<p>pp. 59–66</p> <p>pp. 83–90</p> <p>pp. 104–109</p>
<p>10. Describe and use mental mathematics strategies (memorization not intended), such as:</p> <ul style="list-style-type: none"> <li>• counting on and counting back</li> <li>• making 10</li> <li>• doubles</li> <li>• using addition to subtract</li> </ul> <p>to determine the basic addition facts to 18 and related subtraction facts. [C, CN, ME, PS, R, V]</p>	<p>1A: Chapter 3, Lesson 1</p> <p>1A: Chapter 4, Lesson 1</p> <p>1A: Chapter 4, Lesson 4</p> <p>1B: Chapter 8, Lessons 1–2</p> <p><b>Note:</b> Numbers only to 20</p>	<p>pp. 48–58</p> <p>pp. 73–82</p> <p>pp. 91–96</p> <p>pp. 90–103</p>
<b>Strand:</b> Patterns and Relations (Patterns)		
<b>General Outcome</b>		
<i>Use patterns to describe the world and solve problems.</i>		
	1B: Chapter 6	pp. 36–51

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
<b>Specific Outcomes</b>		
<i>It is expected that students will:</i>		
1. Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V]	1B: Chapter 6, Chapter Opener, Lessons 1–2 1B: Chapter 6, Lesson 3, Hands-On Activity Teacher’s Resource, Cross-Curricular Connections  <b>Achievement Indicators not covered:</b> <ul style="list-style-type: none"> <li>– Identify errors in a given repeating pattern.</li> <li>– Identify repeating events, e.g., days of the week, birthdays, seasons.</li> </ul>	pp. 36, 39–45 p. 48
2. Translate repeating patterns from one representation to another. [C, R, V]	1B: Chapter 6, Lesson 3	pp. 46–49
<b>Strand:</b> Patterns and Relations (Variables and Equations)		
<b>General Outcome</b>		
<i>Represent algebraic expressions in multiple ways.</i>		
	1A: Chapter 2, Lesson 1 1A: Chapters 3–4 1B: Chapter 7, Lesson 2 1B: Chapter 8	pp. 35–42 pp. 45–99 pp. 62–65 pp. 87–112
<b>Specific Outcomes</b>		
<i>It is expected that students will:</i>		
3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]	1A: Chapter 2, Lesson 1 1A: Chapter 3, Lesson 1, Learn, Guided Learning  <b>Achievement Indicators not covered:</b> <ul style="list-style-type: none"> <li>– Construct two unequal sets using the same objects (same shape and mass) and demonstrate their inequality of number using a balance scale.</li> </ul>	pp. 35–42 p. 56
4. Record equalities using the equal symbol. [C, CN, PS, V]	1A: Chapter 3, Lessons 1–3 1A: Chapter 4, Lessons 1–3 1B: Chapter 7, Lesson 2 1B: Chapter 8, Lessons 1–3 1C: Chapter 12, Lesson 1, Learn, Guided Learning  <b>Achievement Indicators partially covered:</b> <ul style="list-style-type: none"> <li>– Provide examples of equalities where the given sum or difference is on either the left or right side of the equal symbol (=).</li> </ul>	pp. 48–66 pp. 73–90 pp. 62–65 pp. 90–109 p. 76

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STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
<b>Strand:</b> Shape and Space (Measurement)		
<b>General Outcome</b> <i>Use direct or indirect measurement to solve problems.</i>		
	1C: Chapters 10–11	pp. 31–67
<b>Specific Outcomes</b>		
<i>It is expected that students will:</i>		
1. Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> <li>identifying attributes that can be compared</li> <li>ordering objects</li> <li>making statements of comparison</li> <li>filling, covering or matching.</li> </ul> [C, CN, PS, R, V]	1C: Chapter 10, Lesson 1 1C: Chapter 10, Lesson 2, Hands-On Activity 1C: Chapter 10, Put on Your Thinking Cap! 1C: Chapter 11, Lesson 1  <b>Achievement Indicators partially covered:</b> <ul style="list-style-type: none"> <li>Identify common attributes, such as length (height), mass (weight), volume (capacity) and area, that could be used to compare a given set of two objects.</li> </ul> <b>Achievement Indicators not covered:</b> <ul style="list-style-type: none"> <li>Compare two given objects and identify the attributes used to compare.</li> <li>Determine which of two or more given objects is heaviest/lightest by comparing and explain the reasoning.</li> <li>Determine which of two or more given objects holds the most/least by filling and explain the reasoning.</li> <li>Determine which of two or more given objects has the greatest/least area by covering and explain the reasoning.</li> </ul>	pp. 36–38 p. 40 p. 55 pp. 58–65
<b>Strand:</b> Shape and Space (3-D Objects and 2-D Shapes)		
<b>General Outcome</b> <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>		
	1B: Chapter 5	pp. 1–35
<b>Specific Outcomes</b>		
<i>It is expected that students will:</i>		
2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. [C, CN, R, V]	1B: Chapter 5, Lessons 1–2 1B: Chapter 5, Put on Your Thinking Cap!  <b>Achievement Indicators partially covered:</b> <ul style="list-style-type: none"> <li>Determine the difference between two given pre-sorted sets of familiar 3-D objects or 2-D shapes and explain a possible sorting rule used to sort them.</li> </ul>	pp. 5–19 p. 33

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]	1B: Chapter 5, Lessons 3  <b>Achievement Indicators partially covered:</b> <ul style="list-style-type: none"> <li>– Predict and select the 2-D shapes used to produce a composite 2-D shape, and verify by deconstructing the composite shape.</li> <li>– Predict and select the 3-D objects used to produce a composite 3-D object, and verify by deconstructing the composite object.</li> </ul>	pp. 20–27
4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]	1B: Chapter 5, Lesson 4	pp. 28–32

**Note:** The following chapters from BC *My Math Path 1* are not referenced in the WNCP Grade 1 curriculum. Coverage of these chapters can be considered to be an early introduction to these topics.

**Chapter 9: Ordinal Numbers and Position** – WNCP Grade 2

**Chapter 12: Money** – WNCP Grade 2

**Chapter 13: Probability and Graphs** – WNCP Grade 5 and Grade 2, respectively