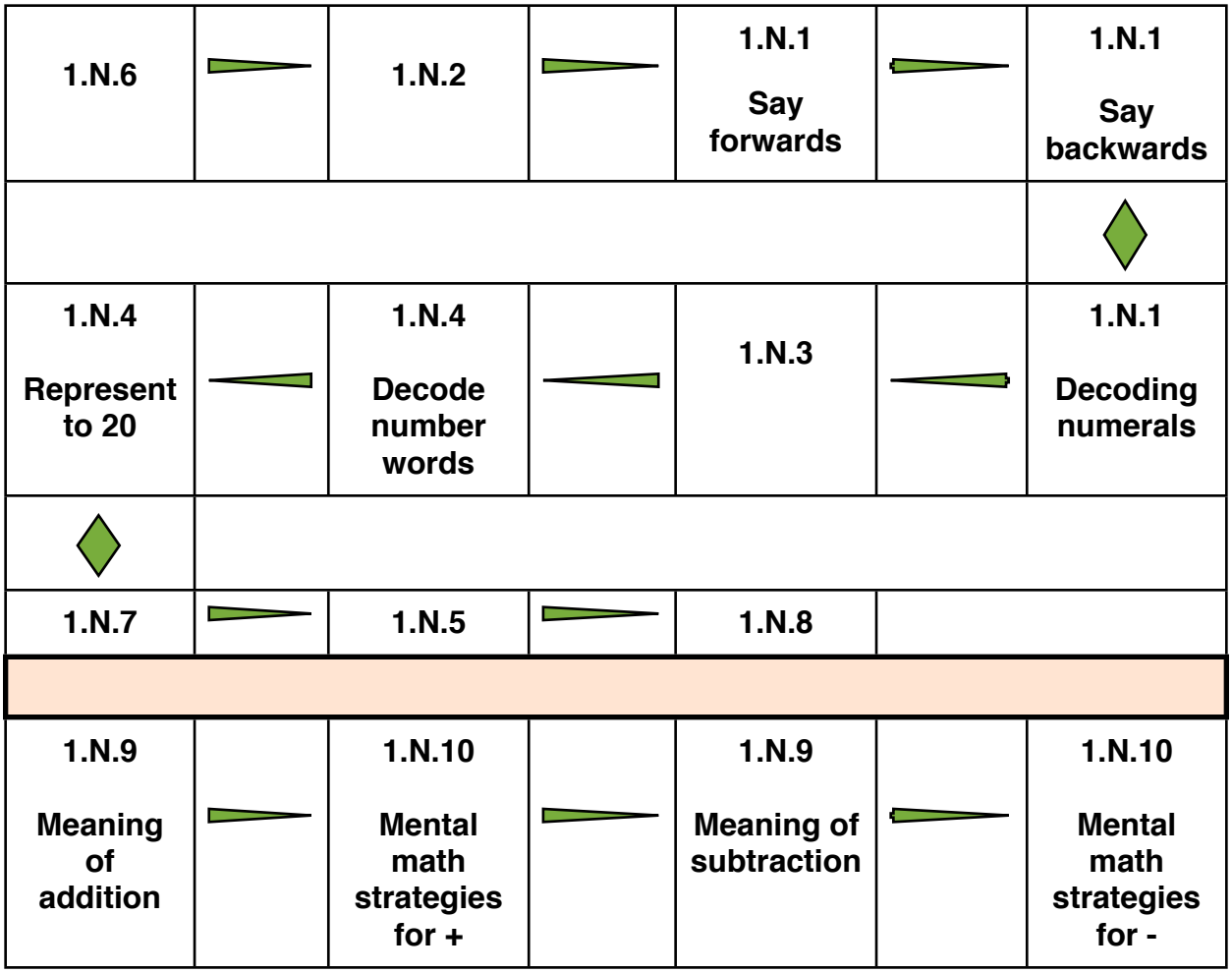
Grade 1 Number strand CASH map



Comments:

- Each cell of the CASH map refers to an outcome or part of an outcome. At least one lesson (consisting of a well-sequenced series of activities) is required to develop the outcome/part of an outcome for each cell.
- 1.N.1 is split into three parts: (1) saying counting words forwards, (2) saying counting words backwards, and (3) decoding numerals from 1 to 100. The reasons for this are: oral language (saying words) largely proceeds decoding symbols when development occurs, and forwards and backwards are quite different skills for grade 1 students. Saying the counting words backwards is far more more difficult.
- 1.N.4 is split into decoding number words (e.g. ‘two’) and representing counts into two parts. Decoding a number word such as ‘two’ is conceptually quite different from splitting a count into two parts.

- 1.N.9 is split into two parts: addition and subtraction. These concepts are quite different from each other (although related in an abstract sense). These meanings are the critical outcomes of the grade 1 Number strand and require separate teaching attention. At a later point, students should work on tasks that involve both meanings.

- 1.N.10 is split into addition and subtraction mental math strategies for a similar reason as for 1.N.9. Again, At a later point, students should work on tasks that involve both operations.

- There are two bundles in the CASH map: (1) a counting-related bundle and (2) an arithmetic-related bundle. The counting-related bundle should be fully developed before beginning the development of the arithmetic-related bundle.