Mathseeds Lessons and the British Columbia Mathematics Curriculum

KINDERGARTEN

		Mathseeds Lesson #			Additional Mathseeds Resources	
		Knowledge and Skills	**Assessment**	**Higher Order Thinking Skills**	**Fluency**	**Assessment**
Big Ideas	**Content** Children are expected to know the following:	**Online Lesson and Printable Resources**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Worksheets**	**Driving Tests (DT)** **Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Numbers represent quantities that can be decomposed into smaller parts.	number concepts to 10	1, 2, 3, 5, 7, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22, 25, 28, 31, 33			**DT** Early Number 1–10, 24, 25	**Kindergarten Number** Tests 2, 3
One-to-one correspondence and a sense of 5 and 10 are essential for **fluency** with numbers.	ways to make 5; decomposition of numbers to 10; change in quantity to 10, using concrete materials	24, 30, 32, 34, 36, 40, 47, 49			**DT** Early Operations 1–14, 16–19, 22–25 **MM** Addition Sprints **MM** Subtraction Sprints	**Kindergarten Operations** Tests 1–4
Repeating elements in **patterns** can be identified.	repeating patterns with two or three elements	8, 27, 37			**DT** Early Patterns 1–9	
Objects have **attributes** that can be described, measured, and compared.	direct comparative measurement (e.g., linear, mass, capacity)	13, 26, 29, 38			**DT** Early Measurement 2, 3, 5–12, 15, 16, 20	**Kindergarten Measurement** Tests 1–5
	single attributes of 2D shapes and 3D objects	4, 6, 9, 15, 23, 35, 44			**DT** Early Geometry 1–8, 15–23	**Kindergarten Geometry** Tests 1–3
	financial literacy – attributes of coins, and financial role-play	64				**Kindergarten Number** Test 5
Concrete graphs help us to compare and interpret **data** and show one-to-one correspondence.	concrete or pictorial graphs as a visual tool				**DT** Early Data 1–10	**Kindergarten Data** Tests 1–2

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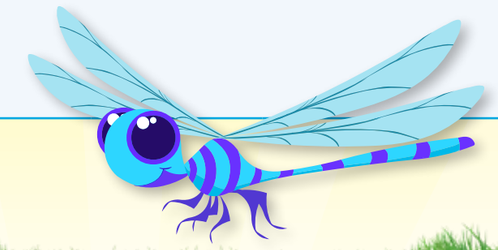
GRADE 1

		Mathseeds Lesson #			Additional Mathseeds Resources	
		Knowledge and Skills	**Assessment**	**Higher Order Thinking Skills**	**Fluency**	**Assessment**
Big Ideas	**Content** Children are expected to know the following:	**Online Lesson and Printable Resources**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Worksheets**	**Driving Tests (DT)** **Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Numbers to 20 represent quantities that can be decomposed into 10s and 1s.	number concepts to 20	41, 43, 45, 46, 48, 50, 56, 63			**DT** Early Number 11–20	**Kindergarten Number** Test 4
Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational **fluency**.	ways to make 10	51, 53			**DT** Grade 1 Operations 1–3	
	addition and subtraction to 20 (understanding of operation and process); change in quantity to 20, concretely and verbally	58, 65, 68, 72, 85, 91, 93			**DT** Grade 1 Operations 4–12 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 1 Number and Algebra: Operations** Tests 1–3
	meaning of equality and inequality	76				
Repeating elements in **patterns** can be identified.	repeating patterns with multiple elements and attributes				**DT** Grade 1 Patterns and Fractions 1, 2, 4	
Objects and shapes have **attributes** that can be described, measured, and compared.	direct measurement with non-standard units (non-uniform and uniform)	54, 55, 59, 70, 73, 84, 87, 89			**DT** Grade 1 Measurement 2, 4, 11, 13, 14, 17–19	**Grade 1 Measurement: Length** Tests 1–5
	comparison of 2D shapes and 3D objects	52, 62, 69, 99			**DT** Grade 1 Geometry 1–3, 6–10, 17–19	**Grade 1 Geometry: Shape** Tests 1–7
	financial literacy – values of coins, and monetary exchanges	83, 92			**DT** Grade 1 Measurement 3, 5–7, 12	**Grade 1 Number and Algebra: Fractions and Money** Tests 3–7
Concrete graphs help us to compare and interpret **data** and show one-to-one correspondence.	concrete graphs, using one-to-one correspondence	80, 97			**DT** Grade 1 Data 1–4, 6, 9, 10, 12–16	**Grade 1 Statistics: Data** Tests 1–5
	likelihood of familiar life events, using comparative language	82			**DT** Grade 1 Data 5, 7, 8, 11	



Mathseeds Lessons and the British Columbia Mathematics Curriculum

GRADE 2

		Mathseeds Lesson #			Additional Mathseeds Resources	
		Knowledge and Skills	**Assessment**	**Higher Order Thinking Skills**	**Fluency**	**Assessment**
Big Ideas	**Content** Children are expected to know the following:	**Online Lesson and Printable Resources**	**End-of-lesson Quiz**	**Critical Thinking and Problem Solving Worksheets**	**Driving Tests (DT)** **Mental Minute (MM)**	**Printable Achievement Standards Assessment**
Numbers to 100 represent quantities that can be decomposed into 10s and 1s.	number concepts to 100, benchmarks of 25, 50, and 100 and personal referents	60, 67, 75, 81, 86, 88, 108, 122, 129			**DT** Grade 1 Number 1–24	**Grade 1 Number and Algebra: Whole Numbers** Tests 1–9 **Grade 1 Number and Algebra: Place Value** Tests 1–6
Development of computational **fluency** in addition and subtraction with numbers to 100 requires an understanding of place value.	addition and subtraction facts to 20 (introduction of computational strategies); addition and subtraction to 100; change in quantity, using pictorial and symbolic representation	95, 96, 98, 100, 103, 110, 118, 120, 124, 131, 137, 139, 142, 150			**DT** Grade 2 Operations 1–5, 7, 13–17, 20, 22, 23 **MM** Addition Sprints **MM** Subtraction Sprints	**Grade 2 Number and Algebra: Addition and Subtraction** Tests 1–6
The regular change in increasing **patterns** can be identified and used to make generalizations.	repeating and increasing patterns	77, 79, 90, 117, 133			**DT** Grade 2 Patterns and Fractions 1–3, 7–9	**Grade 2 Number and Algebra: Number Patterns** Tests 1–3
Objects and shapes have **attributes** that can be described, measured, and compared.	direct linear measurement, introducing standard metric units	104, 126, 141, 143			**DT** Grade 2 Measurement 6, 9, 11, 13, 15, 19, 21–24	**Grade 2 Measurement: Length** Tests 1–8
	multiple attributes of 2D shapes and 3D objects	102, 112, 119, 121, 145, 149			**DT** Grade 2 Geometry 3–7, 10	**Grade 2 Geometry: Shapes** Tests 1–5
	financial literacy – coin combinations to 100 cents, and spending and saving	125, 147			**DT** Grade 2 Measurement 12	**Grade 2 Number and Algebra: Fractions and Money** Tests 4–7
Concrete items can be represented, compared, and interpreted pictorially in **graphs**.	pictorial representation of concrete graphs, using one-to-one correspondence	143			**DT** Grade 2 Data 1, 4, 5, 7–14	**Grade 2 Statistics: Data** Tests 1–5
	likelihood of familiar life events, using comparative language	107			**DT** Grade 2 Data 2, 3, 6	

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GRADE 3

Big Ideas	Content Children are expected to know the following:	Mathseeds Lesson # Knowledge and Skills Online Lesson and Printable Resources	Assessment End-of-lesson Quiz	Higher Order Thinking Skills Critical Thinking and Problem Solving Worksheets	Additional Mathseeds Resources Fluency Mental Minute (MM)
Fractions are a type of **number** that can represent quantities.	number concepts to 1000	101, 105, 106, 151, 156, 161, 166, 194			
	fraction concepts	61, 66, 132, 138, 160, 175, 180, 191, 197			
Development of computational **fluency** in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.	addition and subtraction to 1000; addition and subtraction facts to 20 (emerging computational fluency); one-step addition and subtraction equations with an unknown number	128, 134, 144, 146, 148, 163, 170, 173, 178, 183, 188			**MM** Addition Sprints **MM** Subtraction Sprints
	multiplication and division concepts	71, 74, 111, 113, 115, 130, 136, 155, 158, 165, 168, 171, 176, 181, 186, 190, 193, 196, 199			**MM** Multiplication Sprints **MM** Division Sprints
Regular increases and decreases in **patterns** can be identified and used to make generalizations.	increasing and decreasing patterns; pattern rules using words and numbers, based on concrete experiences	153, 195			
Standard units are used to describe, measure, and compare **attributes** of objects' shapes.	measurement, using standard units (linear, mass, and capacity)	116, 135, 154, 157, 172, 182, 192, 198, 200			
	time concepts	39, 42, 109, 114, 123, 127, 162, 179, 185, 189			
	construction of 3D shapes	169, 184			
	financial literacy – fluency with coins and bills to 100 dollars, and earning and payment	159			
The likelihood of possible **outcomes** can be examined, compared, and interpreted.	one-to-one correspondence with bar graphs, pictographs, charts, and tables	174, 187, 198			
	likelihood of simulated events, using comparative language	167			