

Leaps and Bounds 1/2

Correlation to WNCP Curriculum and Grade 2 Classroom Resources

| GRADE 2 Core Resources Correlation with Grade 2 WNCP core resources | | | INTERVENTION Resources and Outcomes Correlation between <i>Leaps and Bounds 1/2</i> and prerequisite outcomes from WNCP Kindergarten and Grade 1 | | |
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| Number | | | | | |
| Grade 2 WNCP Outcomes | Math Focus 2 | Math Makes Sense 2 | Leaps and Bounds 1/2 Topics | Grade 1 WNCP Outcomes | Kindergarten WNCP Outcomes |
| 1. Say the number sequence from 0 to 100 by: • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1. [C, CN, ME, R] | Chapter 2: Lessons 2, 4, 5, 9, 10, Chapter Task Chapter 6: Lessons 1, 2, 3, 10 | Unit 2: Lessons 1, 2, 3, 4, 7, 15 | Topic 1: Counting <i>Subtopic:</i> Counting Sets <i>Subtopic:</i> Counting Forwards by 1 <i>Subtopic:</i> Counting Backwards by 1 <i>Subtopic:</i> Skip Counting | 1. Say the number sequence, 0 to 100, by: • 1s forward and backward between any two given numbers • 2s to 20, forward starting at 0 • 5s and 10s to 100, forward starting at 0. [C, CN, V, ME] | 1. Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V] |
| 2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R] | Chapter 6: Lesson 3 Chapter 8: Lesson 4 | Unit 2: Lessons 3, 15 | | | |
| 3. Describe order or relative position using ordinal numbers (up to tenth). [C, CN, R] | Chapter 2: Lesson 1 | Unit 2: Lesson 5 | | | |
| 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. | Chapter 2: Lessons 2, 5, 6, Chapter Task Chapter 3: Lessons 2, | Unit 2: Lessons 1, 2, 4, 7, 8, 9, 10, 13, 15 | Topic 2: Representing Whole Numbers <i>Subtopic:</i> Modelling | 4. Represent and describe numbers to 20 concretely, | 3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V] |

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| [C, CN, V] | 3, Chapter Task Chapter 6: Lessons 2, 5, 7, 8, 10, Chapter Task Chapter 8: Lesson 12 | | Whole Numbers <i>Subtopic:</i> Subitizing <i>Subtopic:</i> Reading and Writing Numbers Topic 4: Adding <i>Subtopic:</i> Decomposing and Recomposing Topic 5: Subtracting <i>Subtopic:</i> Decomposing | pictorially and symbolically. [C, CN, V] | 4. Represent and describe numbers 2 to 10, concretely and pictorially. [C, CN, ME, R, V] |
| 5. Compare and order numbers up to 100. [C, CN, R, V] | Chapter 2: Lessons 2, 11, Chapter Task Chapter 6: Lessons 4, 9, Chapter Task | Unit 2: Lessons 1, 13, 14, 15 | Topic 3: Comparing Whole Numbers <i>Subtopic:</i> Comparing Sets <i>Subtopic:</i> Comparing Numbers | 5. Compare sets containing up to 20 elements to solve problems using: • referents • one-to-one correspondence. [C, CN, ME, PS, R, V] | 5. Compare quantities, 1 to 10, using one-to-one correspondence. [C, CN, V] |
| 6. Estimate quantities to 100 using referents. [C, ME, PS, R] | Chapter 2: Lessons 2, 4 Chapter 6: Lessons 4, 5, Chapter Task | Unit 2: Lessons 6, 7 | Topic 2: Representing Whole Numbers <i>Subtopic:</i> Estimating Quantities | 6. Estimate quantities to 20 by using referents. [C, ME, PS, R, V] | |
| 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V] | Chapter 2: Lessons 3, 5, 11, Chapter Task Chapter 6: Lessons 4, 5, 6, Chapter Task Chapter 8: Lessons 5, 10, 11, Chapter Task | Unit 2: Lessons 7, 8, 9, 10, 11, 15 | Topic 2: Representing Whole Numbers <i>Subtopic:</i> Modelling Whole Numbers | | |
| 8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number. [C, R] | Chapter 3: Lesson 7 | Unit 3: Lessons 4, 6, 13, 14 | Topic 4; Adding <i>Subtopic:</i> Decomposing and Recomposing <i>Subtopic:</i> Joining | | |
| 9. Demonstrate an | Chapter 3: Lessons 1, | Unit 3: Lessons 1, 2, | Topic 4: Adding | 9. Demonstrate an | |

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| <p>understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference. <p>[C, CN, ME, PS, R, V]</p> | <p>3, 5, 6, 7, 8, 9, 10, Chapter Task Chapter 8: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, Chapter Task</p> | <p>3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Unit 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> | <p><i>Subtopic:</i> Decomposing and Recomposing <i>Subtopic:</i> Counting On <i>Subtopic:</i> Joining <i>Subtopic:</i> Part-Part-Whole Topic 5: Subtracting <i>Subtopic:</i> Decomposing <i>Subtopic:</i> Counting Back <i>Subtopic:</i> Separating <i>Subtopic:</i> Comparing <i>Subtopic:</i> Relating Addition and Subtraction</p> | <p>understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically by:</p> <ul style="list-style-type: none"> • using familiar and mathematical language to describe additive and subtractive actions from their experience • creating and solving problems in context that involve addition and subtraction • modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically. [C, CN, ME, PS, R, V] | |
| <p>10. Apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> • using doubles • making 10 • one more, one less • two more, two less • building on a known double • addition for subtraction to | <p>Chapter 3: Lessons 3, 4, 5, 8, 9, 10, Chapter Task Chapter 8: Lessons 1, 2, 6, Chapter Task</p> | <p>Unit 3: Lessons 2, 4, 6, 9, 10, 11, 12, 13, 14, 15</p> | <p>Topic 4: Adding <i>Subtopic:</i> Decomposing and Recomposing <i>Subtopic:</i> Counting On <i>Subtopic:</i> Joining Topic 5: Subtracting <i>Subtopic:</i> Counting Back</p> | <p>10. Describe and use mental mathematics strategies (memorization not intended), such as:</p> <ul style="list-style-type: none"> • counting on and counting back • making 10 • doubles • using addition to | |

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| determine basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V] | | | <i>Subtopic:</i> Separating <i>Subtopic:</i> Comparing <i>Subtopic:</i> Relating Addition and Subtraction | subtract to determine the basic addition facts to 18 and related subtraction facts. [C, CN, ME, PS, R, V] | |
| Patterns and Relations (Patterns) | | | | | |
| Grade 2 WNCP Outcomes | Math Focus 2 | Math Makes Sense 2 | Leaps and Bounds 1/2 Topics | Grade 1 WNCP Outcomes | Kindergarten WNCP Outcomes |
| 1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V] | Chapter 1: Lessons 1, 2, 4, 5, Chapter Task Chapter 7: Lesson 4 Chapter 9: Lesson 5 | Unit 1: Lessons 1, 2, 3, 4, 8 Unit 6: Lesson 8 | Topic 6: Repeating Patterns <i>Subtopic:</i> Identifying and Describing Patterns <i>Subtopic:</i> Extending Patterns <i>Subtopic:</i> Creating Patterns | 1. Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V] | 1. Demonstrate an understanding of repeating patterns (two or three elements) by: <ul style="list-style-type: none"> • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions. [C, CN, PS, V] |
| 2. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds and actions (numbers to 100). [C, CN, PS, R, V] | Chapter 1: Lessons 6, 7, 8, 9, Chapter Task Chapter 2: Lessons 7, 9, 10 Chapter 3: Lesson 8 Chapter 5: Lesson 5 Chapter 6: Lessons 1, 2, 3 | Unit 1: Lessons 5, 6, 7, 8 | | | |

| Patterns and Relations (Variables and Equations) | | | | | |
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| Grade 2 WNCP Outcomes | Math Focus 2 | Math Makes Sense 2 | Leaps and Bounds 1/2 Topics | Grade 1 WNCP Outcomes | Kindergarten WNCP Outcomes |
| 3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V] | Chapter 3: Lesson 2 Chapter 8: Lesson 12 Chapter 10: Lesson 6 | Unit 2: Lessons 12, 15 | Topic 3; Comparing Whole Numbers <i>Subtopic:</i> Comparing Numbers Topic 5: Subtracting <i>Subtopic:</i> Comparing | 3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V] | |
| 4. Record equalities and inequalities symbolically using the equal symbol or the not equal symbol. [C, CN, R, V] | Chapter 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Chapter Task Chapter 8: Lessons 1, 2, 3, 4, 5, 6, 7, 9, 12, Chapter Task | Unit 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15 Unit 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 12 | Topic 5: Subtracting <i>Subtopic:</i> Comparing | 4. Record equalities using the equal symbol. [C, CN, PS, V] | |
| Shape and Space (Measurement) | | | | | |
| Grade 2 WNCP Outcomes | Math Focus 2 | Math Makes Sense 2 | Leaps and Bounds 1/2 Topics | Grade 1 WNCP Outcomes | Kindergarten WNCP Outcomes |
| 1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R] | Chapter 2: Lessons 7, 8, Chapter Task | Unit 4: Lessons 1, 2 | | | |
| 2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight). [C, CN, ME, R, V] | Chapter 4: Lessons 3, 6, Chapter Task Chapter 10: Lessons 2, 3, Chapter Task | Unit 4: Lesson 3 | Topic 9: Length and Area <i>Subtopic:</i> Comparing Length <i>Subtopic:</i> Measuring Length with Non-Standard Units Topic 10: Mass and Capacity <i>Subtopic:</i> Comparing Mass | | |

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| 3. Compare and order objects by length, height, distance around and mass (weight) using nonstandard units, and make statements of comparison. [C, CN, ME, R, V] | Chapter 4: Lessons 1, 2, 7, Chapter Task Chapter 10: Lessons 1, 4, 5, 6, Chapter Task | Unit 4: Lessons 3, 4, 5, 6, 7, 8, 9, 10 | Topic 9: Length and Area <i>Subtopic:</i> Comparing Length <i>Subtopic:</i> Measuring Length with Non-Standard Units Topic 10: Mass and Capacity <i>Subtopic:</i> Comparing Mass | 1. Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching. [C, CN, PS, R, V] | 1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V] |
| 4. Measure length to the nearest non-standard unit by: <ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process). [C, ME, R, V] | Chapter 4: Lessons 2, 3, 5, 8, Chapter Task Chapter 6: Lesson 6 | Unit 4: Lessons 3, 4, 5, 6, 7, 10 | Topic 9: Length and Area <i>Subtopic:</i> Measuring Length with Non-Standard Units | | |
| 5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V] | Chapter 4: Lesson 3 | Unit 4: Lessons 5, 6 | Topic 9: Length and Area <i>Subtopic:</i> Measuring Length with Non-Standard Units | | |
| Shape and Space (3-D Objects and 2-D Shapes) | | | | | |
| Grade 2 WNCP Outcomes | Math Focus 2 | Math Makes Sense 2 | Leaps and Bounds 1/2 Topics | Grade 1 WNCP Outcomes | Kindergarten WNCP Outcomes |
| 6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. [C, CN, R, V] | Chapter 1: Lesson 3 Chapter 7: Lessons 1, 2, 3, Chapter Task Chapter 9: Lesson 2 | Unit 6: Lessons 2, 5, 9 | Topic 7: 3-D Objects <i>Subtopic:</i> Describing and Sorting 3-D Objects | 2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting | 2. Sort 3-D objects using a single attribute. [C, CN, PS, R, V] |

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| | | | Topic 8: 2-D Shapes <i>Subtopic:</i> Describing and Sorting 2-D Shapes | rule. [C, CN, R, V] | |
| 7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • pyramids. [C, CN, R, V] | Chapter 7: Lessons 4, 5, 6, 7, 8, Chapter Task | Unit 6: Lessons 4, 6, 8, 9 | Topic 7: 3-D Objects <i>Subtopic:</i> Describing and Sorting 3-D Objects <i>Subtopic:</i> Building with 3-D Objects | 3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V] | 3. Build and describe 3-D objects. [CN, PS, V] |
| 8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> • triangles • squares • rectangles • circles. [C, CN, R, V] | Chapter 9: Lessons 1, 2, 3, 4, 5, 6, 7, Chapter Task | Unit 6: Lessons 1, 3, 8 | Topic 8: 2-D Shapes <i>Subtopic:</i> Describing and Sorting 2-D Shapes <i>Subtopic:</i> Building with 2-D Shapes | 3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V] | |
| 9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V] | Chapter 7: Lesson 8 Chapter 9: Lessons 7, 8, Chapter Task | Unit 6: Lessons 7, 9 | Topic 7: 3-D Objects <i>Subtopic:</i> Describing and Sorting 3-D Objects <i>Subtopic:</i> Building with 3-D Objects Topic 8: 2-D Shapes <i>Subtopic:</i> Describing and Sorting 2-D Shapes | 4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V] | |
| Statistics and Probability (Data Analysis) | | | | | |
| Grade 2 WNCP Outcomes | Math Focus 2 | Math Makes Sense 2 | Leaps and Bounds 1/2 Topics | Grade 1 WNCP Outcomes | Kindergarten WNCP Outcomes |
| 1. Gather and record data | Chapter 5: Lessons 2, | Unit 7: Lessons 2, 3, | Topic 11: Sorting and | | |

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| about self and others to answer questions. [C, CN, PS, V] | 5, 6, 7, 8, 9, 10 | 4, 6, 7, 8 | Displaying Data <i>Subtopic:</i> Creating and Interpreting Graphs | | |
| 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] | Chapter 5: Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, Chapter Task | Unit 7: Lessons 1, 2, 3, 4, 5, 8 | Topic 11: Sorting and Displaying Data <i>Subtopic:</i> Sorting <i>Subtopic:</i> Creating and Interpreting Graphs | | |