

Math Learning in the Classroom

Math learning occurs in many ways in the classroom. Teachers observe students during daily work, have conversations with students about math ideas and look at the results of their math work.

If you have questions about math in the classroom or if your child needs additional support, please contact your child's teacher.



Online Resources for Grade 1 Math Students

These sites were active at the time of publication. Please review them to determine if they are appropriate for your child's needs and interests.

- **Askî's Pond** – an iPad math game produced in Saskatchewan, featuring the characters from Askî's world, reinforcing Saskatchewan math curriculum and available in the iTunes App Store (free of charge)
- **NRICH math** – interactive tasks and games for all grade levels: <https://nrich.maths.org>
- **Cool Math 4 Kids** – puzzles, games and much more: [www.coolmath4kids](http://www.coolmath4kids.com)



Be Positive and Supportive

Celebrate success and build confidence. Everyone uses math!

- Show and talk about how math is part of daily life.
- Be relaxed when talking about math, whether that is during homework time or in conversation.
- Encourage your child to keep trying, even if the problem seems hard at first.
- Focus on *how* your child is working on math problems and comment on good understanding.

The goal of this document is to support parents and caregivers as they promote positive math thinking. It also provides an overview of what Saskatchewan students will be taught in school in Grade 1.

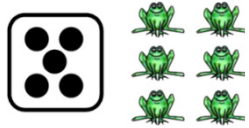
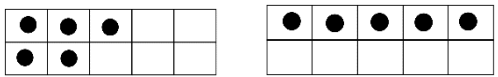

Make Math Real at Home

- Estimate things such as a length of time, number of objects, weights and measures.
- Play games of all kinds, including board games, card games and dice games. Some examples include Snakes and Ladders, Uno, Yahtzee, Frustration, Set and Qwirkle. Talk about strategies you can use.
- Talk about math concepts when baking or cooking.
- Sort and organize things around the house such as toys, food and laundry. Talk about your sorting rules.
- Look for patterns in music, art, numbers and nature. Create your own patterns.





Overview of Grade 1 Math


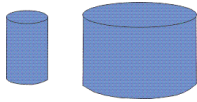

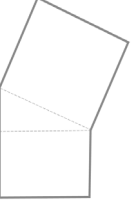
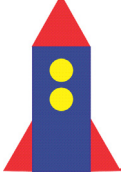
NUMBER

- Count forward and backward by 1s to 100.
- Count forward by 2s to 20.
- Count forward by 5s and 10s to 100.
- Recognize the number of objects (1 – 10) in a familiar arrangement at a glance. 
- Read number words up to 20.
- Recognize that the number of objects in a group does not change, no matter how they are arranged.
 - No matter how the circles are grouped, they still represent 5. 
- Add and subtract, with answers up to 20.
 - Know how to find a total by “counting on” or by using groups of objects.
 - “If I have 8 toy cars and you give me 2 more, I can know the total number of cars by counting on from 8 and saying ‘9, 10’ to get the total number of cars.”
 - “I saw doubles.” (Two rows of four); $4 + 4 = 8$. 
 - Understand if a story problem involves adding or subtracting.
 - “I know that I will be subtracting because the story problem says that some apples were eaten, so that means there will be fewer apples.”
 - “I know that I will be adding because the story problem says that the student found three more coins.”
 - Show numbers up to 20 using objects and pictures.
 - Read whole number words to 20.
- Compare sets of objects (up to 20) using the words “more than,” “fewer than” or “as many as.”
 - The set of 9 cards has fewer cards than the set of 12 cards; the stack of 10 blocks is more than the group of 8 marbles.
- Divide a set of items into equal groups, with or without “leftovers.”
 - “I can divide the set of 15 cubes into 2 groups of 7, with 1 cube left over.”
- Name and show a number that is one or two more, and one or two less than a given number up to 20.
 - 16 is two more than 14; 12 is one less than 13.

PATTERNS AND RELATIONS

- Understand repeating patterns by knowing the rule for the pattern.
 - The rule is “circle, square, star.” 
- Describe “equal” by using groups of objects.
 - There are 6 strawberries in each group. The groups are equal. 
- Write number sentences using the = symbol.
 - $6 + 6 = 12$

SHAPE AND SPACE

- Compare measurements of objects using terms such as longer/shorter; bigger/smaller; heavier/lighter; and determine which of two containers holds the most.
 - Which one is longer? 
 - Which one holds more water? 
- Sort 2-D and 3-D objects and shapes and explain how you sorted.
 - Which shape does not belong? Why? Is there more than one way to answer? Explain. 
 - Put 2-D shapes together to make a new shape.
 - Fill in the blank shape using a square, a triangle and a rectangle. 
 - The rocket is made using 1 rectangle, 3 triangles and 2 circles. 
- Put 3-D objects together to make a new object.
 - The house is made of a pyramid and a cube. 