



SCCDSB Staff Math News



Scope and Sequence

| SCCDSB Grades 1 - 9 Scope and Sequence - Term 1 | | | | |
|---|---|---|---|---|
| Assessment of Overall Expectations: | | | | |
| Strand | Grade 1 Topics | Grade 2 Topics | Grade 3 Topics | Grade 4 Topics |
| Number Sense & Numeration | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (NS1-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (NS2-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (NS3-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (NS4-1) |
| Patterning and Relationships | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (PR1-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (PR2-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (PR3-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (PR4-1) |
| Measurement | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (ME1-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (ME2-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (ME3-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (ME4-1) |
| Geometry | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (GE1-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (GE2-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (GE3-1) | 1. There is a direct relationship between the number of items in a group and the number of symbols used to represent the group. (GE4-1) |

Patterning and Number Sense Big Ideas have been explored during September and October. Many classrooms are now investigating 2D and 3D Geometry concepts.

As we move into December, the Scope and Sequence explores Measurement concepts. For more information regarding the Scope and Sequence please visit the Math Community Website (<https://math.sccdsb.net/>).

Ideas to support instruction in the Measurement strand are found below.

Holiday and Winter Measurement Ideas

- Estimate the height of various Christmas trees
- Measure the length of paper needed to wrap around a box, to cover the surface area of a gift
- Estimate and measure the length of garland/lights needed to go around the perimeter of the room, the foyer Christmas tree etc.
- Measure the area of an ice rink (compare perimeter and area)
- Build and measure the perimeter of a snow fort, the height of snowman
- Unit rate - what is the best deal when buying Christmas gifts (bulk vs. individual)
- Measure daily temperature and compare/graph over time (compare various cities)



Embedding Number Sense & Financial Literacy Throughout the Day

- Count by coins as you transition (count by pennies, count by nickels then switch to dimes etc.)
- Ticket out the door quick tasks
e.g. multiplication facts, coin recognition, coin values (2 dimes and one nickel - student says 25 cents)
- Extend tasks in measurement and other strands to include financial literacy concepts (e.g. If the area of the room is ____ and carpet is ____ dollars per square meter, how much is the carpet?)
- Roll dice and name multiplication/addition fact as you head out the door
- Math problem/provocation to consider during soft entry
- Number talk during free moments/transition times

Math Community Website Updates math.sccdsb.net

We recently completed a diagnostic assessment focussed on financial literacy with more than 1000 grade 2/3 to 6/7 students. This document highlights some common strengths and misconceptions.

[Common Strengths & Misconceptions](#)

The link below offers some strategies to address financial literacy misconceptions.

[Strategies to Address Financial Literacy Misconceptions](#)



Financial Literacy

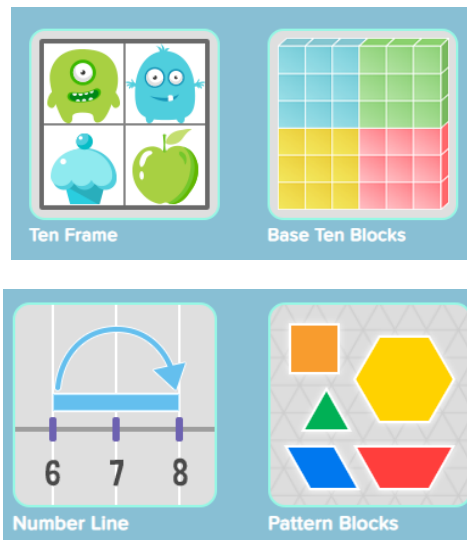
Digital Tools / Games to Support Instruction

Financial Literacy



<https://mathies.ca/learningTools.php#MmO>

Number Sense



<https://www.coolmath4kids.com/manipulatives>

Measurement (Gr. 1-5)



<https://www.splashmath.com/ruler-games>

TVO m-Power Games

TVO mPower is a fun and innovative online game-based resource that builds problem-solving, critical thinking and math skills for students K-6. Designed and developed in partnership with Ontario students and educators, mPower is:

- **Ontario curriculum-based**
Supports the development of global competencies
- **Assessment-driven**
Includes teacher dashboard and tracks student progress
- **Learner-centred**
Responds to learners' needs
- **Free!** Always free for Ontario students and educators



Please contact Sharon Korpan skorpan@tvo.org with questions.

Sign Up for a **FREE** Account!
Check back often.
New games are always being added!

Go to Resources/Curriculum Content & Parent Letter/Content Overview for a list of games sorted by grade and strand.

m-Power Games related to Measurement

| | | |
|-----------|------------------------|--|
| Grade 1 | Measure Mart | Estimate and measure lengths using non-standard units |
| Grade 2 | Savannah Trail Tracker | Measure the length, time, or mass using a variety of tools |
| Grade 3-6 | Fencing Frenzy | Create two-dimensional shapes with a given length, perimeter or area in standard-units |