Grade 1 - Mathematics Curriculum Alignment
2023-24 *FIRST* LEGO League Discover Team Meeting Guide

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 1: **Six Bricks Warm-Up** The children will use the Six Bricks both in the classroom and at home with the Discover More set to learn new skills and explore new ideas. **Explore Task** Introduce the idea of a hobby or an interest. Have a discussion to discover what the children like to do or what they are interested in and how they share it with others. **Create Task** Have the children build using the different pieces in STEAM Park. Encourage them to play freely and build anything they want that relates to their hobby or interest and how or where it could be shared with others. **Share Task** Have the children share and explain what they built and how the pieces they identified relate to	Number		
	Algebra		
	Data		
	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	●
	Financial Literacy		

● The standard is clearly addressed by program activities.
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their interests.	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 2: **Warmup - Discover Six Bricks II** **Explore Task** Explain FIRST ® LEGO® League Discover to the children. Read the Discover Story to the group. Tell them they will explore how musicians make an exciting concert. Locate the music elements found on the mat (i.e., music notes, speakers, etc.) **Create Task** Have each team build the stage from the Discover set, using the building card. They can place the stage on top of the music area on the mat. Then, they use the STEAM Park set to build additional effects for their concert	Number		
	Algebra		
	Data		
	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	●

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or change the type of concert. **Share Task** In their Engineering Notebooks, have the children write about or draw a picture of their concert. The children could also share and describe what they built.	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 3: **Six Bricks Warm-Up** What Can You Build? (see Appendix for full activity) **Explore Task** Ask the children if they have ever visited a museum and have them share what types of exhibits they saw. Locate the museum elements found on the mat (i.e., dinosaur bones, lights, speakers).	Number		
	Algebra		
	Data		

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Create Task Have each team build a place to display an object that is important to them and place the display on the mat. They can use the building card to help them get started. Use the Discover set and allow them to add pieces from the STEAM Park set. **Share Task** Have each team share what they chose to put on display. They could explain why the object is important, what people should learn about it, and what technology might be needed to help teach people.	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	●
	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

Team Meeting Guide Outcomes	**Strand**	**Specific Expectations**	**Addressed**

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Session 4: **Six Bricks Warm-Up** Build the Picture (see Appendix for full activity) **Explore Task** Have the children think about a time they have seen or have participated in a play in a theatre. What things does a play have to help tell a story? Locate the theatre elements on the mat (i.e., masks, lights, speakers). **Create Task** Have each team build a stage using the Discover set. Have them create their own play. They can use the building cards and STEAM Park pieces to help get started. The children should work together to tell a short story using their stage and extra STEAM Park pieces. **Share Task** In their Engineering Notebooks, have the children write or draw a picture of different technology or moving pieces that their stage uses.	Number		
	Algebra		
	Data		
	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	●
	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 5: **Six Bricks Warm-Up** Rhythms and Moves (see Appendix for full activity) **Explore Task** Have the children recall some of the different types of shows and places where people share their interests, talents, or hobbies. Identify different places that haven't previously been discussed.	Number		
	Algebra		
	Data		

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Create Task Have the children build their own place using the Discover set. The place should use technology or innovation to showcase a hobby, special object, talent, or piece of art, in a different way than in previous sessions. **Share Task** Have the teams describe the movement in their builds. The teams could share together to give them more confidence in talking in front of people. They can talk about what is being shared but should focus on the place where the sharing is happening. Ask them to use the word innovative where possible.	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects E1.5 give and follow directions for moving from one location to another	● ●
	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 6: **Six Bricks Warm-Up** Back-to-Back (see Appendix for full activity)	Number		

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Explore Task Have the children think about the different jobs people have when they work in a theatre, a museum or a music hall. Have some children act out (mime) the different jobs and select others to guess what they are miming. Then repeat, swapping the children miming and guessing. **Create Task** Have each team build objects, tools, or vehicles that would help someone be successful in a job that was discussed in the Explore Task. They should think about people who are working on stage and behind the scenes. **Share Task** In their Engineering Notebooks, have the children write or draw a picture of a person in a job previously discussed. They can also draw a picture of the tools, objects or vehicles needed for the job.	Algebra		
	Data		
	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	●
	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed

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Session 7: **Six Bricks Warm-Up** Build a Bridge (see Appendix for full activity) **Explore Task** Have a discussion about how an audience at a music show might be different from an audience for a museum exhibit. Help the children recognize that people have different interests and needs. The children could share where they would like to be an audience member. **Create Task** Create a place where there would be a stage or something on display. Ask the children to think about who would be in the audience for their show. Think about how the audience would get in and out of the place safely. You could use ramps from the STEAM Park set to make it easier and more accessible for people to enter. **Share Task** Have the teams share their solution and show what they have built to engage and entertain the people in the audience. Each team should also share how their audience will enter and exit the space they created.	Number		
	Algebra		
	Data		
	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects E1.5 give and follow directions for moving from one location to another	● ●
	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 8: **Six Bricks Warm-Up** Future Car (see Appendix for full activity) **Explore Task** Discuss the different types of places where people share their interests. Have the children think about what kinds of places they want to be built in the future. Examples could include a concert arena on the moon, a museum on top of a skyscraper, or a theatre under the sea. **Create Task** Before building, have each team decide who will build each part of their place. Each child should build their idea within their team and then combine them for what you imagine a future place could look like. Have the children think about who the space is	Number		
	Algebra		
	Data		
	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	●

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for. Use pieces from the Discover and STEAM Park sets to create more possibilities. **Share Task** In their Engineering Notebooks, have the children write or draw their future space where hobbies or interests are shared. Ask them to explain how they combined their ideas to create an awesome solution.	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 9: **Six Bricks Warm-Up** It Takes a Team (see Appendix for full activity) **Explore Task** Ask the children to reflect on their experiences throughout the sessions. Discuss the different needs of your community. What things would people in the community like to share?	Number		
	Algebra		
	Data		

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Create Task Tell the teams to put everything they have learned about together and build a place as a team where everyone can share what they love doing with an audience. They should think about the audience that will be in the place, the people that work there, and what creative ways they will use to entertain everyone. **Share Task** Have the children share what they have built with the whole class. Have them explain their place and what the audience will experience. Have teams reflect on which ideas they chose, why, and how they worked together in this session.	Spatial Sense	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	●
	Financial Literacy		
	SEL Skills & Mathematical Processes	***problem solving:*** develop, select, and apply problem-solving strategies ***communicating:*** express and understand mathematical thinking ***selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 10: **Let's Celebrate**	Number		

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<table>
<tr>
<td rowspan="5">Preparing the Teams
Welcome the children to the event and tell them what they will do during the session. They will use their ideas to build a model together during the special challenge and share their Engineering Notebooks

Challenge 1 and 2
At the event, challenge the teams to build their team model on the Discover mat in 10 minutes or less. After 10 minutes, introduce a special challenge and have them update their team model.

Create Task
Have each team talk about how they updated their team model for the special challenge. They can describe their favourite parts of the model and explain how they came up with their ideas.

Reviewing the Teams
• Reviewers visit teams during challenge, asking questions and seeing their Engineering Notebooks
Celebrate
Allow time to celebrate each team’s achievements.</td>
<td>Algebra</td>
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