# Mathletics <br> Alberta Program of Studies 

## Skill Quests \& Activities



Grades K-3
September 2023
Mathletics

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Alberta Program of Studies
Skill Quests \& Activities
September, 2023
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## Kindergarten

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| Children investigate quantity to 10 |  |
| :--- | :--- |
| Course Topic <br> Number: Representing <br> quantities to 10 | Activities Title |
|  | Count to 5 |
|  | Dot Display |
|  | Matching Numbers to 10 |
|  | Concept of zero |
|  | How Many? |
|  | More, Less or the Same to 10 |
|  | Order Numbers to 10 |
|  | Picture Graphs: More or Less |

Children interpret compositions of quantities within 10
Course Topic
Number: Addition \& Subtraction

| Adding to 5 |
| :--- |
| Subtracting from 5 |
| Adding to Ten |
| All about Ten |
| Subtracting from Ten |
| Model Addition |
| Model Subtraction |
| Adding to make 5 and 10 |
| Adding to 10 Word Problems |
| Balance Numbers to 10 |
| Doubles and Halves to 10 |
| Add and subtract using graphs |

Geometry: Shapes are defined and related by geometric attributes

| Children investigate shape |  |
| :--- | :--- |
| Course Topic | Activities Title |
| Geometry: Shapes | Collect the Shapes |
|  | Collect Simple Shapes |
|  | Same and Different |
|  | Match the Solid 1 |
|  | Count Sides and Corners |
|  | Relate Shapes and Solids |

Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

| Children explore size through direct comparison |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: |
| Course Topic |  |  |  |  | Activities Title |
| Measurement | Compare Length |  |  |  |  |
|  | Everyday Length |  |  |  |  |
|  | Measuring Length with Blocks |  |  |  |  |
|  | Everyday Mass |  |  |  |  |
|  | Balancing Act |  |  |  |  |
|  | How Full? |  |  |  |  |
|  | Which Holds More? |  |  |  |  |

Patterns: Awareness of patterns supports problem solving in various situations

| Children identify and create repeating patterns |  |
| :--- | :--- |
| Course Topic | Activities Title |
| Patterns | Complete the Pattern |
|  | Simple Patterns |
|  | Missing it! |

Time: Duration is described and quantified by time.

| Children interpret time as a sequence of events |  |
| :--- | :--- |
| Course Topic | Activities Title |
| Time | Tomorrow and Yesterday (Scaffolded) |
|  | Tomorrow and Yesterday (without scaffold) |

## Grade 1

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| Students interpret and explain quantity to 100 |  |
| :---: | :---: |
| Quests | Content |
| Number sequences to 100 | Counting by 1s to 100 |
|  | Skip counting by 2 s to 20 |
|  | Skip counting by 10 s to 100 |
| Counting strategies | Counting collections to 20 |
|  | Counting collections to 50 |
|  | Counting collections to 100 |
| Understand the conservation of number | Understanding the conservation of number |
| Numbers more than \& less than | Numbers more than \& less than |
| Compare \& order sets up to 20 | Comparing \& ordering sets up to 20 |
| Compare \& order numbers to 100 | Comparing \& ordering numbers to 100 |
|  | Exploring change in quantity up to 20 |
| Equality \& inequality | Exploring equality \& inequality |
|  | Sharing objects to divide |
| Topic | Activity Title |
| Number: Representing Quantities | How Many? |
|  | Matching Numbers to 20 |
|  | Concept of Zero |
| Numbers to 100 | Going Up |
|  | Counting Backwards |
|  | Counting by Fives |
|  | Counting by Tens |
|  | Counting by Twos |
|  | Going Down |
|  | Balancing Objects |
|  | Balancing Act |
|  | Before, After, and Between to 100 |
|  | Compare Numbers to 20 |
|  | Compare Numbers to 50 |
|  | Compare Numbers to 100 |

## Students examine addition and subtraction within 20

|  | Subtracting within 20 |
| :---: | :---: |
|  | Subtracting within 20 by bridging to 10 |
|  | Adding \& subtracting using a bar model |
|  | Creating addition \& subtraction word problems |
|  | Finding fact families for addition \& subtraction |
|  | Adding \& subtracting within 20 fluently |
| Addition combinations | Adding to 5 |
|  | Adding to 6 |
|  | Adding to 7 |
|  | Adding to 8 |
|  | Adding to 9 |
|  | Adding 0 to a number |
| Addition \& subtraction strategies | Making a 10 |
|  | Adding \& subtracting to 20 |
|  | Adding \& subtracting using doubles |
|  | Adding \& subtracting 0 |
| Record equalities | Recording equalities |
|  | Solving addition \& subtraction equality problems |
| Topic | Activity Title |
| Number: Addition and Subtraction | Making Teen Numbers |
|  | Model Addition |
|  | Model Subtraction |
|  | Add and Subtract Using Graphs |
|  | Doubles and Near Doubles |
|  | Addition Facts |
|  | Subtraction Facts to 18 |
|  | All About 10 |
|  | All About 20 |
|  | Adding to 10 Word Problems |
|  | Fact Families: Add and Subtract |

Students examine one-half as a part-whole relationship

| Quests | Content |
| :--- | :--- |
| Fraction concepts | Finding halves Activity Title |
| Topic |  |
| Number: Fractions | Is It Half? |
|  | Halves |
|  | Halve it! |

Geometry: Shapes are defined and related by geometric attributes

| Students interpret shape in two and three dimensions |  |
| :---: | :---: |
| Quests | Content |
| Sort 2-D shapes \& 3-D objects | Sorting 2-D shapes |
|  | Sorting 3-D objects |
| Replicate composite <br> 2-D shapes | Replicating composite 2-D shapes |
| Replicate composite 3-D objects | Replicating composite 3-D objects |
| Compare 2-D shapes to 3D objects | Comparing 2-D shapes to parts of 3-D objects |
| 3-D objects | Introducing spheres |
|  | Introducing cones |
|  | Introducing cubes |
|  | Introducing cylinders |
|  | Introducing pyramids |
|  | Introducing prisms |
|  | Identifying 3-D objects |
|  | Identifying attributes of 3-D objects |
|  | Comparing 3-D objects |
|  | Building 3-D structures |
| 2-D shapes | Naming 2-D shapes |
|  | Comparing 2-D shapes |
| Topic | Activity Title |
| Geometry: Shapes | Collect the Shapes |
|  | Collect the Simple Shapes |
|  | Same or Different |
|  | Match the Solid |

Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

| Students relate length to the understanding of size |  |
| :---: | :---: |
| Quests | Content |
| Measurement | Exploring length |
|  | Exploring volume |
|  | Comparing area |
| Topic | Activity Title |
| Measurement | Everyday Length |
|  | Compare Length |
|  | How Full? |
|  | Which Holds More? |
|  | Filling Fast! |
|  | Comparing Volume |
|  | Everyday Mass |

## Patterns: Awareness of patterns supports problem solving in various situations

| Students examine patterns in cycles |  |
| :---: | :---: |
| Quests | Content |
| Awareness of patterns | Recognizing repeating patterns |
|  | Reproducing repeating patterns |
|  | Manipulating repeating patterns |
|  | Extending repeating patterns |
|  | Describing \& creating repeating patterns |
|  | Relating patterns |
| Translate repeating patterns | Translating repeating patterns |
|  | Creating \& extending repeating patterns |
|  | Identifying repeating patterns |
|  | Numeric patterns |
| Topic | Activity Title |
| Patterns | Simple Patterns |
|  | Pattern Error |
|  | Missing it! |
|  | Complete the Pattern |
|  | Colour Patterns |

Time: Duration is described and quantified by time.

| Students explain time in relation to cycles |  |
| :--- | :--- |
| Quests | Content |
| Duration - calendars | Using calendars |
| Seasons | Introducing seasons |
| Topic |  |
|  | Days: After and Before |
|  | Tomorrow and Yesterday (Scaffolded) Title |
|  | Tomorrow and Yesterday (without scaffold) |
|  | Weekdays and Weekends |
|  | Months After and Before |
|  | Using a calendar |

Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

| Students investigate and represent data. |  |
| :--- | :--- |
| Quests | Content |
| Sort objects using 1 <br> attribute | Sorting objects using 1 attribute |
| Gather \& record data | Gathering, sorting \& recording data |
|  | Collecting simple data |
| Topic | Activity Title |
| Statistics | Sorting Data / Analyzing Data (US) |
|  | Read Graphs |

## Grade 2

## Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| Students analyze quantity to 1000 |  |
| :---: | :---: |
| Quests | Content |
| Number sequences to 100 | Counting by 2 s to 100 |
|  | Counting by 10 s from multiples of 10 |
|  | Counting by 10 s to 100 from any number |
|  | Counting a sum of money to $100 \downarrow$ |
| Even \& odd numbers | Even \& odd numbers |
| Equality \& inequality | Introducing equality \& inequality |
| Use the equal \& not equal symbol | Using the equal \& not equal symbol |
| Skip counting sequences to$1000$ | Counting by 5 s to 1000, forward \& backward |
|  | Counting by 10 s to 1000 , forward \& backward |
|  | Counting by 100 s to 1000 , forward \& backward |
|  | Counting by 1s to 1000 |
|  | Counting by $2 \mathrm{~s}, 3 \mathrm{~s} \& 5 \mathrm{~s}$ from any number |
| Compare \& order numbers to 1000 | Identifying numbers before \& after within 1000 |
|  | Comparing numbers to 1000 |
|  | Ordering numbers to 1000 |
| Represent \& describe numbers to 1000 | Representing \& describing numbers to 1000 |
|  | Connecting multiples of $10 \& 100$ to number words |
|  | Finding numbers 10 or 100 before/after a 3-digit |
| Place value of numbers up to 1000 | Identifying place value of numbers to 1000 |
|  | Using place value to partition 3-digit numbers |
|  | Non-standard partitioning, 3-digit numbers |
|  | Solving place value number problems |
| Estimate quantities less than 1000 | Estimating quantities using referents |
| Topic | Activity Title |
| Numbers to 1000 | Going Up |
|  | Going Down |
|  | Before, After \& Between to 100 |
|  | The Number Line |
|  | Place Value to Thousands |
|  | Place Value 2 |
|  | Number Line Order |
|  | Model Numbers |
|  | Count by 2 s , 5 s , and 10s |
|  | Counting by Twos |
|  | Count by Tens |
|  | Counting by Tens |


|  | Everyday Money |
| :--- | :--- |
|  | Odd or Even |
|  | Ascending Order |
|  | Descending Order |
|  | Greater Than or Less Than? |
|  | Which is Greater? |
|  | Which is Less? |

## Students investigate addition and subtraction within 100.

| Quests | Content |
| :---: | :---: |
| Compare \& order numbers to 1000 | Adding 2-digit \& 1-digit numbers using place value |
|  | Adding by bridging to 10 with $2-\& 1$-digit numbers |
|  | Adding tens to a 2 -digit number using models |
|  | Adding two 2-digit numbers using place value |
|  | Adding two 2-digit numbers using a number line |
|  | Adding by compensating |
|  | Adding using compatible numbers |
|  | Using number bonds to 100 |
|  | Adjusting addends |
| Subtraction within 100 | Subtracting by bridging to 10 |
|  | Subtracting 2-\& 1-digit numbers using place value |
|  | Subtracting using mixed strategies |
|  | Subtracting tens from a 2-digit number |
|  | Subtracting two 2-digit numbers using place value |
|  | Subtracting two 2-digit numbers, number line |
|  | Subtracting by compensating |
| Addition \& subtraction | Addition \& subtraction to 18 |
|  | Adding using doubles |
|  | Subtracting using doubles |
|  | Adding doubles or near doubles |
|  | Finding fact families for addition \& subtraction |
|  | Using the commutative property of addition |
|  | Counting on by bridging to 10 |
|  | Addition \& subtraction facts - word problems |
| Topic | Activity Title |
| Number: Addition | Adding In Any Order |
|  | Adding to 5 |
|  | Adding to 10 |
|  | Adding to Make 5 and 10 |
|  | Addition |
|  | Addictive Addition |
|  | Adding 3 Single Digit Numbers |
|  | Add 3 Number Using Bonds to 10 |
|  | Add 3 Numbers: Bonds to Multiples of 10 |
|  | Doubles and Near Doubles |
|  | Column Addition 1 |
|  | Commutative Property of Addition |
|  | Adding to 2-digit numbers |


| Number: Subtraction | Subtract Tens |
| :--- | :--- |
|  | Simple Subtraction |
|  | Subtracting from 20 |
|  | Fact Families: Add and Subtract |
|  | Magic Mental Subtraction/Mental Subtraction (US) |
|  | Repartition to Subtract/Decompose numbers to subtract |
|  | Subtraction Facts to 18 |


| Students interpret part-whole relationships using unit fractions |  |
| :--- | :--- |
| Quests | Content |
| Introducing fractions | Finding halves \& fourths |
|  | Counting in halves \& fourths |
|  | Recognizing equivalence |
| Topic |  |
| Fractions | Unit Fractions $\quad$ Shaty Title |
|  | Shade Fractions |
|  | Compare Fractions 1A |
|  | Halves and Quarters |
|  | Thirds and Sixths |
|  | Model Fractions |

Geometry: Shapes are defined and related by geometric attributes.

| Students analyze and explain geometric attributes of shape |  |
| :---: | :---: |
| Quests | Content |
| 2-D objects | Sorting 2-D objects |
| 3-D objects | Sorting 3-D objects |
|  | Making models |
|  | Describing attributes |
| Single transformations of 2D shapes | Introducing slides/translations |
|  | Introducing flips/reflections |
|  | Introducing turns/rotations |
|  | One-step translations, reflections \& rotations |
| Topic | Activity Title |
| Geometry and Measurement | Sort It |
|  | Match the Solid 2 |
|  | Relate Shapes and Solids |
|  | Collect the Polygons |
|  | Flip, Slide, Turn |
|  | Transformations |
|  | Comparing Length |
|  | Measuring Length With Blocks |

## Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

| Students communicate length using units |  |
| :--- | :--- |
| Quests | Content |
| Measure length | Measuring length using non-standard units |
|  | Introducing formal units for length |
| Compare \& order objects | Comparing \& ordering objects by length |
| Topic |  |
| Geometry and <br> Measurement | Sort It |
|  | Match the Solid 2 Title |
|  | Relate Shapes and Solids |
|  | Collect the Polygons |
|  | Flip, Slide, Turn |
|  | Transformations |
|  | Comparing Length |
|  | Measuring Length With Blocks |

## Patterns: Awareness of patterns supports problem solving in various situations

| Students explain and analyze patterns in a variety of contexts |  |
| :---: | :---: |
| Quests | Content |
| Explore patterns | Visual patterns |
|  | Patterns with transformations |
|  | Manipulating repeating patterns |
|  | Number patterns |
| Topic | Activity Title |
| Patterns | Counting on a 100 grid |
|  | Complete the Pattern |

## Time: Duration is described and quantified by time.

| Students relate duration to time |  |
| :---: | :---: |
| Quests | Content |
| Explore the passing of time | Calendars |
|  | Days of the week \& months of the year |
| Topic | Activity Title |
| Time | Days of the Week |
|  | Days: After and Before |
|  | Weekdays and Weekends |
|  | Tomorrow and Yesterday (Scaffolded) |
|  | Tomorrow and Yesterday (without scaffold) |
|  | Months of the Year |
|  | Months: After and Before |

Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

| Students relate data to a variety of representations. |  |
| :---: | :---: |
| Quests | Content |
| Gather \& record data | Gathering data |
|  | Sorting \& recording data |
| Interpret data | Using basic graphs |
|  | Making a graph |
|  | Using pictographs |
|  | Using a tally chart |
|  | Using line plots |
|  | Using Venn diagrams |
|  | Interpreting data |
| Topic | Activity Title |
| Data | Sorting Data / Analyzing Data (US) |
|  | Tallies |
|  | Read Graphs |
|  | Picture Graphs: More or Less |
|  | Picture Graphs: single-unit scale |
|  | Picture Graphs: Who Has The Goods/Comparing |

## Grade 3

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| Students interpret place value within 100000. |  |
| :---: | :---: |
| Quests | Content |
| Number concepts to$10000$ | Reading \& writing numbers to 10000 |
|  | Understanding place value, 4-digit numbers |
|  | Counting by tens \& hundreds |
|  | Partitioning 4-digit numbers |
| Number concepts up to 5 digits | Reading \& writing numbers up to 5 digits |
|  | Identifying place value up to 5 digits |
|  | Partitioning 5-digit numbers |
| Compare \& order numbers to 10000 | Identifying numbers before \& after to 10000 |
|  | Identifying missing numbers to 10000 |
|  | Comparing \& ordering numbers to 10000 |
| Topic | Activity Title |
| Number: Place Value to$100000$ | Which Is Greater? |
|  | Which Is Less? |
|  | Put in Order 1 |
|  | Partition and Rename2/Understanding Place Value 2 |
|  | Nearest Thousand? |
|  | Rounding Numbers 1 |
|  | Numbers from Words to Digits 1 |

## Students apply strategies for addition and subtraction within 1000

## Quests

Estimate - two 2-digit number problems
Addition \& subtraction to 100
Addition \& subtraction to 1000

## Content

Estimating with two 2-digit number problems
Adding multiple single-digit numbers
Adding to make 100
Estimating addition \& subtraction
Adding using split strategy
Adding using formal algorithm
Subtracting using split strategy
Adding \& subtracting using expanded form
Subtracting using formal algorithm
Adding \& subtracting using split strategy
Add \& subtract using non-standard partitioning
Choosing efficient strategies
Solving addition \& subtraction word problems

| Topic | Activity Title |
| :---: | :---: |
| Number: Addition and Subtraction | Adding to 2-digit numbers |
|  | Magic Mental Addition/Mental Addition (US) |
|  | Complements to 10, 20, 50 |
|  | Add Two 2-Digit Numbers |
|  | Add 3-Digit Numbers |
|  | Add Two 2-Digit Numbers: Regroup |
|  | Add Three 2-Digit Numbers |
|  | Subtract Tens |
|  | Magic Mental Subtraction/Mental Subtraction |
|  | Repartition to Subtract/ Decompose Numbers to Subtract |
|  | Subtract Numbers |
|  | Subtract Numbers: Regroup |
|  | 3-Digit Differences |
|  | Column Subtraction |


| Students analyze and apply strategies for multiplication and division within 100 |  |
| :---: | :---: |
| Quests | Content |
| Multiplication facts to $5 \times 5$ | Using repeated addition to multiply |
|  | Exploring multiplication by 2 |
|  | Skip counting by 3 |
|  | Exploring multiplication by 3 |
|  | Skip counting by 4 |
|  | Exploring multiplication by 4 |
|  | Exploring multiplication by 5 |
|  | Multiplication facts to $5 \times 5$ |
| Division facts to 5 | Using tools \& drawings to divide |
|  | Using repeated subtraction to divide |
|  | Dividing by 2 |
|  | Dividing by 3 |
|  | Dividing by 4 |
|  | Dividing by 5 |
| Multiply \& divide by 10 | Exploring multiplication by 10 |
|  | Exploring division by 10 |
|  | Multiply \& divide by 10 |
| Multiply by 0 \& 1, divide by 1 | Multiplying by 1 or 0 |
|  | Dividing by 1 |
| Multiplication facts to $9 \times 9$ | Exploring multiplication by 2 |
|  | Exploring multiplication by 3 |
|  | Exploring multiplication by 4 |
|  | Exploring multiplication by 5 |
|  | Exploring multiplication by 6 |
|  | Exploring multiplication by 7 |
|  | Exploring multiplication by 8 |
|  | Exploring multiplication by 9 |
|  | Recalling multiplication facts to $7 \times 7$ |
| Multiplication facts to 10 | Recalling multiplication facts 2,5 \& 10 |


| Division facts to 9 | Dividing by 2 |
| :---: | :---: |
|  | Dividing by 5 |
|  | Dividing by 2 \& 5 |
|  | Dividing by 3 \& 6 |
|  | Dividing by 4 \& 8 |
|  | Dividing by 9 |
| Division facts to 10 | Dividing by 2, 5 \& 10 |
| Multiplication \& division facts | Using arrays |
|  | Recalling multiplication \& division facts |
|  | Understand relationship, multiplication \& division |
| Multiplication \& division word problems | Solving multiplication \& division word problems |
| Topic | Activity Title |
| Number: Multiplication and Division | Groups of Two |
|  | Groups of Five |
|  | Model Multiplication to $5 \times 5$ |
|  | Grouping in Threes |
|  | Grouping in Fours |
|  | Grouping in Sixes |
|  | Grouping in Sevens |
|  | Grouping in Eights |
|  | Grouping in Nines |
|  | Multiplication Grids |
|  | Frog Jump Multiplication |
|  | Share the Treasure |
|  | Divide Into Equal Groups |
|  | Dividing by Two |
|  | Dividing by Five |
|  | Frog Jump Division |
|  | Fact Families: Multiply and Divide |


| Students interpret fractions in relation to one whole |  |  |  |
| :--- | :--- | :---: | :---: |
| Quests |  |  | Content |
| Compare \& order fractions | Comparing \& ordering unit fractions with models |  |  |
|  | Comparing \& ordering common fractions with models |  |  |
|  | Comparing fractions with the same numerator |  |  |
|  | Introducing the terms numerator \& denominator |  |  |
|  | Understanding fractions |  |  |
|  | Representing halves, fourths \& eighths |  |  |
|  | Representing thirds \& sixths |  |  |
|  | Representing fifths |  |  |
|  | Representing eighths |  |  |
|  | Representing tenths |  |  |
| Identify equivalent fractions | Identifying equivalent fractions |  |  |
| Express whole numbers | Expressing whole numbers as fractions |  |  |
| Topic | Compare Fractions 1a |  |  |
| Fractions | Fractions of a Collection 1 Title |  |  |


|  | Fractions of a Collection 2 |
| :--- | :--- |
|  | Fraction Fruit Sets 1 |
|  | Uneven partitioned shapes 2 |
|  | Partition into Equal Parts |

## Algebra: Equations express relationships between quantities.

| Students illustrate equality with equations |  |
| :--- | :--- |
| Quests | Content |
| One-step add/sub problems <br> with unknowns | One-step number problems with unknowns up to 20 |
|  | One-step number problems with unknowns up to 100 |
|  | Finding missing numbers: add \& subtract equations |
|  | One-step equations: addition \& subtraction |
|  | One-step equations: multiplication \& division |
|  | One-step equations: balancing number sentences |
| Topic |  |
| Algebra: Equality | Missing Numbers $\quad$ Activity Title |
|  | Balance Numbers to 10/Composing numbers to 10 |
|  | Balance Numbers to 20/Composing Numbers to 20 |

Geometry: Shapes are defined and related by geometric attributes

| Students relate geometric properties to shape |  |
| :--- | :--- |
| Quests |  |
| Regular \& irregular <br> polygons | Understanding regular \& irregular polygons |
| Introduce \& explore 3-D <br> shapes | Exploring prisms |
|  | Introducing rectangular prisms |
|  | Comparing 3-D shapes |
|  | Making 3-D shapes |
| Sort \& identify two- <br> dimensional shapes | Sorting 2-D shapes |
|  | Comparing 2-D shapes |
|  | Collect the Polygons |
|  | How Many Faces? |
|  | How many Edges? |
|  | How many Vertices? |
|  | Flip, Slide, Turn |
|  | Transformations |

## Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

| Students determine length using standard units |  |
| :--- | :--- |
| Quests | Content |
| Understand \& measure <br> perimeter | Understanding \& calculating perimeter |
| Understand \& measure <br> length $(\mathrm{m}, \mathrm{cm})$ | Measuring in standard units: $\mathrm{cm} \& \mathrm{~m}$ |
|  | Selecting units of measurement: $\mathrm{m}, \mathrm{cm}, \mathrm{mm}$ |
|  | Ordering \& comparing lengths: $\mathrm{m}, \mathrm{cm}$ |
|  | Converting between m \& cm |
|  | Estimating \& measuring in cm |
| Topic |  |
| Measurement | How Long is That? |
|  | Inches, Feet, Yards |
|  | Ordering Lengths(cm) |


| Students interpret angles |  |
| :--- | :--- |
| Quests | Content |
| Identify angles | Introduce angles up to $180^{\circ}$ |
|  | Introducing right angles |
|  | Identifying right angles in quadrilaterals |
|  | Comparing angles informally |
| Topic |  |
| Measurement: Anglivity Title | Equal Angles |
|  | Comparing Angles |
|  | Right Angle Relation |

## Patterns: Awareness of patterns supports problem solving in various situations.

| Students analyze patterns in numerical sequences |  |
| :---: | :---: |
| Quests | Content |
| Increasing patterns | Working with increasing number patterns to 100 |
|  | Working with increasing number patterns to 1000 |
| Decreasing patterns | Working with decreasing number patterns within 100 |
|  | Working with decreasing number pattern within 1000 |
| Skip counting patterns | Skip counting by 25 s |
| Exploring number patterns | Identifying odd \& even patterns |
| Recognising visual patterns up to 1000 | Visual patterns - add, subtract or multiply |
| Number patterns to 1000 | Add, sub or multiplicative patterns |
| Topic | Activity Title |
| Patterns | Counting on a 100 grid |
|  | Count by $2 \mathrm{~s}, 5 \mathrm{~s}$ and 10s |
|  | Count Forward Patterns |
|  | Increasing Patterns |
|  | Decreasing Patterns |
|  | Count Backward Patterns |
|  | Describing Patterns |
|  | Pick the Next Number |

## Time: Duration is described and quantified by time.

| Students tell time using clocks |  |
| :---: | :---: |
| Quests | Content |
| Understand passage of time | Introducing time in hours, minutes \& seconds |
|  | Recalling relationships between units of time |
| Read \& record time | Telling time to the hour \& half hour |
|  | Telling time to the quarter hour |
|  | Telling time to 5 minutes |
|  | Telling time to the minute |
|  | Using am \& pm notation |
| Ordering time | Comparing \& ordering time |
| Topic | Activity Title |
| Time | Tell Time to the Hour |
|  | Half Hour Times |
|  | Five Minute Times |
|  | What is the Time? |
|  | 24 Hour Time |
|  | Quarter To and Quarter Past |
|  | Time Conversions: Whole Numbers 1 |

## Statistics: The science of collecting, analyzing, visualizing, and

 interpreting data can inform understanding and decision making.| Students interpret and explain representations of data |  |
| :---: | :---: |
| Quests | Content |
| Graphs using many-to-one correspondence | Using graphs with many-to-one correspondence |
|  | Using bar graphs with many-to-one correspondence |
|  | Comparing graphs with different correspondence |
|  | Interpreting data from tables |
|  | Interpreting data from a stem \& leaf plot |
|  | Explaining the mode of a data set |
| Topic | Activity Title |
| Statistics | Making Picture Graphs: With Scale |
|  | Picture Graphs: with scale \& half symbols |
|  | Picture Graphs: More or Less/Picture Graphs: More or Fewer (USA) |
|  | Picture Graphs: Single-Unit Scale |

## Mathletics

For more information about Mathletics, contact our friendly team.
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