

# Grade 1 JUMP Math Correlation to the Manitoba Curriculum

## NOTES:

An asterisk (\*) indicates that a JUMP Math lesson covers a curriculum requirement primarily in the Teacher's Guide.

JUMP Math strands are represented by:

NS Number Sense

ME Measurement

G Geometry

PA Patterns and Algebra

PDM Probability and Data Management

Number				
General Learning Outcome				
Develop number sense.				
Specific Learning Outcomes		JUMP Math Lessons		
1.N.1	Say the number sequence by • 1s forward and backward between any two given numbers (0 to 100) • 2s to 30, forward starting at 0 • 5s and 10s to 100, forward starting at 0 [C, CN, ME, V]	Part	Unit	Lessons
		1	2	NS1-1 to 8, 12
		1	4	NS1-13, 27*
		1	7	NS1-28 to 30
		2	10	NS1-49 to 55
		2	12	NS1-70
1.N.2	Subitize and name familiar arrangements of 1 to 10 dots (or objects). [C, CN, ME, V]	Part	Unit	Lessons
		1	2	NS1-1 to 3
		1	4	NS1-14, 17*, 19*, 20*
		2	10	NS1-50, 51*
		2	13	NS1-76

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Number				
1.N.3	Demonstrate an understanding of counting by <ul style="list-style-type: none"> <li>• using the counting-on strategy</li> <li>• using parts or equal groups to count sets</li> </ul> [C, CN, ME, R, V]	<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		1	4	NS1-14, 19, 20, 24
		1	7	NS1-29, 30
		2	10	NS1-50, 51, 53 to 55
1.N.4	Represent and describe numbers to 20, concretely, pictorially, and symbolically. [C, CN, V]	<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		1	2	NS1-1 to 8
		1	4	NS1-21 to 25
		1	7	NS1-28 to 30
		1	8	NS1-40
		1	9	NS1-46, 48
		2	12	NS1-65, 72, 73
		2	13	NS1-79, 84
1.N.5	Compare and order sets containing up to 20 elements to solve problems by using <ul style="list-style-type: none"> <li>• referents</li> <li>• one-to-one correspondence</li> </ul> [C, CN, ME, PS, R, V]	<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		1	2	NS1-9 to 11
		1	4	NS1-15 to 18, 21*, 22*, 23
1.N.6	Estimate quantities to 20 by using referents. [C, ME, PS, R, V]	2	14	NS1-88
		<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
1.N.7	Demonstrate, concretely and pictorially, how a number, up to 30, can be represented by a variety of equal groups with and without singles. [C, R, V]	2	12	NS1-72 to 74
		<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
1.N.8	Identify the number, up to 20, that is one more, two more, one less, and two less than a given number. [C, CN, ME, R, V]	2	10	NS1-53*, 55
		<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		1	4	NS1-19, 20, 25
		1	8	NS1-35
		2	12	NS1-71

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Number				
1.N.9	Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically, by <ul style="list-style-type: none"> <li>• using familiar and mathematical language to describe additive and subtractive actions from their experience</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically</li> </ul> [C, CN, ME, PS, R, V]	<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		1	8	NS1-31, 32, 38 to 40
		1	9	NS1-41 to 45, 48*
		2	12	NS1-66 to 69
		2	13	NS1-82
		2	14	NS1-88, 89, 92 to 95, 97 to 100
1.N.10	Describe and use mental mathematics strategies, including <ul style="list-style-type: none"> <li>• counting on, counting back</li> <li>• using one more, one less</li> <li>• making 10</li> <li>• starting from known doubles</li> <li>• using addition to subtract</li> </ul> to determine the basic addition and related subtraction facts to 18. [C, CN, ME, PS, R, V] <div>             Recall of one more and one less, complementary (compatible) numbers that add up to 5 and 10, doubles (up to <math>5 + 5</math>), and related subtraction facts is expected by the end of Grade 1.           </div>	<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		1	8	NS1-33 to 37
		1	9	NS1-42*, 43*
		2	12	NS1-71
		2	13	NS1-75 to 81, 83, 85, 86
		2	14	NS1-91 to 100

Patterns and Relations (Patterns)				
General Learning Outcome				
Use patterns to describe the world and solve problems.				
Specific Learning Outcomes		JUMP Math Lessons		
1.PR.1	Demonstrate an understanding of repeating patterns (two to four elements) by <ul style="list-style-type: none"><li>• describing</li><li>• reproducing</li><li>• extending</li><li>• creating</li></ul> patterns using manipulatives, diagrams, sounds, and actions. [C, PS, R, V]	Part	Unit	Lessons
		1	3	PA1-1 to 3, 6, 7
		2	17	ME1-26
1.PR.2	Translate repeating patterns from one representation to another. [C, R, V]	Part	Unit	Lessons
		1	3	PA1-4, 5
Patterns and Relations (Variables and Equations)				
General Learning Outcome				
Represent algebraic expressions in multiple ways.				
Specific Learning Outcomes		JUMP Math Lessons		
1.PR.3	Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]	Part	Unit	Lessons
		2	15	PA1-9
1.PR.4	Record equalities using the equal symbol (0 to 20). [C, CN, PS, V]	Part	Unit	Lessons
		1	8	NS1-32, 38, 39
		2	15	PA1-9, 10

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## Shape and Space (Measurement)

### General Learning Outcome

Use direct or indirect measurement to solve problems.

### Specific Learning Outcomes

- 1.SS.1 Demonstrate an understanding of measurement as a process of comparing by
- identifying attributes that can be compared
  - ordering objects
  - making statements of comparison
  - filling, covering, or matching
- [C, CN, PS, R, V]

### JUMP Math Lessons

Part	Unit	Lessons
1	5	ME1-1 to 7, 13 to 15, 18
2	17	ME1-27, 29

## Shape and Space (3-D Objects and 2-D Shapes)

### General Learning Outcome

Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

### Specific Learning Outcomes

- 1.SS.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.
- [C, CN, R, V]

### JUMP Math Lessons

Part	Unit	Lessons
1	1	PDM1-1 to 3
1	6	G1-1*, 2*, 3*, 4*, 5*, 6 to 8
2	16	G1-15*, 16*, 17, 18

- 1.SS.3 Replicate composite 2-D shapes and 3-D objects.
- [CN, PS, V]

Part	Unit	Lessons
1	6	G1-9 to 11
2	16	G1-19

- 1.SS.4 Compare 2-D shapes to parts of 3-D objects in the environment.
- [C, CN, V]

Part	Unit	Lessons
2	16	G1-15*, 16*, 17*, 18