

# Grade 1 JUMP Math Correlation to the Ontario Curriculum

## NOTES:

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

Expectation codes source: Ontario Curriculum Unit Planner

JUMP Math strands are represented by:

NS Number Sense

ME Measurement

G Geometry

PA Patterns and Algebra

PDM Probability and Data Management

Number Sense and Numeration				
Overall Expectations				
1m8	read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;			
1m9	demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20;			
1m10	solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.			
Specific Expectations				
Quantity Relationships		JUMP Math Lessons		
1m11	represent, compare, and order whole numbers to 50, using a variety of tools (e.g., connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g., real-life experiences, number stories);	Part	Unit	Lessons
		1	2	NS1-1 to 6, 8 to 12
		1	4	NS1-14 to 25, 27*
		1	7	NS1-28 to 30
		2	10	NS1-57 to 60
		2	12	NS1-65
		2	14	NS1-88
1m12	read and print in words whole numbers to ten, using meaningful contexts (e.g., storybooks, posters);	Part	Unit	Lessons
		1	9	NS1-46, 47
		2	14	NS1-88, 89, 92, 93, 95, 97 to 99, 100*

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Number Sense and Numeration				
1m13	demonstrate, using concrete materials, the concept of conservation of number (e.g., 5 counters represent the number 5, regardless whether they are close together or far apart);	Part	Unit	Lessons
		1	2	NS1-1*, 2*, 8
1m14	relate numbers to the anchors of 5 and 10 (e.g., 7 is 2 more than 5 and 3 less than 10);	Part	Unit	Lessons
		1	4	NS1-17, 18, 22, 24
		1	8	NS1-34
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 (e.g., the value of a penny is one cent; the value of a toonie is two dollars);	Part	Unit	Lessons
		2	11	NS1-61 to 64
1m16	represent money amounts to 20¢, through investigation using coin manipulatives;	Part	Unit	Lessons
		2	11	NS1-63, 64
1m17	estimate the number of objects in a set, and check by counting (e.g., “I guessed that there were 20 cubes in the pile. I counted them and there were only 17 cubes. 17 is close to 20.”);	Part	Unit	Lessons
		2	12	NS1-72 to 74
1m18	compose and decompose numbers up to 20 in a variety of ways, using concrete materials (e.g., 7 can be decomposed using connecting cubes into 6 and 1, or 5 and 2, or 4 and 3);	Part	Unit	Lessons
		1	8	NS1-40
		2	13	NS1-75, 79, 82, 85
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).	Part	Unit	Lessons
		2	13	NS1-87
Counting		JUMP Math Lessons		
1m20	demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting;	Part	Unit	Lessons
		1	2	NS1-1 to 4*, 5*, 7, 8, 11*
		1	4	NS1-21
1m21	count forward by 1’s, 2’s, 5’s, and 10’s to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundreds chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes);	Part	Unit	Lessons
		1	2	NS1-7*, 12
		1	4	NS1-19, 24, 27*
		1	7	NS1-28 to 30
		2	10	NS1-49 to 55
		2	11	NS1-63, 64

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## Number Sense and Numeration

1m22	count backwards by 1's from 20 and any number less than 20 (e.g., count backwards from 18 to 11), with and without the use of concrete materials and number lines;	Part	Unit	Lessons
		1	4	NS1-13, 20
		2	12	NS1-68 to 70
1m23	count backwards from 20 by 2's and 5's, using a variety of tools (e.g., number lines, hundreds charts);	Part	Unit	Lessons
		2	10	NS1-56
1m24	use ordinal numbers to thirty-first in meaningful contexts (e.g., identify the days of the month on a calendar).	Part	Unit	Lessons
		1	4	NS1-26
		2	17	ME1-26
Operational Sense		JUMP Math Lessons		
1m25	solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings (e.g., pictures, number lines) <b>(Sample problem:</b> Miguel has 12 cookies. Seven cookies are chocolate. Use counters to determine how many cookies are not chocolate.);	Part	Unit	Lessons
		1	8	NS1-31, 32, 38 to 40
		1	9	NS1-41, 43, 44, 47*
		2	12	NS1-66 to 69
		2	14	NS1-88, 89, 92 to 95, 97 to 100
1m26	solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies (e.g., one more than, one less than, counting on, counting back, doubles);	Part	Unit	Lessons
		1	8	NS1-33 to 37
		1	9	NS1-42, 43
		2	12	NS1-71
		2	13	NS1-78, 80, 83, 86
		2	14	NS1-90 to 100
1m27	add and subtract money amounts to 10¢, using coin manipulatives and drawings.	Part	Unit	Lessons
		2	11	NS1-64

Measurement				
Overall Expectations				
1m28	estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size;			
1m29	compare, describe, and order objects, using attributes measured in non-standard units.			
Specific Expectations				
Attributes, Units, and Measurement Sense		JUMP Math Lessons		
1m30	demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring ( <b>Sample problem:</b> Measure the length of your desk in different ways; for example, by using several different non-standard units or by starting measurements from opposite ends of the desk. Discuss your findings.);	Part	Unit	Lessons
		1	5	ME1-8
1m31	estimate, measure (i.e., by placing non-standard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances (e.g., a book is about 10 paper clips wide; a pencil is about 3 toothpicks long);	Part	Unit	Lessons
		1	5	ME1-9
1m32	construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units (e.g., footprints on cash register tape or on connecting cubes);	Part	Unit	Lessons
		1	5	ME1-10
1m33	estimate, measure (i.e., by minimizing overlaps and gaps), and describe area, through investigation using non-standard units (e.g., “It took about 15 index cards to cover my desk, with only a little bit of space left over.”);	Part	Unit	Lessons
		2	17	ME1-28
1m34	estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units (e.g., “My journal has the same mass as 13 pencils.” “The juice can has the same capacity as 4 pop cans.”);	Part	Unit	Lessons
		1	5	ME1-16, 17
		2	17	ME1-31
1m35	estimate, measure, and describe the passage of time, through investigation using nonstandard units (e.g., number of sleeps; number of claps; number of flips of a sand timer);	Part	Unit	Lessons
		2	17	ME1-20, 21
1m36	read demonstration digital and analogue clocks, and use them to identify benchmark times (e.g., times for breakfast, lunch, dinner; the start and end of school; bedtime) and to tell and write time to the hour and half-hour in everyday settings;	Part	Unit	Lessons
		2	17	ME1-19, 21 to 25

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Measurement				
1m37	name the months of the year in order, and read the date on a calendar;	Part	Unit	Lessons
		2	17	ME1-26
1m38	relate temperature to experiences of the seasons (e.g., “In winter, we can skate because it’s cold enough for there to be ice.”).	Part	Unit	Lessons
		2	17	ME1-26
		2	18	PDM1-10
Measurement Relationships		JUMP Math Lessons		
1m39	compare two or three objects using measurable attributes (e.g., length, height, width, area, temperature, mass, capacity), and describe the objects using relative terms (e.g., <i>taller, heavier, faster, bigger, warmer</i> ; “If I put an eraser, a pencil, and a metre stick beside each other, I can see that the eraser is shortest and the metre stick is longest.”);	Part	Unit	Lessons
		1	5	ME1-1 to 3, 5 to 7, 13, 14
		2	17	ME1-26 to 30
1m40	compare and order objects by their linear measurements, using the same non-standard unit ( <b>Sample problem:</b> Using a length of string equal to the length of your forearm, work with a partner to find other objects that are about the same length.);	Part	Unit	Lessons
		1	5	ME1-7, 8
1m41	use the metre as a benchmark for measuring length, and compare the metre with non-standard units ( <b>Sample problem:</b> In the classroom, use a metre stick to find objects that are taller than one metre and objects that are shorter than one metre.);	Part	Unit	Lessons
		1	5	ME1-5, 6
1m42	describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length ( <b>Sample problem:</b> Compare the numbers of paper clips and pencils needed to measure the length of the same table.).	Part	Unit	Lessons
		1	5	ME1-12

Geometry and Spatial Sense				
Overall Expectations				
1m43	identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes;			
1m44	compose and decompose common two-dimensional shapes and three-dimensional figures;			
1m45	describe the relative locations of objects using positional language.			
Specific Expectations				
Geometric Properties		JUMP Math Lessons		
1m46	identify and describe common two-dimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., colour; size; texture; number of sides), using concrete materials and pictorial representations (e.g., “I put all the triangles in one group. Some are long and skinny, and some are short and fat, but they all have three sides.”);	Part	Unit	Lessons
		1	1	PDM1-2, 3
		1	6	G1-1 to 5
1m47	trace and identify the two-dimensional faces of three-dimensional figures, using concrete models (e.g., “I can see squares on the cube.”);	Part	Unit	Lessons
		2	16	G1-15*, 16*, 18
1m48	identify and describe common three-dimensional figures (e.g., cubes, cones, cylinders, spheres, rectangular prisms) and sort and classify them by their attributes (e.g., colour; size; texture; number and shape of faces), using concrete materials and pictorial representations (e.g., “I put the cones and the cylinders in the same group because they all have circles on them.”);	Part	Unit	Lessons
		2	16	G1-15 to 18
1m49	describe similarities and differences between an everyday object and a three-dimensional figure (e.g., “A water bottle looks like a cylinder, except the bottle gets thinner at the top.”);	Part	Unit	Lessons
		2	16	G1-15*, 16*
1m50	locate shapes in the environment that have symmetry, and describe the symmetry.	Part	Unit	Lessons
		2	16	G1-14
Geometric Relationships		JUMP Math Lessons		
1m51	compose patterns, pictures, and designs, using common two-dimensional shapes ( <b>Sample problem:</b> Create a picture of a flower using pattern blocks.);	Part	Unit	Lessons
		1	6	G1-10, 11
1m52	identify and describe shapes within other shapes (e.g., shapes within a geometric design);	Part	Unit	Lessons
		1	6	G1-9, 10
		2	16	G1-19
1m53	build three-dimensional structures using concrete materials, and describe the two-dimensional shapes the structures contain;	2	16	G1-19

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Geometry and Spatial Sense				
1m54	cover outline puzzles with two-dimensional shapes (e.g., pattern blocks, tangrams) ( <b>Sample problem:</b> Fill in the outline of a boat with tangram pieces.).	Part	Unit	Lessons
		1	6	G1-11
Location and Movement		JUMP Math Lessons		
1m55	describe the relative locations of objects or people using positional language (e.g., <i>over, under, above, below, in front of, behind, inside, outside, beside, between, along</i> );	Part	Unit	Lessons
		2	16	G1-12, 13
1m56	describe the relative locations of objects on concrete maps created in the classroom ( <b>Sample problem:</b> Work with your group to create a map of the classroom in the sand table, using smaller objects to represent the classroom objects. Describe where the teacher’s desk and the bookshelves are located.);	Part	Unit	Lessons
		2	16	G1-20
1m57	create symmetrical designs and pictures, using concrete materials (e.g., pattern blocks, connecting cubes, paper for folding), and describe the relative locations of the parts.	Part	Unit	Lessons
		2	16	G1-14*

Patterning and Algebra				
Overall Expectations				
1m58	identify, describe, extend, and create repeating patterns;			
1m59	demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10.			
Specific Expectations				
Patterns and Relationships		JUMP Math Lessons		
1m60	identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape, thickness, orientation);	Part	Unit	Lessons
		1	3	PA1-1, 3
1m61	identify and extend, through investigation, numeric repeating patterns (e.g., 1, 2, 3, 1, 2, 3, 1, 2, 3, ...);	Part	Unit	Lessons
		1	3	PA1-1, 3*
1m62	describe numeric repeating patterns in a hundreds chart;	Part	Unit	Lessons
		2	15	PA1-8
1m63	identify a rule for a repeating pattern (e.g., “We’re lining up boy, girl, boy, girl, boy, girl.”);	Part	Unit	Lessons
		1	3	PA1-3, 7
1m64	create a repeating pattern involving one attribute (e.g., colour, size, shape, sound) ( <b>Sample problem:</b> Use beads to make a string that shows a repeating pattern involving one attribute.);	Part	Unit	Lessons
		1	3	PA1-1*, 3*, 4*, 5*, 7*
1m65	represent a given repeating pattern in a variety of ways (e.g., pictures, actions, colours, sounds, numbers, letters) ( <b>Sample problem:</b> Make an ABA, ABA, ABA pattern using actions like clapping or tapping.).	Part	Unit	Lessons
		1	3	PA1-4, 5
Expressions and Equality		JUMP Math Lessons		
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;	Part	Unit	Lessons
		1	2	NS1-11
		1	4	NS1-21*, 23*
		2	15	PA1-9*
1m67	demonstrate examples of equality, through investigation, using a “balance” model ( <b>Sample problem:</b> Demonstrate, using a pan balance, that a train of 7 attached cubes on one side balances a train of 3 cubes and a train of 4 cubes on the other side.);	Part	Unit	Lessons
		2	15	PA1-9

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Patterning and Algebra				
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 ( <b>Sample problem:</b> On a pan balance, 5 cubes are placed on the left side and 8 cubes are placed on the right side. How many cubes should you take off the right side so that both sides balance?).	Part	Unit	Lessons
		2	15	PA1-10

Data Management and Probability				
Overall Expectations				
1m69	collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis;			
1m70	read and describe primary data presented in concrete graphs and pictographs;			
1m71	describe the likelihood that everyday events will happen.			
Specific Expectations				
Collection and Organization of Data		JUMP Math Lessons		
1m72	demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries) <b>(Sample problem:</b> Sort a collection of attribute blocks by colour. Re-sort the same collection by shape.);	Part	Unit	Lessons
		1	1	PDM1-1
		1	6	G1-1*, 2*, 3*, 4*, 5*, 6
		2	16	G1-15*, 16*, 17 to 19
		2	18	PDM1-4
1m73	collect and organize primary data (e.g., data collected by the class) 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 (e.g., arranging objects, placing stickers, drawing pictures, making tally marks) <b>(Sample problem:</b> Collect and organize data about the favourite fruit that students in your class like to eat.).	Part	Unit	Lessons
		2	18	PDM1-4*, 5*, 6*, 7, 8
Data Relationships		JUMP Math Lessons		
1m74	read primary data presented in concrete graphs and pictographs, and describe the data using comparative language (e.g., more students chose summer than winter as their single favourite season);	Part	Unit	Lessons
		2	18	PDM1-4 to 8
1m75	pose and answer questions about collected data <b>(Sample problem:</b> What was the most popular fruit chosen by the students in your class?).	Part	Unit	Lessons
		2	18	PDM1-7*, 8
Probability		JUMP Math Lessons		
1m76	describe the likelihood that everyday events will occur, using mathematical language (i.e., <i>impossible</i> , <i>unlikely</i> , <i>less likely</i> , <i>more likely</i> , <i>certain</i> ) (e.g., “It’s unlikely that I will win the contest shown on the cereal box.”).	Part	Unit	Lessons
		2	18	PDM1-9, 10

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