Grade 1	Grade 2	Grade 3
Sort and Classify Objects Using One Attribute (4+ days) **1m17** Estimate the number of objects in a set, and check by counting **1m66** Create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set **1m72** Demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute, and by describing informal sorting experiences **Number Sense and Numeration Overall: 1m8** **Patterning and Algebra Overall: 1m59** **Data Management Overall: 1m69**	**Sort and Classify Objects Using Two Attributes (4+ days)** **2m76** Demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously **Data Management Overall: 2m73**	**Sort and Classify Objects Using Two or More Attributes (4+ days)** **3m78** Demonstrate an ability to organize objects into categories, by sorting and classifying objects using two or more attributes simultaneously **Data Management Overall: 3m75**
Count Forward to 50 and Backwards from 20 (8+ days) **1m13** Demonstrate, using concrete materials, the concept of conservation of number **1m20** Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting **1m21** Count forward by 1s, 2s, 5s, and 10s to [50] 100, using a variety of tools and strategies **1m22** Count backwards by 1s from 20 and any number less than 20, with and without the use of concrete materials and number lines **Number Sense and Numeration Overalls: 1m8, 1m9**	**Count Forward to 100 and Backwards from 50 (8+ days)** **2m19** Count forward by 1s, 2s, 5s, 10s, and 25s to [100] 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 **2m20** Count backwards by 1s from 50 and any number less than 50, and count backwards by 10s from 100 and any number less than 100, using number lines and hundreds charts **Number Sense and Numeration Overall: 2m9**	**Count Forward to 200 and Backwards from 50 and 500 (8+ days)** **3m21** Count forward by 1s, 2s, 5s, 10s to [200] 1000 from various starting points, and by 25s to [200] 1000 starting from multiples of 25, using a variety of tools and strategies **3m22** Count backwards by 2s, 5s, and 10s from [50] 100 using multiples of 2, 5, and 10 as starting points, and count backwards by 100s from [500] 1000 and any number less than [500] 1000, using a variety of tools and strategies **Number Sense and Numeration Overall: 3m9**
Linear Measurement Involving Numbers to 50 – Non-Standard Units (5+ days) **1m20** Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting **1m30** Demonstrate an understanding of the use of non-standard units of the same size **1m31** Estimate, measure (i.e., by placing non-standard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances **1m32** Construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units **1m39** Compare two or three objects using measurable attributes [linear], and describe the objects using relative terms **1m40** Compare and order objects by their linear measurements, using the same non-standard unit **1m42** Describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length **Number Sense and Numeration Overall: 1m9** **Measurement Overalls: 1m28, 1m29**	**Linear Measurement Involving Numbers to 100 – Non-Standard Units (3+ days)** **2m19** Count forward by 1's, 2's, 5's, 10's, and 25's to [100] 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 **2m31** Estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units **2m32** Record and represent [non-standard unit] measurements of length, height, and distance in a variety of ways **2m33** Select and justify the choice of a standard unit (i.e., centimetre or metre) or a nonstandard unit to measure length **Number Sense and Numeration Overall: 2m9** **Measurement Overall: 2m28**	**Linear Measurement Involving Numbers to 200 – Standard Units (6+ days)** **3m16** Represent and explain, using concrete materials, the relationship among the numbers 1, 10, 100, and 1000 **3m20** Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to [200]1000 **3m23** Solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies **3m31** Estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre) **3m32** Draw items using a ruler, given specific lengths in centimetres **3m41** Compare standard units of length (i.e., centimetre, metre, kilometre), and select and justify the most appropriate standard unit to measure length **3m42** Compare and order objects on the basis of linear measurements in centimetres and/or metres, in problem-solving contexts **Number Sense and Numeration Overalls: 3m8, 3m10** **Measurement Overalls: 3m29, 3m30**

Grade 1	Grade 2	Grade 3
Equality Involving Numbers to 10 (7+ days) **1m11** Represent, compare, and order whole numbers to [10] 50, using a variety of tools and contexts **1m14** Relate numbers to the anchors of 5 and 10 **1m18** Compose and decompose numbers up to [10] 20 in a variety of ways, using concrete materials **1m67** Demonstrate examples of equality, through investigation, using a "balance" model **1m68** Determine, through investigation using a "balance" model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality	**Addition, Subtraction and Equality Involving Numbers to 20 (10+ days)** **2m11** Represent, compare, and order whole numbers to [20]100, including money amounts to 100¢, using a variety of tools **2m13** Compose and decompose two-digit numbers [up to 18] in a variety of ways, using concrete materials **2m23** Describe relationships between quantities by using whole –number addition and subtraction **2m68** Demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials **2m69** Represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign **2m70** Determine the missing number in equations involving addition and subtraction to 18, using a variety of tools and strategies **2m71** Identify, through investigation, and use the commutative property of addition **2m72** Identify, through investigation, the properties of zero in addition and subtraction (i.e., when you add zero to a number, the number does not change; when you subtract zero from a number, the number does not change)	**Addition, Subtraction and Equality Involving Numbers to 100 (11+ days)** **3m11** Represent, compare, and order whole numbers to [100] 1000, using a variety of tools **3m14** Compose and decompose three-digit numbers [up to 100] into hundreds, tens, and ones in a variety of ways, using concrete materials **3m71** Determine, through investigation, the inverse relationship between addition and subtraction **3m72** Determine, the missing number in equations involving addition and subtraction of one-and two-digit numbers, using a variety of tools and strategies **3m74** Identify, through investigation, and use the associative property of addition to facilitate computation with whole numbers
Number Sense and Numeration Overall: 1m8 **Patterning and Algebra Overall: 1m59**	**Number Sense and Numeration Overall: 2m8, 2m10** **Patterning and Algebra Overall: 2m60**	**Number Sense and Numeration Overalls: 3m8** **Patterning and Algebra: Overall: 3m64**
Compose/Decompose and Represent Numbers to 20 (9+ days) **1m11** Represent, compare, and order whole numbers to [20] 50, using a variety of tools and contexts **1m14** Relate numbers to the anchors of 5 and 10 **1m18** Compose and decompose numbers up to 20 in a variety of ways, using concrete materials **1m20** Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting **1m21** Count forward by 1s, 2s, 5s, and 10s to [20] 100, using a variety of tools and strategies	**Compose/Decompose, Represent, Compare and Order Numbers to 50 (14+ days)** **2m11** Represent, compare, and order whole numbers to [50]100, including money amounts to 100¢, using a variety of tools **2m13** Compose and decompose two-digit numbers [up to 50] in a variety of ways, using concrete materials **2m14** Determine, using concrete materials, the ten that is nearest to a given two-digit number [up to 50], and justify the answer **2m18** Estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of [50¢] one dollar **2m21** Locate whole numbers to [50]100 on a number line and on a partial number line	**Compose/Decompose, Represent, Compare and Order Numbers to 100 (13+ days)** **3m11** Represent, compare, and order whole numbers to [100] 1000, using a variety of tools **3m13** Identify and represent the value of a digit in a number according to its position in the number **3m14** Compose and decompose three-digit numbers [up to 100] into hundreds, tens, and ones in a variety of ways, using concrete materials **3m15** Round two-digit numbers to the nearest ten, in problems arising from real-life situations
Number Sense and Numeration Overalls: 1m8, 1m9	**Number Sense and Numeration Overalls: 2m8, 2m9**	**Number Sense and Numeration Overall: 3m8**

Grade 1	Grade 2	Grade 3
Addition and Subtraction Problems with Sums to 10 (7+ days) **1m11** Represent, compare, and order whole numbers to [10] 50, using a variety of tools and contexts **1m12** Read and print in words whole numbers to ten, using meaningful contexts **1m18** Compose and decompose numbers up to [10] 20 in a variety of ways, using concrete materials **1m25** Solve a variety of problems involving the addition and subtraction of whole numbers to [10] 20, using concrete materials and drawings **1m26** Solving problems involving the addition and subtraction of single-digit whole numbers [sum up to 10] using a variety of mental strategies **Number Sense and Numeration Overalls: 1m8, 1m10**	**Addition and Subtraction Problems with Sums to 20 (7+ days)** **2m11** Represent, compare, and order whole numbers to [20] 100, using a variety of tools **2m12** Read and print in words whole numbers to twenty, using meaningful contexts **2m13** Compose and decompose two-digit numbers [up to 20] in a variety of ways, using concrete materials **2m14** Determine, using concrete materials, the ten that is nearest to a given two-digit number [up to 20], and justify the answer **2m22** Solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies **2m26** Solve problems involving the addition and subtraction of two-digit numbers [up to 20] with and without regrouping, using concrete materials, student-generated algorithms, and standard algorithms **Number Sense and Numeration Overalls: 2m8, 2m10**	**Addition and Subtraction Problems with Sums to 100 (7+ days)** **3m11** Represent, compare, and order whole numbers to [100] 1000, using a variety of tools **3m12** Read and print in words whole numbers to one hundred, using meaningful contexts **3m14** Compose and decompose [two-digit] three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials **3m15** Round two-digit numbers to the nearest ten, in problems arising from real-life situations **3m23** Solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies **3m24** Add and subtract [two] three-digit numbers, using concrete materials, student-generated algorithms, and standard algorithms **3m25** Use estimation when solving problems involving addition and subtraction, to help judge the reasonableness of a solution **Number Sense and Numeration Overalls: 3m8, 3m10**
Compare and Order Numbers to 20 (6+ days) **1m11** Represent, compare, and order whole numbers to [20] 50, using a variety of tools and contexts **1m14** Relate numbers to anchors of 5 and 10 **1m17** Estimate the number of objects in a set, and check by counting **1m18** Compose and decompose numbers up to 20 in a variety of ways, using concrete materials **1m20** Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting **1m21** Count forward by 1s, 2s, 5s, and 10s to [20] 100, using a variety of tools and strategies **Number Sense and Numeration Overalls: 1m8, 1m9**	**Multiplication and Division with Products to 20 (8+ days)** **2m24** Represent, and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups **2m25** Represent, and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally **Number Sense and Numeration Overall: 2m10**	**Multiplication up to 7 x 7 and Division to 49 ÷ 7 (14+ days)** **3m28** Multiply to 7 x 7 and divide to 49 ÷ 7, using a variety of mental strategies **3m73** Identify, through investigation, the properties of zero and one in multiplication (i.e., any number multiplied by zero equals zero; any number multiplied by 1 equals the original number) **Number Sense and Numeration Overall: 3m10** **Patterning and Algebra Overall: 3m64**

Grade 1	Grade 2	Grade 3
Geometric Properties and Composition of 2D Shapes (8+ days)	**Geometric Properties and Composition of 2D Shapes (8+ days)**	**Angles, Geometric Properties and Composition of 2D Shapes (7+ days)**
1m46 Identify and describe common two-dimensional shapes and sort and classify them by their attributes, using concrete materials and pictorial representations **1m50** Locate shapes in the environment that have symmetry, and describe the symmetry **1m51** Compose patterns, pictures, and designs, using common two-dimensional shapes **1m52** Identify and describe shapes within other shapes **1m54** Cover outline puzzles with two-dimensional shapes	**2m48** Identify and describe various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort and classify them by their geometric properties (i.e., number of sides or number of vertices), using concrete materials and pictorial representations **2m51** Locate the line of symmetry in a two-dimensional shape **2m52** Compose and describe pictures, designs and patterns by combining two-dimensional shapes **2m53** Compose and decompose two-dimensional shapes **2m54** Cover an outline puzzle with two-dimensional shapes in more than one way	**3m50** Use a reference tool to identify right angles and to describe angles as greater than, equal to, or less than a right angle **3m51** Identify and compare various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort them by their geometric properties (i.e., number of sides; side lengths; number of interior angles; number of right angles) **3m52** Compare various angles, using concrete materials and pictorial representations, and describe angles as bigger than, smaller than, or about the same as other angles **3m55** Solve problems requiring the greatest or least number of two-dimensional shapes needed to compose a larger shape in a variety of ways **3m56** Explain the relationships between different types of quadrilaterals **3m59** Identify congruent two-dimensional shapes by manipulating and matching concrete materials
Geometry and Spatial Sense Overalls: 1m43, 1m44	**Geometry and Spatial Sense Overalls: 2m44, 2m45**	**Geometry and Spatial Sense Overall: 3m47, 3m48**
Area – Non-Standard Units (5+ days)	**Area and Perimeter – Non-Standard Units (6+ days)**	**Area – Non-Standard and Square Units, Perimeter – Standard Units (9+ days)**
1m33 Estimate, measure (i.e., by minimizing overlaps and gaps), and describe area, through investigation using non-standard units **1m39** Compare two or three objects using measurable attributes [area], and describe the objects using relative terms	**2m34** Estimate, measure, and record the distance around objects, using non-standard units **2m35** Estimate, measure, and record area, through investigation using a variety of non-standard units **2m41** Describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface	**3m36** Estimate, measure, and record the perimeter of two-dimensional shapes, through investigation using standard units **3m37** Estimate, measure (i.e., using centimetre grid paper, arrays), and record area **3m43** Compare and order various shapes by area, using congruent shapes and grid paper for measuring **3m44** Describe, through investigation using grid paper, the relationship between the size of a unit of area and the number of units needed to cover a surface
Measurement Overalls: 1m28, 1m29	**Measurement Overalls: 2m28, 2m29**	**Measurement Overalls: 3m29, 3m30**

Grade 1	Grade 2	Grade 3
Collect, Organize and Read Categorical Data (5+ days)	**Collect, Organize and Read Categorical and Discrete Data (7+ days)**	**Collect, Organize and Interpret Categorical and Discrete Data (6+ days)**
1m21 Count forward by 1s, 2s, 5s, and 10s to [20] 100, using a variety of tools and strategies **1m72** Demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute, and by describing informal sorting experiences **1m73** Collect and organize primary data that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods **1m74** Read primary data presented in concrete graphs and pictographs, and describe the data using comparative language **1m75** Pose and answer questions about collected data	**2m77** Gather data to answer a question, using a simple survey with a limited number of responses **2m78** Collect and organize primary data that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed **2m79** Read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language **2m80** Pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts **2m81** Distinguish between numbers that represent data values and numbers that represent frequency of an event **2m82** Demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole	**3m79** Collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject **3m80** Collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence **3m81** Read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data **3m82** Interpret and draw conclusions from data presented in charts, tables, and graphs **3m83** Demonstrate an understanding of mode, and identify the mode in a set of data
Number Sense and Numeration Overall: 1m9 **Data Management Overalls: 1m69, 1m70**	**Data Management Overalls: 2m73, 2m74**	**Data Management Overalls: 3m75, 3m76**
Fractions – Equal Partitioning into Halves and Fourths (4+ days)	**Represent Fractions (4+ days)**	**Represent Fractions (4+ days)**
1m19 Divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names (e.g., halves, fourths or quarters)	**2m15** Determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the [name of each part] size of the fractional parts **2m16** Regroup fractional parts into wholes, using concrete materials	**3m17** Divide whole objects and sets of objects into equal parts, and identify the parts using fractional names, without using numbers in standard fractional notation
Number Sense and Numeration Overall: 1m8	**Number Sense and Numeration Overall: 2m8**	**Number Sense and Numeration Overall: 3m8**

Grade 1	Grade 2	Grade 3
Location and Symmetry (4+ days) **1m55** Describe the relative locations of objects or people using positional language **1m56** Describe the relative locations of objects on concrete maps created in the classroom **1m57** Create symmetrical designs and pictures, using concrete materials, and describe the relative location of the parts **Geometry and Spatial Sense Overall: 1m45**	**Location, Movement and Symmetry (4+ days)** **2m51** Locate the line of symmetry in a two-dimensional shape **2m56** Describe the relative locations and the movements of objects on a map **2m57** Draw simple maps of familiar settings, and describe the relative locations of objects on the maps **2m58** Create and describe symmetrical designs using a variety of tools **Geometry and Spatial Sense Overalls: 2m44, 2m46**	**Location, Movement and Symmetry (4+ days)** **3m59** Identify congruent two-dimensional shapes by manipulating and matching concrete materials **3m60** Describe movement from one location to another using a grid map **3m61** Identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations **3m62** Complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry **Geometry and Spatial Sense Overalls: 3m48, 3m49**
Patterns – Repeating (5+ days) **1m60** Identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute **1m61** Identify and extend, through investigation, numeric repeating patterns **1m63** Identify a rule for a repeating pattern **1m64** Create a repeating pattern involving one attribute **1m65** Represent a given repeating pattern in a variety of ways **Patterning and Algebra Overall: 1m58**	**Patterns - Repeating, Growing and Shrinking (6+ days)** **2m61** Identify and describe, through investigation growing patterns and shrinking patterns generated by the repeated addition or subtraction of 1s, 2s, 5s, 10s, and 25s on a number line and on a hundreds chart **2m62** Identify, describe, and create, through investigation, growing patterns and shrinking patterns involving addition and subtraction, with and without the use of calculators **2m63** Identify repeating, growing, and shrinking patterns found in real-life contexts **2m64** Represent a given growing or shrinking pattern in a variety of ways **2m65** Create growing or shrinking patterns **2m66** Create a repeating pattern by combining two attributes **2m67** Demonstrate, through investigation, an understanding that a pattern results from repeating an operation or making a repeated change to an attribute **Patterning and Algebra Overall: 2m59**	**Patterns – Geometric and Numeric (5+ days)** **3m65** Identify, extend, and create a repeating pattern involving two attributes, using a variety of tools **3m66** Identify and describe, through investigation, number patterns involving addition, subtraction, and multiplication, represented on a number line, on a calendar, and on a hundreds chart **3m67** Extend repeating, growing, and shrinking number patterns **3m68** Create a number pattern involving addition or subtraction, given a pattern represented on a number line or a pattern rule expressed in words **3m69** Represent simple geometric patterns using a number sequence, a number line, or a bar graph **3m70** Demonstrate, through investigation, an understanding that a pattern results from repeating an action, repeating an operation, using a transformation, or making some other repeated change to an attribute **Patterning and Algebra Overall: 3m63**
Count Forward to 100 and Backwards from 20 (8+ days) **1m13** Demonstrate, using concrete materials, the concept of conservation of number **1m20** Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting **1m21** Count forward by 1s, 2s, 5s, and 10s to 100, using a variety of tools and strategies **1m23** Count backwards from 20 by 2s and 5s, using a variety of tools **1m62** Describe numeric repeating patterns in a hundreds chart **Number Sense and Numeration Overalls: 1m8, 1m9** **Patterning and Algebra Overall: 1m58**	**Count Forward to 200 and Backwards from 50 and 100 (7+ days)** **2m19** Count forward by 1s, 2s, 5s, 10s, and 25s to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 **2m20** Count backwards by 1s from 50 and any number less than 50, and count backwards by 10s from 100 and any number less than 100, using number lines and hundreds charts **Number Sense and Numeration Overall: 2m9**	**Count Forward to 1000 and Backwards from 100 and 1000 (7+ days)** **3m21** Count forward by 1s, 2s, 5s, 10s, and 100s to 1000 from various starting points, and by 25s to 1000 starting from multiples of 25, using a variety of tools and strategies **3m22** Count backwards by 2s, 5s, and 10s from 100 using multiples of 2, 5 and 10 as starting points, and count backwards by 100s from 1000 and any number less than 1000, using a variety of tools and strategies **Number Sense and Numeration Overall: 3m9**

Grade 1	Grade 2	Grade 3
3D Figures (5+ days) **1m47** Trace and identify the two-dimensional faces of three-dimensional figures, using concrete models **1m48** Identify and describe common three-dimensional figures and sort and classify them by their attributes, using concrete materials and pictorial representations **1m49** Describe similarities and differences between an everyday object and a three-dimensional figure **1m53** Build three-dimensional structures using concrete materials, and describe the two-dimensional shapes the structure contain **Geometry and Spatial Sense Overalls: 1m43, 1m44**	**3D Figures (6+ days)** **2m47** Distinguish between the attributes of an object that are geometric properties and the attributes that are not geometric properties, using a variety of tools **2m49** Identify and describe various three-dimensional figures (i.e., cubes, prisms, pyramids) and sort and classify them by their geometric properties (i.e., number and shape of faces), using concrete materials **2m50** Create models and skeletons of prisms and pyramids, using concrete materials, and describe their geometric properties (i.e., number and shape of faces, number of edges) **2m55** Build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure **Geometry and Spatial Sense Overalls: 2m44, 2m45**	**3D Figures (5+ days)** **3m53** Compare and sort prisms and pyramids by geometric properties (i.e., number and shape of faces, number of edges, number of vertices), using concrete materials **3m54** Construct rectangular prisms, and describe geometric properties (i.e., number and shape of faces, number of edges, number of vertices) of the prisms **3m57** Identify and describe the two-dimensional shapes that can be found in a three-dimensional figure **3m58** Describe and name prisms and pyramids by the shape of their base **Geometry and Spatial Sense Overall: 3m47, 3m48**
Mass – Non-Standard Units (7+ days) **1m34** Estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units **1m39** Compare two or three objects using measurable attributes [mass], and describe the objects using relative terms **1m67** Demonstrate examples of equality, through investigation, using a "balance" model **Measurement Overalls: 1m28, 1m29** **Patterning and Algebra Overall: 1m59**	**Mass – Non-Standard Units (5+ days)** **2m36** Estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units **2m42** Compare and order a collection of objects by mass and/or capacity, using non-standard units **2m68** Demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials **Measurement Overalls: 2m28, 2m29** **Patterning and Algebra Overall: 2m60**	**Mass – Standard Units (4+ days)** **3m17** Divide whole objects and sets of objects into equal parts, and identify the parts using fractional names **3m38** Choose benchmarks for a kilogram and a litre to help them perform measurement tasks **3m39** Estimate, measure, and record the mass of objects, using the standard unit of the kilogram or parts of a kilogram **3m45** Compare and order a collection of objects, using standard units of mass (i.e., kilogram) and/or capacity (i.e., litre) **Number Sense and Numeration Overall: 3m8** **Measurement Overalls: 3m29, 3m30**
Capacity – Non-Standard Units (6+ days) **1m34** Estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units **1m39** Compare two or three objects using measurable attributes [capacity], and describe the objects using relative terms **Measurement Overalls: 1m28, 1m29**	**Capacity – Non-Standard Units (5+ days)** **2m36** Estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units **2m42** Compare and order a collection of objects by mass and/or capacity, using non-standard units **Measurement Overalls: 2m28, 2m29**	**Capacity – Standard Units (4+ days)** **3m17** Divide whole objects and sets of objects into equal parts, and identify the parts using fractional names **3m38** Choose benchmarks for a kilogram and a litre to help them perform measurement tasks **3m40** Estimate, measure, and record the capacity of containers, using the standard unit of the litre or parts of a litre **3m45** Compare and order a collection of objects, using standard units of mass (i.e., kilogram) and/or capacity (i.e., litre) **Number Sense and Numeration Overall: 3m8** **Measurement Overalls: 3m29, 3m30**

Grade 1	Grade 2	Grade 3
Represent Numbers to 50 (9+ days)	**Compose/Decompose, Represent, Compare and Order Numbers to 100 (14+ days)**	**Compose/Decompose, Represent, Compare and Order Numbers to 1000 (11+ days)**
1m11 Represent, compare, and order whole numbers to 50 using a variety of tools and contexts **1m14** Relate numbers to anchors of 5 and 10 **1m15** Identify and describe various coins (i.e., penny, nickel, dime, quarter, $1 coin, $2 coin), using coin manipulatives or drawings, and state their value **1m16** Represent money amounts to 20¢, through investigation using coin manipulatives **1m18** Compose and decompose numbers up to 20 in a variety of ways, using concrete materials	**2m11** Represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools **2m13** Compose and decompose two-digit numbers in a variety of ways, using concrete materials **2m14** Determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer **2m18** Estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar **2m21** Locate whole numbers to 100 on a number line and on a partial number line	**3m11** Represent, compare, and order whole numbers to 1000, using a variety of tools **3m13** Identify and represent the value of a digit in a number according to its position in the number **3m14** Compose and decompose three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials **3m16** Represent and explain, using concrete materials, the relationship among the numbers 1, 10, 100, and 1000, **3m20** Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1000
Number Sense and Numeration Overall: 1m8	**Number Sense and Numeration Overalls: 2m8, 2m9**	**Number Sense and Numeration Overall: 3m8**
Addition and Subtraction Problems with Sums to 20 (7+ days)	**Addition and Subtraction Problems with Sums to 100 (8+ days)**	**Addition and Subtraction Problems with Sums to 1000 (8+ days)**
1m11 Represent, compare, and order whole numbers to [20] 50 using a variety of tools and contexts **1m14** Relate numbers to anchors of 5 and 10 **1m18** Compose and decompose numbers to 20 in a variety of ways, using concrete materials **1m25** Solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings **1m26** Solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies	**2m11** Represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools **2m13** Compose and decompose two-digit numbers in a variety of ways, using concrete materials **2m14** Determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer **2m22** Solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies **2m23** Describe relationships between quantities by using whole-number addition and subtraction **2m26** Solve problems involving the addition and subtraction of two-digit numbers with and without regrouping, using concrete materials, student-generated algorithms, and standard algorithms **2m69** Represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign **2m71** Identify, through investigation, and use the commutative property of addition	**3m11** Represent, compare, and order whole numbers to 1000, using a variety of tools **3m14** Compose and decompose three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials **3m23** Solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies **3m24** Add and subtract three-digit numbers, using concrete materials, student-generated algorithms, and standard algorithms **3m25** Use estimation when solving problems involving addition and subtraction, to help judge the reasonableness of a solution **3m74** Identify, through investigation, and use the associative property of addition to facilitate computation with whole numbers
Number Sense and Numeration Overalls: 1m8, 1m10	**Number Sense and Numeration Overalls: 2m8, 2m10** **Patterning and Algebra Overall: 2m60**	**Number Sense and Numeration Overalls: 3m8, 3m10** **Patterning and Algebra Overall: 3m64**

Grade 1	Grade 2	Grade 3
Compare and Order Numbers to 50 (6+ days) **1m11** Represent, compare, and order whole numbers to 50, using a variety of tools and contexts **1m14** Relate numbers to anchors of 5 and 10 **Number Sense and Numeration Overall: 1m8**	**Multiplication and Division with Products to 50 (8+ days)** **2m24** Represent, and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups **2m25** Represent, and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally **Number Sense and Numeration Overall: 2m10**	**Multiplication and Division Problems (6+ days)** **3m27** Relate multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies **3m28** Multiply to 7 x 7 and divide to 49 ÷ 7, using a variety of mental strategies **Number Sense and Numeration Overall 3m10**
Linear Measurement Involving Numbers to 100 – Non-Standard Units and Metre (6+ days) **1m20** Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting **1m30** Demonstrate an understanding of the use of non-standard units of the same size **1m31** Estimate, measure (i.e., by placing non-standard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances **1m32** Construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units **1m39** Compare two or three objects using measurable attributes [linear], and describe the objects using relative terms **1m40** Compare and order objects by their linear measurements, using the same non-standard unit **1m41** Use the metre as a benchmark for measuring length, and compare the metre with non-standard units **1m42** Describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length **Number Sense and Numeration Overall: 1m9** **Measurement Overalls: 1m28, 1m29**	**Linear Measurement Involving Numbers to 200 – Standard Units (4+ days)** **2m30** Choose benchmarks – in this case, personal referents – for a centimetre and a metre to help them perform measurement **2m31** Estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units **2m32** Record and represent measurements of length, height, and distance in a variety of ways **2m33** Select and justify the choice of a standard unit (i.e., centimetre or metre) or a nonstandard unit to measure length **Measurement Overall: 2m28**	**Linear Measurement Involving Numbers to 1000 – Standard Units (6+ days)** **3m11** Represent, compare, and order whole numbers to 1000, using a variety of tools **3m16** Represent and explain, using concrete materials, the relationship among the numbers 1, 10, 100, and 1000 **3m20** Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1000 **3m31** Estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre) **3m41** Compare standard units of length (i.e., centimetre, metre, kilometre), and select and justify the most appropriate standard unit to measure length **Number Sense and Numeration Overall: 3m8** **Measurement Overalls: 3m29, 3m30**
Fractions – Equal Partitioning Including Thirds (4+ days) **1m19** Divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names [halves, thirds, fourths] **Number Sense and Numeration Overall: 1m8**	**Represent and Compare Fractions (4+ days)** **2m15** Determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts (e.g., a paper plate divided into fourths has larger parts than a paper plate divided into eighths) **2m16** Regroup fractional parts into wholes, using concrete materials **2m17** Compare fractions using concrete materials, without using standard fractional notation **Number Sense and Numeration Overall: 2m8**	**Represent Fractions Relative to Other Fractions (4+ days)** **3m17** Divide whole objects and sets of objects into equal parts, and identify the parts using fractional names, without using numbers in standard fractional notation **Number Sense and Numeration Overall: 3m8**

Grade 1	Grade 2	Grade 3
Probability (2+ days) **1m76** Describe the likelihood that everyday events will occur, using mathematical language (i.e., impossible, unlikely, less likely, more likely, certain)	**Probability (3+ days)** **2m78** Collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers **2m79** Read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers **2m81** Distinguish between numbers that represent data value and numbers that represent the frequency of an even **2m83** Describe probability as a measure of the likelihood that an event will occur, using mathematical language (i.e., impossible, unlikely, less likely, equally likely, more likely, certain) **2m84** Describe the probability that an event will occur, through investigation with simple games and probability experiments and using mathematical language	**Probability (3+ days)** **3m80** Collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence **3m81** Read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data **3m82** Interpret and draw conclusions from data presented in charts, tables, and graphs **3m84** Predict the frequency of an outcome in a simple probability experiment or game, then perform the experiment, and compare the results with the predictions, using mathematical language **3m85** Demonstrate, through investigation, an understanding of fairness in a game and relate this to the occurrence of equally like outcomes
Data Management and Probability Overall: 1m71	**Data Management and Probability Overalls: 2m73, 2m74, 2m75**	**Data Management and Probability Overalls: 3m75, 3m76, 3m77**
Time (6+ days) **1m24** Use ordinal numbers to thirty-first in meaningful contexts **1m35** Estimate, measure, and describe the passage of time, through investigation using nonstandard units **1m36** Read demonstration digital and analogue clocks, and use them to identify benchmark times and to tell and write time to the hour and half-hour in everyday settings **1m37** Name the months of the year in order, and read the date on a calendar	**Time (5+ days)** **2m11** Represent, compare, and order whole numbers to 100, including money amounts to 100₵, using a variety of tools **2m26** Solve problems involving the addition and subtraction of two-digit numbers with and without regrouping, using concrete **2m37** Tell and write time to the quarter-hour, using demonstration digital and analogue clocks **2m38** Construct tools for measuring time intervals in non-standard units **2m43** Determine, through investigation, the relationship between days and weeks and between months and years	**Time (5+ days)** **3m11** Represent, compare, and order whole numbers to 1000, using a variety of tools **3m20** Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1000 **3m23** Solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies **3m27** Relate multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies **3m33** Read time using analogue clocks, to the nearest five minutes, and using digital clocks, and represent time in 12-hour notation **3m46** Solve problems involving the relationships between minutes and hours, hours and days, days and weeks, and weeks and years, using a variety of tools
Number Sense and Numeration Overall: 1m9 **Measurement Overall: 1m28**	**Number Sense and Numeration Overalls: 2m8, 2m10** **Measurement Overalls: 2m28, 2m29**	**Number Sense and Numeration Overalls: 3m8, 3m10** **Measurement Overalls: 3m29, 3m30**

Grade 1	Grade 2	Grade 3
Money (5+ days) **1m15** Identify and describe various coins (i.e., penny, nickel, dime, quarter, $1 coin, $2 coin), using coin manipulatives or drawings, and state their value **1m16** Represent money amounts to 20₵, through investigation using coin manipulatives **1m18** Compose and decompose numbers to 20 in a variety of ways, using concrete materials **1m25** Solve a variety of problems involving the addition and subtraction of whole numbers to [10]20, using concrete materials and drawings **1m27** Add and subtract money amounts to 10₵, using coin manipulatives and drawings **Number Sense and Numeration Overalls: 1m8, 1m10**	**Money (5+ days)** **2m11** Represent, compare, and order whole numbers to 100, including money amounts to 100₵, using a variety of tools **2m13** Compose and decompose two-digit numbers in a variety of ways, using concrete materials **2m18** Estimate, count, and represent (using the ₵ symbol) the value of a collection of coins with a maximum value of one dollar **2m26** Solve problems involving the addition and subtraction of two-digit numbers [maximum sum of 100] with and without regrouping, using concrete materials, student-generated algorithms, and standard algorithms **2m27** Add and subtract money amounts to 100₵, using a variety of tools and strategies **Number Sense and Numeration Overalls: 2m8, 2m10**	**Money (5+ days)** **3m14** Compose and decompose three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials **3m18** Represent and describe the relationships between coins and bills up to $10 **3m19** Estimate, count, and represent (using the $ symbol) the value of a collection of coins and bills with a maximum value of $10 **3m26** Add and subtract money amounts, using a variety of tools, to make simulated purchases and change for amounts up to $10 **Number Sense and Numeration Overalls: 3m8, 3m10**
Temperature (4+ days) **1m38** Relate temperature to experiences of the seasons **1m39** Compare two or three objects using measurable attributes, and describe the objects using relative terms **1m73** Collect and organize primary data that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods **1m75** Pose and answer questions about collected data **Measurement Overalls: 1m28, 1m29** **Data Management and Probability Overalls: 1m69, 1m70**	**Temperature (3+ days)** **2m39** Describe how changes in temperature affect everyday experiences **2m40** Use a standard thermometer to determine whether temperature is rising or falling **2m78** Collect and organize primary data that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed **2m79** Read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language **2m80** Pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts **Measurement Overall: 2m28** **Data Management and Probability Overalls: 2m73, 2m74**	**Temperature (4+ days)** **3m34** Estimate, read (i.e., using a thermometer), and record positive temperatures to the nearest degree Celsius (i.e., using a number line, using appropriate notation) **3m35** Identify benchmarks for freezing, cold, cool, warm, hot, and boiling temperatures as they relate to water and for cold, cool, warm, and hot temperatures as they relate to air **3m80** Collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence **3m81** Read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data **3m82** Interpret and draw conclusions from data presented in charts, tables, and graphs **3m83** Demonstrate an understanding of mode, and identify the mode in a set of data **Measurement Overall: 3m29** **Data Management and Probability Overalls: 3m75, 3m76**