

Week	Learning objectives	Units				
1, 2, 3, 4, 5, 6, and 7	OA 1: Count numbers by 1s, 2s, 5s, and 10s from 0 to 100, forward and backward, starting from any numbers less than 100.	1				
	OA 3: Read numbers from 0 to 20 and represent them in a concrete, pictorial, and symbolic way.	1				
	OA 4: Compare and order numbers from 0 to 20, from smallest to greatest and vice versa, using specific material and/or educational software.	1				
	OA 2: Identify the order of elements in a sequence using ordinal numbers from first (1 st) to tenth (10 th).	1				
	OA 9: Demonstrate comprehension of addition and subtraction of numbers from 0 to 20, progressively from 0 to 5, from 6 to 10, and from 11 to 20 using 2 addends by: using everyday language to describe actions from their own experience; representing additions and subtractions with concrete and pictorial material, manually and/or using educational software; representing the process in a symbolic way; solving problems in familiar contexts; and creating mathematical problems and solving them.	1				
8, 9, 10, 11, 12, and 13	OA 1: Count numbers by 1s, 2s, 5s, and 10s from 0 to 100, forward and backward, starting from any numbers less than 100.	2				
	OA 3: Read numbers from 0 to 20 and represent them in a concrete, pictorial, and symbolic way.	2				
	OA 4: Compare and order numbers from 0 to 20, from smallest to greatest and vice versa, using specific material and/or educational software.	2				
	OA 5: Estimate quantities up to 20 in concrete situations using a referent.	2				
	OA 6: Compose and decompose numbers from 0 to 20 in an additive way, and in a concrete, pictorial, and symbolic way.	2				
	OA 8: Determine the ones and tens of numbers from 0 to 20, grouping by 10s, in a concrete, pictorial, and symbolic way.	2				

Week	Learning objectives	Units				
14, 15, 16, 17, 18, and 19	OA 7: Describe and apply mental calculation strategies for additions and subtractions up to 20: Counting forward and backward, making ten, and doubles.			3		
	OA 9: Demonstrate comprehension of addition and subtraction of numbers from 0 to 20, progressively from 0 to 5, from 6 to 10, and from 11 to 20 using 2 addends by: using everyday language to describe actions from their own experience; representing additions and subtractions with concrete and pictorial material, manually and/or using educational software; representing the process in a symbolic way; solving problems in familiar contexts; and creating mathematical problems and solving them.			3		
	OA 10: Demonstrate that addition and subtraction are inverse operations, in a concrete, pictorial, and symbolic way.			3		
20, 21, 22, 23, and 24	OA 11: Recognize, describe, create, and continue repetitive patterns (sounds, picture, rhythms...) and number patterns up to 20, in ascending or descending order, using concrete, pictorial or symbolic material, manually and/or through educational software.				4	
	OA 12: Describe and record equality and inequality as balance and imbalance, using a scale in a concrete, pictorial, and symbolic way from 0 to 20 and using the (=) symbol.				4	
25, 26, 27, 28, 29, 30, 31, and 32	OA 13: Describe the position of objects and people in relation to themselves and to other objects or people, using everyday language (such as right and left).					5
	OA 14: Identify in their surroundings 3D and 2D shapes and relate them using concrete material.					5
	OA 15: Identify and draw straight and curve lines.					5
	OA 16: Use non-standardized units of time to compare the duration of everyday events.					5
	OA 17: Use everyday language to sequence events in time: days of the week, months of the year and some significant dates.					5
	OA 18: Identify and compare the length of objects using words such as long and short.					5
33, 34, 35, 36, 37, and 38	OA 19: Collect and record date to answer statistical questions about themselves and their environment, using block charts, tables, and pictographs.					6
	OA 20: Make, read, and interpret pictographs.					6