# Mindful MATH Proud ta be Primary <br> <br> Ist Grode Mation <br> <br> Ist Grode Mation Cupriculum Bunde 

 Cupriculum Bunde}

Mindful MATH
Numbers to 10


Mindful MATH

MiMindful MATH

Addition to 10


Mindful MATH
subtraction to 10


Mindful MATH
Geometry \& Fractions


Mindful MATH


Mindful MATH


Mindful MATH


Mindful MATH
Mindful MATH


# 10 Comprehensive Math Units 

## Mindful MATH

## First Grade Math Curriculum

## What is Included in this School-Year Bundle:

- 10 comprehensive math units (100+ lessons)
10 month's worth of instruction Aligns to the Common Core \& Canadian math standards
- Detailed lesson plans - Warm-up task cards
- Mental Math flash cards



Differentiated practice worksheets
Math journal prompts Math games Math centers
Two types of assessments: Quick Check task cards \& post-tests

## This Mindful MATH curriculum covers

- Numbers to 10 - Numbers to 20 - Addition to 10
- Subtraction to 10 - 2D \& 3D shapes - Basic fractions - Numbers to I20 - Addition to 20 - Subtraction to 20 Measurement Time to $1 / 2$ hour Graphing Money Patterning Sorting
Proudtose Primary


We can subtract within 10 using different


## Mindful MATH

## Unit Overview

## Unit I <br> Unit 2 <br> Unit 3 <br> Unit 4 <br> Numbers to 10 Numbers to 20 Addition to 10 Subtraction to 10

Unit 5
Unit 6
Unit 7
Unit 8
Unit 9
Unit 10

Geometry \& Fractions Numbers to 120 Addition to 20 Subtraction to 20 Measurement \& Time Graphing \& Money

Number concepts to IO: read, count, represent, sequence, order, compare

Number concepts to 20: read, count, represent, sequence, order, compare

Concrete and mental math addition strategies, problem solving, operations

Concrete and mental math subtraction strategies, problem solving, operations

Identify, describe, sort, compare, replicate $2 D$ and 3D shapes; basic fractions

Place value, skip counting, grouping, patterns, ordinal numbers, odd and even

Practice addition strategies, build fluency with basic operations

Practice subtraction strategies, build fluency with basic operations

Length, width, height, non-standard units, time to hour and $1 / 2$ hour

Create and describe graphs and data, coins, values, financial literacy

# Mindful MATH 

## First Grade Math Curriculum

## What's included in each of the 10 units:

Detailed Lesson Plans


Task Cards


Booklists


Math Journals


Posters \& Materials


Mental Math Cards


# Mindful MATH <br> $\square O_{B}$ <br> proutione <br> Privinaliy -0 

## First Grade Math Curriculum

## What's included in each of the 10 units:

Worksheets


Assessments


Mini-Books


Answer Keys


Hands-On Activities


Centers


Proud to Be Primary

# Mindful has WHAT TECCHES LOVEI 

- This ONE math curriculum is all you need to teach First Grade math concepts and meet the standards.
- Use each unit's lessons and follow-up activities to cover your math block each week.
- Each unit easily extends to an entire month of instruction.
- This curriculum covers all the First Grade Common Core standards and skills that students need to learn before Second Grade!
- This curriculum saves you time as the planning is done for you!
- Make math FUN with a variety of activities.
- Keep kids engaged and help them build important math skills and fluency!
- You will have ALL the materials you need to successfully teach (with no need to supplement)!



## Teachers Love Mindful MATI



This is the best MATH curriculum I have ever used in the classroom! I have been using this product since October and have seen my students grow and expand their mathematical thinking beyond expectation. There are more than enough activities per unit, and plenty of ways for students to practice each new skills. I love the combination of worksheets, journals and games (and so does my class)! As a teacher each lesson is easy to implement, and every activity has a clear purpose! We all look forward to MATH each day :)

Our math units are enjoyed in thousands of classrooms worldwide!

## Mindful MATH:

## See a Lesson Plon Up-Close

Quick,
independent warm-up activities.

Mental math cards help build fluency.

Lesson can be easily broken down into mini-lessons and small-group instruction.

Use the lesson goal to guide the lesson.

Teach important math vocabulary.

# Mindful MATH 

Task cards are a great warm-up to your math block. They provide a fun way to review and practice the skills taught in the lessons. Have students work independently, with a partner, or as a group to complete a quick math task using math manipulatives. Simply provide the prompt or task cards to get started!


## Mindful MATH

## Conceptit Postiers

Concept posters are included for every lesson in this unit. They clearly describe and illustrate the mathematical concept in the lesson. They are helpful to lead your lesson and as a visual reminder for students. Read the prompts to students, discuss, and then replicate the examples together.


## Mindful MATH:

MJojith Jouncols

After each lesson, provide each student with a math journal prompt to review the concept taught. Have students complete the math journal prompt independently and show their work and understanding in a notebook. No more coming up with engaging prompts; these are done for you!


## Mindful MATH

Mental Math flashcards help build a child's mental math ability and fact fluency. Each lesson includes a creative way to use the cards, such as games, fact recall, and student call-out activities. These cards are also great to use as independent and small group review. Simply put them in a box for students to grab!


## Mindful MATH

## Practice Worksheets

Each lesson includes differentiated worksheets for your students to practice their math skills. Select the no-prep worksheets you wish for your students to complete, and then assign. These versatile pages are engaging, straightforward, and fun to complete.


## Name:---------------

## TMinalful MATH Unit 2 -Lesson 10

DIRECTIONS: Read and follow the directions. Color the $\mathrm{k}_{1}$ s described and answer the questions.


The second kid is
The last kid is
The third girl,
o Color" shoes of the third kid red.
o Coll - the in of the first kid brown.
oc th shirt of the fifth kid green.

- Cole. pants of the second kid blue.
- Color the dress of the fourth kid yellow.


## Name:---------------

minalpul MATH Unit 3 -Lesson 10 DIRECTIONS: Create and record four facts for each fac mily using the 3 numbers at the top.

|  |  |
| :---: | :---: |
|  |  |


| Names |  |
| :---: | :---: |
| $8-8{ }^{\text {a }}$ = | 5-3 |
|  |  |
|  |  |
|  | 10- ${ }^{3}$ |
| $6-$ | 7-80 |

## Name:---------------

## TVinalful MATH Unit 6-Lesson 4

DIRECTIONS: Cut and glue the pieces beside the number tit represents (expanded form, place value blocks, tens and one


## Mindful MATH

## Math Cent E rs

 8 GomesThere are a variety of fun and engaging math activities included for every lesson. These hands-on activities encourage focused math practice. They are great for small groups, partner games, and math centers. You will have the materials and instructions to implement the activities quickly and easily!


## Mindful MATH:

## Math Assessments

There are two assessments included for every lesson: A 2-page post-test, as well as a Quick Check assessment task card. The post-test help provide you with data about how your students are doing and if they have acquired the necessary skills they need to know. Use the Quick Checks as a short activity for individuals or small groups to complete and show their understanding.


## use Mindful MATLI for...

- Your Guided Math routine
- Whole group mini-lessons
- Small group instruction
- Supplement your math program
- Math warm-ups - Math centers - Assessments - Sub-plans - Home review



# Teachers Love Mindful MATIT 




## Mindful

 MATH BONUS: Binder \& Workbook CoversReceive a FREE set of printable binder covers and spines, as well as student workbook covers for each unit in the Mindful Math
curriculum bundle. Use these to help you get your binders and student
materials organized for success!

# Teachers Leve Mindful MATTT 

$\star \star \star \star$ Extremely satisfied
I love Mindful Math! I have used it the past 3 years now with 3 different grades and I will never use anything else. It has everything you need to help student stay engaged and learn while having fun!

## $\star \star \star \star$ Extremely satisfied

I am loving this resource. Everything is organized and easy to deliver to students. There are many different activities and worksheets that can be used for students of different abilities. Very engaging and differentiated!

## $\star \star \star \star \star$ Extremely satisfied

This resource is laid out for immediate use. It is engaging for all learners as it provides a range of activities and discussions to meet each child where they are at. Having a post test at the end of each lesson allows educators to continuously check in on how the class is doing.

## $\star$ Extremely satisfied

Love, love love this resource. I had been using bits and pieces from different resources to meet my math curriculum criteria but then someone told me about this fabulous resource. So last year while we were all virtual I bit the bullet so to speak and bought this resource hoping my school would reimburse me for it and they did but either way I am so glad I got it. This is one of my favourite resources.

Mindful Math is enjoyed in over 10 thousand classrooms worldwide!

# Learn More About Mindful MATH 

Learn more about this comprehensive math curriculum for K-2 and how to use it effectively in the classroom!


## Mindful MATHJ Curriculum for k-2



Click the images to see the Mindful Math curriculum BUNDLES with EVERYTHING you need for the whole year!

# Want a FREE Sample of Mindful MATV? 

## SIGN UP TO GET A MINDFUL MATH

 LESSON \& MATERIALS FOR FREE!

I'd love for you to try a sample of Mindful Math with your students to see if it is a perfect fit for you and your students!

## CLICK HERE TO <br> GRAB YOUR <br> FREE SAMPLE

Proud ta be Prïmary

## Why <br> Mindful MATH BACKGROUND

The Mindful Math curriculum incorporates focused math learning opportunities and many components within each unit. The activities are hands-on and mind-on, meaning students are actively working on math and engaging their minds. Mindful Math lessons encourage different ways of thinking and representing math concepts.

Mindful Math includes a variety of thoughtful lessons and activities to help meet the needs of learners and their learning styles. Students will have many opportunities to learn, practice, and review new strategies and develop math fluency through whole group warm-ups and lessons, mental math, journals, centers, games, and assessments.

Mindful Math was created to give teachers a comprehensive math curriculum that engages minds and leaves students knowledgeable and fluent in math concepts. The curriculum aligns to the U.S. Common Core standards, the Canadian math curriculums in B.C. and Ontario, as well as many other math curriculums around the world.

# Minalful MATH Ist Grade Numbers to 10 Overview 

Correlated to the United States Common Core Standards

## Lesson I

Counting to 10 and matching numerals to quantities

Lesson 2 Ordering numbers to 10

Lesson 3
Writing numerals to 10

Lesson 4
Subitizing

Lesson 5
One-to-one correspondence (more and less)

Lesson 6
Counting to 10 using a chart and a number line

## Lesson 7

Counting on to 10 and backwards from 10

Lesson 8
Reading and writing number words to 10

Lesson 9 Comparing numbers to 10 numbers to 10
K.CC.B. 4
K.CC.C. 6
K.CC.C. 7
K.CC.B. 4
K.CC.A. 3

## minaful MATH Ist Grade Numbers to 10 Overview

 Correlated to British Columbia, Canada's BIG Ideas for K \& Grade I
## Lesson I

Counting to 10 and matching numerals to quantities

Lesson 2 Ordering numbers to 10

Lesson 3
Writing numerals to 10

Lesson 4 Subitizing

Lesson 5
One-to-one correspondence (more and less)

Lesson 6
Counting to 10 using a chart and a number line

Lesson 7
Counting on to 10 and backwards from 10

Lesson 8
Reading and writing number words to 10

Lesson 9 Comparing numbers to 10

Composing and decomposing numbers to 10

Counting \& Number Concepts to 20 \& Ways to Make 10
Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

Counting, Number Concepts, \& Change in Quantity to 20
Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

Counting \& Change in Quantity to 20 \& Equality
Ways to Make 10 Decomposing 10 into its parts

## minalpul MAIH Ist Grade <br> Numbers to 10 Overview

Correlated to Ontario, Canada's Grade I Math Curriculum

| Lesson I | Counting to 10 and matching numerals to quantities | B.I.I read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life; B 1.5 count to 50 |
| :---: | :---: | :---: |
| Lesson 2 | Ordering numbers to 10 | B1. 3 compare and order whole numbers up to and including 50 , in various contexts |
| Lesson 3 | Writing numerals to 10 | BI.I read and represent whole numbers up to and including 50 , and describe various ways they are used in everyday life |
| Lesson 4 | Subitizing | BI.I read and represent whole numbers up to and including 50 , and describe various ways they are used in everyday life |
| Lesson 5 | One-to-one correspondence (more and less) | B1. 5 count to 50 by $\mathrm{s}, 2 \mathrm{~s}, 5 \mathrm{~s}$, and 10 s , using a variety of tools and strategies |
| Lesson 6 | Counting to 10 using a chart and a number line | B1. 5 count to 50 by $\mathrm{ls}, 2 \mathrm{~s}, 5 \mathrm{~s}$, and 10 s , using a variety of tools and strategies |
| Lesson 7 | Counting on to 10 and backwards from 10 | B1. 5 count to 50 by $\mathrm{s}, 2 \mathrm{~s}, 5 \mathrm{~s}$, and 10 s , using a variety of tools and strategies |
| Lesson 8 | Reading and writing number words to 10 | BI.I read and represent whole numbers up to and including 50 , and describe various ways they are used in everyday life; B 1.5 count to 50 |
| Lesson 9 | Comparing numbers to 10 | BI. 2 compose and decompose whole numbers up to and including 50 , using a variety of tools and strategies, in various contexts |
| Lesson 10 | Composing and decomposing numbers to 10 <br> Proud to Be Prilinary | BI. 2 compose and decompose whole numbers up to and including 50 , using a variety of tools and strategies, in various contexts |

Correlated to the United States Common Core Standards

## Lesson I

Counting to 20 and matching numerals to quantities

## Lesson 2 Ordering numbers to 20

## Lesson 3

Counting to 20 using a chart and a number line
K.CC.A. 2
K.CC.B. 4

Lesson 4 Place value to 20 with tens and ones
I.NBT.B. 2
I.NBT.B2.A
I.NBT.B2.B

Lesson 5 Reading and writing numerals to 20

Lesson 6 Estimating to 20

## Lesson 7

Counting on to 20 and Counting Backwards from 20

Lesson 8 Comparing Numbers to 20

Lesson 9
Reading and writing number words to 20

Lesson 10 Ordinal numbers to 10

Correlated to British Columbia, Conada's BIG Ideas for K \& Grade I

## Lesson 1

Counting to 20 and matching numerals to quantities

Lesson 2 Ordering numbers to 20

Lesson 3
Counting to 20 using a chart and a number line

Place value to 20 with tens and ones

Lesson 5 Reading and writing numerals to 20

Lesson 6
Estimating to 20

Lesson 7
Counting on to 20 and Counting Backwards from 20

Lesson 8 Comparing Numbers to 20

Lesson 9

Lesson 10 Ordinal numbers to 10

Counting \& Number Concepts to 20 \& Ways to Make 10
Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

Numbers to 20 can be decomposed into 10 's \& l's.

Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

Counting \& Change in Quantity to 20 \& Equality

Counting \& Number Concepts to 20

Counting \& Number Concepts to 20

## mindpul MATH - Numbers to 20

 OVERVIEWCorrelated to the NEW Ontario, Canada's Grade I Math Curriculum

| Lesson 1 | Counting to 20 and matching numerals to quantities | B.I.I read and represent whole numbers up to and including 50 , and describe various ways they are used in everyday life; B I. 5 count to 50 |
| :---: | :---: | :---: |
| Lesson 2 | Ordering numbers to 20 | BI. 3 compare and order whole numbers up to and including 50, in various contexts |
| Lesson 3 | Counting to 20 using a chart and a number line | B1. 5 count to 50 by $\mathrm{s}, 2 \mathrm{~s}, 5 \mathrm{~s}$, and 10 s, using a variety of tools and strategies |
| Lesson 4 | Place value to 20 with tens and ones | BI.I read and represent whole numbers up to and including 50 B1. 2 compose and decompose whole numbers up to and including 50 |
| Lesson 5 | Reading and writing numerals to 20 | BI.I read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life; B 1.5 count to 50 |
| Lesson 6 | Estimating to 20 | BI. 4 estimate the number of objects in collections of up to 50 , and verify their estimates by counting |
| Lesson 7 | Counting on to 20 and Counting Backwards from 20 | B1. 5 count to 50 by $\mathrm{s}, 2 \mathrm{~s}, 5 \mathrm{~s}$, and $10 s$, using a variety of tools and strategies |
| Lesson 8 | Comparing Numbers to 20 | B1. 3 compare and order whole numbers up to and including 50 , in various contexts |
| Lesson 9 | Reading and writing number words to 20 | BI.I read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life; B I. 5 count to 50 |
| Lesson 10 | Ordinal numbers to 10 Proud to be Primary | Provides practice for spatial E2.3 read the date on a calendar |

## minalqul MATH - Addition to IO

## OVERVIEW <br> Correlated to the United States Common Core Standards

## Lesson I Basic Addition to 5

Lesson 2
Addition Strategies to 10 (using
I.OA.C. 6 pictures, fingers, and objects)

## Lesson 3

Addition Word Problems (with two
I.OA.A.I addends)

Lesson 4 Counting On to Add to 10

Lesson 5
Addition to 10 using a Number Line \&
I.OA.C. 5 Chart

Lesson 6
Making IO \& Doubles to 12

Lesson 7
Addition Word Problems (with
I.OA.A. 2 three addends)

Lesson 8 Commutative Property of Addition

Lesson 9
Equal Sign (=) \& Building Fluency with Basic Addition Facts to 10

Relationship between Addition \& Subtraction (fact families)
I.OA.C. 6
I.OA.D. 7

## 

> Lesson I
> Basic Addition to 5

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10 pictures, fingers, and objects) addends)

## Counting On to Add to 10

 ChartMaking IO \& Doubles to 12

Addition Word Problems (with three addends) with Basic Addition Facts to 10

Addition Strategies to 10 (using

Addition Word Problems (with two

Addition to IO using a Number Line \&

Commutative Property of Addition

Equal Sign (=) \& Building Fluency

Relationship between Addition \& Subtraction (fact families)

Addition to 20 (understanding of operation \& process)
Addition to 20
(understanding of operation \& process)

Addition to 20 (understanding of operation \& process)
Mental Math Strategies: counting on, making IO, doubles
Addition to 20
(understanding of operation \& process)
Mental Math Strategies: counting on, making IO, doubles
Addition to 20
(understanding of operation \& process)
Addition to 20
(understanding of operation \& process)
Addition to 20 (understanding of operation \& process)
Addition \& subtraction are related

Proud to Be Prilimary

## minalqul MATH - Addition to IO

## Overview

## Correlated to the NEW Ontario, Canada's Grade I Math Curriculum

| Lesson I | Basic Addition to 5 |  |
| :---: | :---: | :---: |
| Lesson 2 | Addition Strategies to 10 (using pictures, fingers, and objects) |  |
| Lesson 3 | Addition Word Problems (with two addends) | B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition of whole numbers that add up to 50 |
| Lesson 4 | Counting On to Add to 10 | B22 recall and demonstrate addition facts for numbers up to 10 B2.3 use mental math strategies to add whole numbers that add up to no |
| Lesson 5 | Addition to 10 using a Number Line \& Chart | B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition of whole numbers that add up to 50 |
| Lesson 6 | Making IO \& Doubles to 12 | B2.3 use mental math strategies to add whole numbers that add up to no more than 20 , and explain the strategies used |
| Lesson 7 | Addition Word Problems (with three addends) | B2.4 use objects, diagrams, and equations to represent describe, and solve situations involving adadition of whole numbers that add up to 50 |
| Lesson 8 | Commutative Property of Addition | B2.) use the properties of addition, and the relationship between addition and subtraction, to solve problems and check calculations |
| Lesson 9 | Equal Sign (=) \& Building Fluency with Basic Addition Facts to 10 | B22 recall addition facts for numbers up to 10 B2.5 represent and solve equal${ }_{\$ 23}^{\text {group problems }}$ B23 use mental math strategies |
| Lesson 10 | Relationship between Addition \& Subtraction (fact families) |  |

## Correlated to the United States Common Core

## Lesson 1 Basic Subtraction within 5

Lesson 2
Subtraction Strategies to 10 (using
I.OA.C. 6 pictures, fingers, and objects)

Lesson 3
Subtraction Word Problems (with I.OA.A.I

Lesson 4 Counting Back to Subtract within 10
I.OA.C. 5
I.OA.C. 6

Lesson 5
Subtraction to 10 using a Number
I.OA.C. 5

Lesson 6
Subtracting the same number or I.OA.B. 3
Line \& Chart two numbers) zero

## Lesson 7

More Subtraction Word Problems

Lesson 8 Decomposing Numbers to subtract

Lesson 9
Equal Sign (=) \& Building Fluency
with Basic Subtraction Facts to 10

Lesson 10 Subtraction as an Unknown Addend

Lesson 2

Lesson 3

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

## Lesson I <br> Basic Subtraction within 5

Lesson 4 Counting Back to Subtract within 10
Subtraction Strategies to 10 (using pictures, fingers, and objects)

## Subtraction Word Problems (with two numbers)

## Subtraction to 10 using a Number Line \& Chart

Subtracting the same number or zero

More Subtraction Word Problems

Decomposing Numbers to subtract

Equal Sign (=) \& Building Fluency with Basic Subtraction Facts to IO

Subtraction as an Unknown Addend

Subtraction to 20 (understanding of operation \& process)
Subtraction to 20 (understanding of operation \& process)
Subtraction to 20 (understanding of operation \& process)
Mental Math Strategies: counting back

Subtraction to 20 (understanding of operation \& process)
Mental Math Strategies: counting back

Subtraction to 20 (understanding of operation \& process)
Decomposing 10 into its parts

Subtraction to 20 (understanding of operation \& process)
Addition \& subtraction are related

Correlate

Lesson I

Describe relative positions of objects using positional language. shapes.

Identify, name, and describe 3D shapes.

Identify, describe, and compare 2D \& 3D shapes in the environment.
Analyze, compare, \& sort 2D \& 3D shapes based on attributes.

Compose and decompose 2D \& 3D shapes \& replicate composite shapes.

Identify, name, and describe 2D
K.G.A. 2
K.G.A. 3
I.G.A.I
K.G.A. 2
K.G.A. 3
I.G.A.I
K.G.A.I
I.G.A.I
K.G.B. 5 K.G.B. 6
I.G.A.I
I.G.A. 2
K.G.A.I

Lesson 7
Locate and describe objects that have symmetry.

Lesson 8

Lesson 9

> Halves, fourths, quarters, wholes.
> Equal \& unequal parts

Partition whole objects into equal parts and describe.

Identifying \& writing basic

## 

Lesson I

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

Identify, name, and describe 2D shapes.

Identify, name, and describe 3D shapes.

Identify, describe, and compare 2D \& 3D shapes in the environment.

Analyze, compare, \& sort 2D \& 3D shapes based on attributes.

Compose and decompose 2D \& 3D shapes \& replicate composite shapes.

Describe relative positions of objects using positional language.

Objects and shapes have attributes that can be described and compared.

Comparing 2D shapes and 3D objects in the environment.
Sorting 3D objects and 2D
shapes using one attribute,
Sorting 3D objects and 2D
shapes using one attribute, and explaining the sorting rule
Replicating composite 2D shapes and 3D objects.
Describing relative positions, using positional language.
Objects and shapes have attributes that can be described and compared.
roser

Locate and describe objects that have symmetry.

> Halves, fourths, quarters, wholes. Equal \& unequal parts

## concmer

Lesson 2

Lesson 3

## Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

## Lesson 1 shapes.

Identify, describe, and compare 2D \& 3D shapes in the environment.
Identify, name, and describe 2D

## Identify, name, and describe 3D shapes.

Analyze, compare, \& sort 2D \& 3D shapes based on attributes.

## Compose and decompose 2D \& 3D shapes \& replicate composite shapes.

## Describe relative positions of

 objects using positional language.Locate and describe objects that have symmetry.

Halves, fourths, quarters, wholes. Equal \& unequal parts

## Partition whole objects into equal parts and describe.

## Identifying \& writing basic

 fractions.El.I sort 3 D objects and 2 D shapes according to one attribute at a time, and identify the sorting rule being used

El.I sort 3D objects and 2D shapes according to one attribute at a time, and identify the sorting rule being used

Not in new curriculum

El.I sort 3 D objects and 2 D shapes according to one attribute at a time, and identify the sorting rule being used

El. 2 construct three-dimensional objects, and identify twodimensional shapes contained within structures and objects

El. 4 describe the relative locations of objects or people, using positional language

El. 3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves

BI. 6 use drawings to represent and solve fair-share problems that involve 2 and $Ч$ sharers

BI. 7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts (equivalent fractions)

Not in curriculum

## mindful MATH - Numbers to 120

Correlated to the United States Common Core Standards

## Lesson I <br> Counting to 120 using a chart. Reading and writing numerals to I 20.

I. NBT.A.I

Numbers to 120 on the hundreds
I. NBT.A.I

Lesson 2 chart. Even and odd numbers.

## Lesson 3

Place value to 120 with tens and ones.

## Lesson 4

Decomposing numbers into tens and ones.

Lesson $5 \quad$ Ordering numbers to I 20.

## Lesson 6

Skip counting forward by 2 s to 20 .

## Lesson 7

Lesson 8

Lesson 9

Skip counting by 5 s and 10 s to 120 .

Grouping to count.

Comparing numbers to 120 .

I or 10 more or less than (adding and subtracting by $I$ and IO)
I.NBT.B. 2
I.NBT.B.2.C

## I.NBT.B. 2

I.NBT.B.2.C

## I. NBT.A.I

Not specifically mentioned but lends itself to future standards in $2^{\text {nd }}$ grade.

Not specifically mentioned but lends itself to future standards in $2^{\text {nd }}$ grade.

Not specifically mentioned but lends itself to future standards in $2^{\text {nd }}$ grade.
I.NBT.B. 3

## Inindful MATH - Numbers to <br> Correlated to British Columbia, Canada's BIC Ideas for Grade I \& 2

## Lesson I <br> Counting to 100 using a chart. <br> Reading and writing numerals to 100.

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Numbers to 100 on the hundreds chart. Even and odd numbers.

Place value to 100 with tens and ones.

Decomposing numbers into tens and ones.

Ordering numbers to 100 .

Skip counting forward by 2 s to 20 .

Skip counting by 5 s and 10 s to 100 .

Grouping to count.

Comparing numbers to 100 .

I or 10 more or less than (adding and subtracting by $I$ and IO)

Number Concepts to 100

Number Concepts to 100. Even and odd.

Number Concepts to 100. Place value.

Number Concepts to IOO. Place value.

Number Concepts to 100. Ordering numbers.

Skip counting by 2,5 , and 10 .

Skip counting by 2, 5, and 10 .

Skip counting by 2,5 , and 10 .

Number Concepts to 100. Comparing numbers.

Number Concepts to 100. Addition \& subtraction to 100.

## mindful MATH - Numbers to 100

 Overview
## Correlated to the NEW Ontario, Conada's Grade I Math Curriculum

| Lesson I | Count to 100 using a chart. Read and write numerals to 100 . | B.I. read and represent whole numbers up to and including 50 , and describe various ways they are used in everyday life; B .5 count to 50 |
| :---: | :---: | :---: |
| Lesson 2 | Numbers to 100 on the hundreds chart. Even and odd numbers. | BIII read and represent whole numbers up to and including 50 , and describe various ways they are used in everyday life; B I. 5 count to 50 |
| Lesson 3 | Place value to 100 with tens and ones. | B.I. read and represent whole numbers up to and including 50 BI. 2 compose and decompose whole numbers up to and including 50 |
| Lesson 4 | Decomposing numbers into tens and ones. | B1. 2 compose and decompose whole numbers up to and including 50 |
| Lesson 5 | Ordering numbers to 100 . | B1. 3 compare and order whole numbers up to and including 50 , in various contexts |
| Lesson 6 | Skip counting forward by 2 s to 20. | B1. 5 count to 50 by $\mathrm{ls}, 2 \mathrm{~s}, 5 \mathrm{~s}$, and 10 s , using a variety of tools and strategies |
| Lesson 7 | Skip counting by 5 s and 10 s to 100. | B1. 5 count to 50 by $\mathrm{s}, 2 \mathrm{~s}, 5 \mathrm{~s}$, and 10 s , using a variety of tools and strategies |
| Lesson 8 | Grouping to count. | B1. 4 estimate the number of objects in collections of up to 50, and verify their estimates by counting |
| Lesson 9 | Comparing numbers to 100 . | B1. 3 compare and order whole numbers up to and including 50, in various contexts |
| Lesson 10 | I or 10 more or less than (adding and subtracting by I and IO) Proud te Be Prilinary | B2.3 use mental math strategies to add whole numbers that add up to no more than 20 , and explain the strategies used |

## Correlated to the United States Common Core Standards

## Lesson I

Addition Strategies to 20 (using drawings, ten frames, and objects)

Addition Word Problems (with two addends)

## Lesson 3

Counting On to Add to 20
I.OA.C. 5 I.OA.C. 6

## Lesson 4

Addition to 20 using a Number Line
I.OA.C. 5 \& Chart

## Lesson 5

Making IO \& Doubles to Add to 20

Lesson 6
Addition Word Problems (with
I.OA.A. 2 three addends)

## Lesson 7

Commutative Property of Addition
I.OA.B. 3

Lesson 8

Lesson 9

Relationship between Addition \& Subtraction (fact families \& missing addends)

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

## 

> Lesson I
> Addition Strategies to 20 (using drawings, ten frames, and objects)

Lesson 2

## Addition Word Problems (with two addends)

## mindqul MATH

## OVERVIE

Addition to 20 (understanding of operation \& process)
Addition to 20
(understanding of operation \& process)
Mental Math Strategies: counting on, making 10 , doubles

Addition to 20
(understanding of operation \& process)
Mental Math Strategies: counting on, making IO, doubles

Addition to 20
(understanding of operation \& process)
Addition to 20
(understanding of operation \& process)
Addition to 20
(understanding of operation \& process)
Addition to 20 (understanding of operation \& process)
Addition \& subtraction are related
Proud to be Prilimary

| Omind |
| :--- | :--- | :--- |

## minalful MATH - Subtraction to 20

## Overview

Correlated to the United States Common Core Standards

## Lesson 1

 Subtraction Strategies to 20 (using I.OA.C. 6 drawings, ten frames, and objects)Lesson 2

Subtraction Word Problems (with
I.OA.A.I two numbers)

Lesson 3 Counting Back to Subtract within 20

Lesson 4
Subtraction to 20 using a Number Line \& Chart

Lesson 5
More Subtraction Word Problems

Lesson 6
Decomposing Numbers Leading to a Ten

Lesson 7
Subtraction Equations \& Fluency

Lesson 8
Subtraction as an Unknown Addend

Lesson 9
Relationship between Addition \& Subtraction (fact families)

Determine Unknown Whole Number in a Subtraction Equation
I.OA.C. 6
I.OA.C. 5 I.OA.C. 6
I.OA.C. 5
I.OA.A.I
I.OA.C. 6
I.OA.D. 7
I.OA.B. 4
I.OA.C. 6
I.OA.D. 8

## Minaful MATH - Subtraction to 20

 Correlated to British Columbia, Canada's BIG Ideas for Grade ILesson 1

Lesson 2

Lesson 3 Counting Back to Subtract within 20
Lesson 3 Counting Back to Subtract within 20

Lesson 4

Lesson 5

Lesson 6
Decomposing Numbers Leading to a Ten

Lesson 7

Lesson 8

Lesson 9

Lesson 10
Subtraction Strategies to 20 (using drawings, ten frames, and objects)

Subtraction Word Problems (with two numbers)

Subtraction to 20 using a Number Line \& Chart

## Minaful MATH - Subtraction to 20

 Overview
## Correlated to the NEW Ontario, Canada's Grade I Math Curriculum

| Lesson 1 | Subtraction Strategies to 20 (drawings, ten frames, \& objects) | B2.2 recall and demonstrate subtractio facts for numbers up to 10 B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving subtraction |
| :---: | :---: | :---: |
| Lesson 2 | Subtraction Word Problems (with two numbers) | B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving subtraction of whole numbers that add up to 50 |
| Lesson 3 | Counting Back to Subtract within 20 | B2.2 recall and demonstrate subtraction facts for numbers up to 10 B2.3 use mental math strategies to subtract whole numbers no more than 20 |
| Lesson 4 | Subtraction to 20 using a Number Line \& Chart | B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving subtraction of whole numbers to 50 |
| Lesson 5 | More Subtraction Word Problems | B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving subtraction of whole numbers that add up to 50 |
| Lesson 6 | Decomposing Numbers Leading to a Ten | B2.I use the properties of subtraction, and the relationship between addition and subtraction, to solve problems and check calculations |
| Lesson 7 | Subtraction Equations \& Fluency | B2.2 recall subtraction facts for numbers up to 10 B2.3 use mental math strategies |
| Lesson 8 | Subtraction as an Unknown Addend | B2.I use the properties of subtraction and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations |
| Lesson 9 | Relationship between Addition \& Subtraction (fact families) | B2.I use the properties of subtraction and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations |
| Lesson 10 | Determine Unknown Whole Number in a Subtraction Equation Proud to Be Prilinary | B2.I use the properties of subtraction and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations |

## Correlated

## Lesson 1

Lesson 2
Estimating \& Measuring (using I.MD.A. 2 non-standard units)

## Lesson 3

Lesson 4
Mass (comparing \& measuring)

## Lesson 5

Lesson 6

Lesson 8

Lesson 9
Tell \& Write Time to the Hour
I.MD.B. 3
(digital \& analog clocks)
Tell \& Write Time to the Half Hour
I.MD.B. 3 (digital \& analog clocks)
Compare
\& Heights

Distance
I.MD.A. 2

Area (comparing \& measuring)

Capacity (comparing \& measuring)

Parts of an analog clock (clock
I.MD.B. 3 faces, hour hand, minute hand)

Concept of Time (comparing 2 amounts of time; benchmark times)
I.MD.B. 3
I.MD.A.I

Proud to Be Prilimary

## Mindful MATH - Measurement \& Time

Correlated to the United States Common Core Standards for First Grade
Lesson II
Days, Months, Seasons. Dates on the Calendar.
Lesson I
Lesson 2
Lesson 3
Lesson 4
Lesson 5
Lesson 6
Lesson 7
Lesson 8
Parts of an analog clock (clockfaces, hour hand, minute hand)
Lesson 9
Tell \& Write Time to the Hour(digital \& analog clocks)
Concept of Time (comparing 2amounts of time; benchmark times)

Compare \& Order Lengths, Widths, \& Heights
Estimating \& Measuring (using non-standard units)
non-standard units)

## Distance <br> Distance

Mass (comparing \& measuring)

## Area (comparing \& measuring) <br> Area (comparing \& measuring)

## Capacity (comparing \& measuring) <br> Capacity (comparing \& measuring)

Direct measurement with non-standard units (nonuniform and uniform)

Direct measurement with non-standard units (nonuniform and uniform)

Direct measurement with non-standard units (nonuniform and uniform)

Direct measurement with non-standard units (nonuniform and uniform)

Direct measurement with non-standard units (nonuniform and uniform)

> Direct measurement with
> non-standard units (nonuniform and uniform)

## Mindful MATH - Measurement \& Time

Correlated to British Columbia, Canada's BIG Ideas for Grade I
Days, Months, Seasons. Dates on the Calendar.

## Corre

 (digital \& analog clocks)
## Lesson I

Lesson 2

Lesson 3

## Distance

## Mass (comparing \& measuring)

## Lesson 5

## Lesson 6

## Lesson 7

Lesson 8

Lesson 9

## Tell \& Write Time to the Hour

 (digital \& analog clocks)
## Parts of an analog clock (clock

 faces, hour hand, minute hand)Concept of Time (comparing 2 amounts of time; benchmark times)

## Capacity (comparing \& measuring)

Area (comparing \& measuring)

# Compare \& Order Lengths, Widths, \& Heights 

## Estimating \& Measuring (using non-standard units)

## Lesson 4

E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

Not covered in curriculum

E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

E2.2 compare several everyday objects and order them according to length, area, mass, and capacity
E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

Not covered in curriculum

Not covered in curriculum

Not covered in curriculum

Not covered in curriculum

Proud to Be Prinnal

# Minalful MATH - Measurement \& Time 

Correlated to the NEW Ontario, Canada's Grade I Math Curriculum
Days, Months, Seasons. Dates on the Calendar.

E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Mindpue MATH - Graphing

Correlated to the United States Common Core Standards for First Grade

Lesson I
Identify and Describe Coins (penny, nickel, dime, quarter)

Counting Coins (represent amounts \& counting multiples in groups)

Counting Mixed Groups of Coins (represent amounts)

Lesson 4
Financial Literacy (money as a medium of exchange)

Financial Literacy (needs and wants; spending and saving)

Lesson 8

Collect and Organize Data on Graphs

Collect and Organize Data on Graphs (cont.)

Display and Describe Data on Graphs

Create A Graph (collect, organize,
I.MD.C. 4
I.MD.C. 4
I.MD.C. 4 display, and describe data collected)

## corcolect

Lesson I

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Identify and Describe Coins (nickel, dime, quarter, loonie, toonie)

Counting Coins (represent amounts \& counting multiples in groups)

Counting Mixed Groups of Coins (represent amounts)

## Financial Literacy (money as a medium of exchange)

> Financial Literacy (needs and wants; spending and saving)

## Collect and Organize Data on Graphs

## Collect and Organize Data on

 Graphs (cont.)
## Display and Describe Data on Graphs

Create A Graph (collect, organize, display, and describe data collected)

Financial Literacy - value of coins, and monetary exchanges

Financial Literacy - value of coins, and monetary exchanges

Financial Literacy - value of coins, and monetary exchanges

Financial Literacy - value of coins, and monetary exchanges

Financial Literacy- value of coins, and monetary exchanges

Concrete graphs help us to compare and interpret data.

Concrete graphs help us to compare and interpret data.

Concrete graphs help us to compare and interpret data.

Concrete graphs help us to compare and interpret data.

## 

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

> Lesson I dime, quarter, loonie, toonie)

Counting Coins (represent amounts \& counting multiples in groups)

## Financial Literacy (money as a medium of exchange)

Identify and Describe Coins (nickel,

## Counting Mixed Groups of Coins (represent amounts)

## Financial Literacy (needs and

 wants; spending and saving)
## Collect and Organize Data on Graphs

## Collect and Organize Data on Graphs (cont.)

## Display and Describe Data on Graphs

Create A Graph (collect, organize, display, and describe data collected)

Fl.I identify the various
Canadian coins up to $50 \$$ and coins and bills up to $\$ 50$, and compare their values

Fl.I identify the various
Canadian coins up to $50 \Phi$ and coins and bills up to $\$ 50$, and compare their values

FI.I identify the various
Canadian coins up to $50 \$$ and coins and bills up to $\$ 50$, and compare their values

Fl.I identify the various Canadian coins up to $50 \Phi$ and coins and bills up to $\$ 50$, and compare their values

Fl.I identify the various
Canadian coins up to 50 and coins and bills up to $\$ 50$, and compare their values
DII.I sort sets of data according to one attribute
DI. 2 collect, record, and organize data to answer questions
DI.I sort sets of data according to one attribute
DI. 2 collect, record, and organize data to answer questions
DI. 3 display sets of data in concrete graphs and pictographs DI. 4 order categories of data DI. 5 analyse sets of data
DI.I, DI.2, DI.3, DI.Y, DI. 5

## Lesson I

What is a pattern? Identify, describe, and extend repeating patterns.

## Lesson 2

Identify the repeating pattern rule and what repeats.

## Lesson 3

Lesson 4

Lesson 5

Lesson 6
Create repeating patterns with multiple elements.

Identify, describe, and extend numeric patterns.

Identify, describe, and extend growing patterns.

Sort by attributes. Understand and use a Venn Diagram to sort.

