



## Correlation to WNCB Curriculum and Grade 3 Classroom Resources

**Note:** *Leaps and Bounds 3/4* is a math intervention resource and therefore does not include new content and concepts being introduced to students for the first time in Grade 4. *Leaps and Bounds* includes content from Grades 1 to 3 that will prepare students who are struggling for work at the Grade 3 or 4 level.

GRADE 3 Core Resources Correlation with Grade 3 WNCB core resources			INTERVENTION Resources and Expectations Correlation between <i>Leaps and Bounds 3/4</i> and prerequisite expectations from WNCB Grades 1 to 3		
Strand: Number					
Grade 3 WNCB Expectations	Nelson <i>Math Focus 3</i>	Pearson <i>Mathematics Makes Sense 3</i>	<i>Leaps and Bounds 3/4</i> Topics	Grade 2 WNCB Expectations	Grade 1 WNCB Expectations
1. Say the number sequence forward and backward from 0 to 1000 by: <ul style="list-style-type: none"> <li>• 5s, 10s, or 100s, using any starting point</li> <li>• 3s using starting points that are multiples of 3</li> <li>• 4s using starting points that are multiples of 4</li> <li>• 25s, using starting points that are multiples of 25.</li> </ul> [C, CN, ME]	Chapter 2: Lessons 3, 5, 6, 7, 8, 10, 11, Math Game Chapter 8: Lessons 2, 3 Chapter 9: Lesson 5, Chapter Task	Unit 1, Lesson 4, Unit 1, Lesson 8, Unit 2, Lesson 1, Unit 2, Lesson 6, Unit 2, Lesson 7, Unit 2, Lesson 9, Unit 2, Unit Problem	<b>Representing Whole Numbers</b> Pathway 1: Representing Numbers to 1000 Pathway 2: Representing Numbers to 100 Pathway 3: Representing Numbers to 20  <b>Skip Counting</b> Pathway 1: Skip Counting to 1000 Pathway 2: Skip Counting to 100 Pathway 3: Skip Counting to 20	1. Say the number sequence from 0 to 100 by: <ul style="list-style-type: none"> <li>• 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>• 10s using starting points from 1 to 9</li> <li>• 2s starting from 1.</li> </ul> 2. Demonstrate if a number (up to 100) is even or odd.	1. Say the number sequence, 0 to 100, by: <ul style="list-style-type: none"> <li>• 1s forward and backward between any two given numbers</li> <li>• 2s to 20, forward starting at 0</li> <li>• 5s and 10s to 100, forward starting at 0.</li> </ul>

Strand: Number ctd.					
Grade 3 WNCPE Expectations	Nelson Math Focus 3	Pearson Mathematics Makes Sense 3	Leaps and Bounds 3/4 Topics	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V]	Chapter 2: Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, Chapter Task	Unit 2, Lessons 3, 4, 8, 11; Unit 2, Unit Problem, Unit 7, Lesson 6	<b>Representing Whole Numbers</b> Pathway 1: Representing Numbers to 1000 Pathway 2: Representing Numbers to 100 Pathway 3: Representing Numbers to 20	4. Represent and describe numbers to 100, concretely, pictorially and symbolically.	2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots.  3. Demonstrate an understanding of counting by: • indicating that the last number said identifies “how many” • showing that any set has only one count • using the counting on strategy • using parts or equal groups to count sets.  4. Represent and describe numbers to 20 concretely, pictorially and symbolically.
3. Compare and order numbers to 1000. [CN, R, V]	Chapter 2: Lessons 4, 5, Chapter Task	Unit 2, Lesson 5	<b>Comparing and Ordering</b> Pathway 1: Comparing and Ordering to 1000 Pathway 2: Comparing and Ordering to 100 Pathway 3: Comparing and Ordering to 20	3. Describe order or relative position using ordinal numbers (up to tenth).  5. Compare and order numbers up to 100.	5. Compare sets containing up to 20 elements to solve problems using: • referents • one-to-one correspondence.
4. Estimate quantities less than 1000 using referents. [ME, PS, R, V] 5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V]	Chapter 2: Lessons 1, 2, 3, 4, 7, 9, Chapter Task	Unit 2, Lesson 2, Unit 2, Lesson 10, Unit 2, Unit Problem Unit 7, Lesson 6	<b>Representing Whole Numbers</b> Pathway 1: Representing Numbers to 1000 Pathway 2: Representing Numbers to 100 Pathway 3: Representing Numbers to 20	6. Estimate quantities to 100 using referents.  7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	6. Estimate quantities to 20 by using referents.

Strand: Number ctd.					
Grade 3 WNCP Expectations	Nelson Math Focus 3	Pearson Mathematics Makes Sense 3	Leaps and Bounds 3/4 Topics	Grade 2 WNCP Expectations	Grade 1 WNCP Expectations
6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: <ul style="list-style-type: none"> <li>• adding from left to right</li> <li>• taking one addend to the nearest multiple of ten and then compensating</li> <li>• using doubles.</li> </ul> [C, ME, PS, R, V]	Chapter 3: Lessons 3, 5, 6, 10, Chapter Task Chapter 6: Lesson 2	Unit 3, Lesson 5, Unit 3, Lesson 6, Unit 3, Lesson 13, Unit 3, Unit Problem	<b>Mental Math</b> Pathway 1: Compensating Pathway 2: Regrouping Pathway 3: Relating to 5 or 10  <b>Adding Whole Numbers</b> Pathway 2: Adding Two-Digit Numbers Pathway 3: Adding One-Digit Numbers		
7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: <ul style="list-style-type: none"> <li>• taking the subtrahend to the nearest multiple of ten and then compensating</li> <li>• thinking of addition</li> <li>• using doubles.</li> </ul> [C, ME, PS, R, V]	Chapter 3: Lessons 3, 5, 7, 11, Chapter Task Chapter 6: Lesson 7	Unit 3, Lesson 9, Unit 3, Lesson 10, Unit 3, Unit Problem	<b>Mental Math</b> Pathway 1: Compensating Pathway 2: Regrouping Pathway 3: Relating to 5 or 10  <b>Subtracting Whole Numbers</b> Pathway 2: Subtracting Numbers to 100 Pathway 3: Subtracting Numbers to 20		

Strand: Number ctd.					
Grade 3 WNCPE Expectations	Nelson Math Focus 3	Pearson Mathematics Makes Sense 3	Leaps and Bounds 3/4 Topics	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
<p>8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context. [C, ME, PS, R]</p> <p>9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially and symbolically. [C, CN, ME, PS, R]</li> </ul>	<p>Chapter 3: Lesson 4, 8, 9, 10, 11, Math Games, Chapter Task</p> <p>Chapter 6: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Math Games, Chapter Task</p>	<p>Unit 3, Lesson 1, Unit 3, Lesson 2, Unit 3, Lesson 4, Unit 3, Lesson 5, Unit 3, Lesson 6, Unit 3, Lesson 7, Unit 3, Lesson 8, Unit 3, Lesson 9, Unit 3, Lesson 10, Unit 3, Lesson 11, Unit 3, Lesson 12, Unit 3, Lesson 13, Unit 3, Unit Problem</p>	<p><b>Adding Whole Numbers</b>  Pathway 1: Adding Three-Digit Numbers  Pathway 2: Adding Two-Digit Numbers  Pathway 3: Adding One-Digit Numbers</p> <p><b>Subtracting Whole Numbers</b>  Pathway 1: Subtracting Three-Digit Numbers  Pathway 2: Subtracting Numbers to 100  Pathway 3: Subtracting Numbers to 20</p> <p><b>Mental Math</b>  Pathway 1: Compensating  Pathway 2: Regrouping  Pathway 3: Relating to 5 or 10</p>	<p>8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number.</p> <p>9. Demonstrate an 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"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems that involve addition and subtraction</li> <li>• explaining that the order in which numbers are added does not affect the sum</li> <li>• explaining that the order in which numbers are subtracted may affect the difference.</li> </ul>	<p>7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. [C, R, V]</p> <p>8. Identify the number, up to 20, that is one more, two more, one less and two less than a given number.</p> <p>9. Demonstrate an 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"> <li>• using familiar and mathematical language to describe additive and subtractive actions from their experience</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.</li> </ul>
<p>10. Apply mental mathematics strategies and number properties, such as:</p> <ul style="list-style-type: none"> <li>• using doubles</li> <li>• making 10</li> <li>• using the commutative property</li> <li>• using the property of zero</li> <li>• thinking addition for subtraction to determine answers for basic addition facts and related subtraction facts (to 18).</li> </ul>	<p>Chapter 3: Lessons 1, 2, Math Games</p>	<p>Unit 3, Lesson 1, Unit 3, Lesson 2</p>	<p><b>Mental Math</b>  Pathway 1: Compensating  Pathway 2: Regrouping  Pathway 3: Relating to 5 or 10</p>	<p>10. Apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> <li>• using doubles</li> <li>• making 10</li> <li>• one more, one less</li> <li>• two more, two less</li> <li>• addition for subtraction to determine basic addition facts to 18 and related subtraction facts.</li> </ul>	<p>10. Describe and use mental mathematics strategies (memorization not intended), such as:</p> <ul style="list-style-type: none"> <li>• counting on and counting back</li> <li>• making 10</li> <li>• doubles</li> <li>• using addition to subtract for the basic addition and subtraction facts to 18.</li> </ul>

<b>Strand: Number ctd.</b>					
<b>Grade 3 WNCPE Expectations</b>	<b>Nelson Math Focus 3</b>	<b>Pearson Mathematics Makes Sense 3</b>	<b>Leaps and Bounds 3/4 Topics</b>	<b>Grade 2 WNCPE Expectations</b>	<b>Grade 1 WNCPE Expectations</b>
<p>11. Demonstrate an understanding of multiplication to <math>5 \times 5</math> by:</p> <ul style="list-style-type: none"> <li>representing and explaining multiplication using equal grouping and arrays</li> <li>creating and solving problems in context that involve multiplication</li> <li>modelling multiplication using concrete and visual representations, and recording the process symbolically</li> <li>relating multiplication to repeated addition</li> <li>relating multiplication to division.</li> </ul> <p>[C, CN, PS, R]</p>	<p>Chapter 8: Lessons 1, 2, 3, 4, 6, 7, Math Games, Chapter Task</p> <p>Chapter 9: Lesson 6, Chapter Task</p>	<p>Unit 8, Lesson 1, Unit 8, Lesson 2, Unit 8, Lesson 3, Unit 8, Lesson 4, Unit 8, Lesson 8, Unit 8, Lesson 9, Unit 8, Lesson 10, Unit 8, Unit Problem</p>			
<p>12. Demonstrate an understanding of division by:</p> <ul style="list-style-type: none"> <li>representing and explaining division using equal sharing and equal grouping</li> <li>creating and solving problems in context that involve equal sharing and equal grouping</li> <li>modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically</li> <li>relating division to repeated subtraction</li> <li>relating division to multiplication. (limited to division related to multiplication facts up to <math>5 \times 5</math>)</li> </ul> <p>[C, CN, PS, R]</p>	<p>Chapter 9: Lessons 1, 2, 3, 4, 5, 6, 7, Math Game, Chapter Task</p>	<p>Unit 8, Lesson 5, Unit 8, Lesson 6, Unit 8, Lesson 7, Unit 8, Lesson 8, Unit 8, Lesson 9, Unit 8, Unit Problem</p>			

<b>Strand: Number ctd.</b>					
<b>Grade 3 WNCPE Expectations</b>	<b>Nelson Math Focus 3</b>	<b>Pearson Mathematics Makes Sense 3</b>	<b>Leaps and Bounds 3/4 Topics</b>	<b>Grade 2 WNCPE Expectations</b>	<b>Grade 1 WNCPE Expectations</b>
<p>13. Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> <li>• explaining that a fraction represents a part of a whole</li> <li>• describing situations in which fractions are used</li> <li>• comparing fractions of the same whole with like denominators.</li> </ul> <p>[C, CN, ME, R, V]</p>	<p>Chapter 7: Lessons 1, 2, 3, 4, 5, 6, 7, Math Game, Chapter Task</p>	<p>Unit 5, Lesson 1, Unit 5, Lesson 2, Unit 5, Lesson 3, Unit 5, Lesson 4, Unit 5, Lesson 5, Unit 5, Lesson 6, Unit 5, Unit Problem</p>	<p><b>Fractions</b> Pathway 2: Fractions as Parts of Wholes Pathway 3: Halves</p>		
<b>Strand: Patterns and Relations (Patterns)</b>					
<p>1. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 1000). [C, CN, PS, R, V]</p> <p>2. Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 1000). [C, CN, PS, R, V]</p>	<p>Chapter 1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, Math Game, Chapter Task Chapter 2: Lessons 6, 8, 10, 11 Chapter 9: Lesson 5 Chapter 11: Lesson 3</p>	<p>Unit 1, Lesson 1, Unit 1, Lesson 2, Unit 1, Lesson 3, Unit 1, Lesson 4 , Unit 1, Lesson 5, Unit 1, Lesson 6, Unit 1, Lesson 7, Unit 1, Lesson 8, Unit 1, Unit Problem</p>	<p><b>Patterns</b> Pathway 1: Growing and Shrinking Patterns Pathway 2: Repeating Patterns</p>	<p>1. Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• extending</li> <li>• comparing</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions.</p> <p>2. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 100).</p>	<p>1. Demonstrate an understanding of repeating patterns (two to four elements) by:</p> <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions.</p> <p>2. Translate repeating patterns from one representation to another.</p>

<b>Strand: Patterns and Relations (Variables and Equations)</b>					
<b>Grade 3 WNCPE Expectations</b>	<b>Nelson Math Focus 3</b>	<b>Pearson Mathematics Makes Sense 3</b>	<b>Leaps and Bounds 3/4 Topics</b>	<b>Grade 2 WNCPE Expectations</b>	<b>Grade 1 WNCPE Expectations</b>
3. Solve one-step addition and subtraction equations involving symbols representing an unknown number. [C, CN, PS, R, V]	Chapter 3: Lessons 2, 7, 10, 11 Chapter 6: Lessons 4, 5, 7	Unit 3, Lesson 3, Unit 3, Unit Problem,	<b>Equality</b> Pathway 1: Equality: Using Numbers to 100 Pathway 2: Equality: Using Numbers to 20	3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).  4. Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.	3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).  4. Record equalities using the equal symbol.
<b>Strand: Shape and Space (Measurement)</b>					
1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]  2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context. [C, CN, PS, R, V]	Chapter 10: Lessons 1, 2, 3, 4, 5, Math Game, Chapter Task	Unit 4, Lesson 1, Unit 4, Lesson 2, Unit 4, Lesson 3 Unit 4, Unit Problem	<b>Time</b> Pathway 1: Reading a Clock Pathway 2: Time: Using Standard Units Pathway 3: Time: Using Non-Standard Units	1. Relate the number of days to a week and the number of months to a year in a problem-solving context.	

**Strand: Shape and Space (Measurement) ctd.**

Grade 3 WNCPE Expectations	Nelson Math Focus 3	Pearson Mathematics Makes Sense 3	Leaps and Bounds 3/4 Topics	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
<p>3. Demonstrate an understanding of measuring length (cm, m) by:</p> <ul style="list-style-type: none"> <li>• selecting and justifying referents for the units cm and m</li> <li>• modelling and describing the relationship between the units cm and m</li> <li>• estimating length using referents</li> <li>• measuring and recording length, width and height.</li> </ul> <p>[C, CN, ME, PS, R, V</p>	<p>Chapter 5: Lessons 1, 2, 3, 4, 5, 6, 9, Math Game, Chapter Task</p>	<p>Unit 4, Lesson 4, Unit 4, Lesson 5,; Unit 4, Lesson 6, Unit 4, Lesson 7, Unit 4, Unit Problem, Unit 7, Lesson 1</p>	<p><b>Length</b> Pathway 1: Length: Standard Units Pathway 2: Length: Non-Standard Units</p>	<p>2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).</p> <p>3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.</p> <p>4. Measure length to the nearest non-standard unit by:</p> <ul style="list-style-type: none"> <li>• using multiple copies of a unit</li> <li>• using a single copy of a unit (iteration process).</li> </ul> <p>5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes.</p>	<p>1. Demonstrate an understanding of measurement as a process of comparing by:</p> <ul style="list-style-type: none"> <li>• identifying attributes that can be compared</li> <li>• ordering objects</li> <li>• making statements of comparison</li> <li>• filling, covering or matching.</li> </ul>
<p>4. Demonstrate an understanding of measuring mass (g, kg) by:</p> <ul style="list-style-type: none"> <li>• selecting and justifying referents for the units g and kg</li> <li>• modelling and describing the relationship between the units g and kg</li> <li>• estimating mass using referents</li> <li>• measuring and recording mass.</li> </ul>	<p>Chapter 10: Lessons 6, 7, 8, 9, Math Game, Chapter Task</p>	<p>Unit 4, Lesson 11, Unit 4, Lesson 12, Unit 4, Unit Problem</p>	<p><b>Mass</b> Pathway 1: Mass: Using Grams Pathway 2: Mass; Using Kilograms Pathway 3: Mass: Using Non-Standard Units</p>	<p>2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).</p> <p>3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison.</p>	



<b>Strand: Shape and Space (Measurement) ctd.</b>					
<b>Grade 3 WNCPE Expectations</b>	<b>Nelson Math Focus 3</b>	<b>Pearson Mathematics Makes Sense 3</b>	<b>Leaps and Bounds 3/4 Topics</b>	<b>Grade 2 WNCPE Expectations</b>	<b>Grade 1 WNCPE Expectations</b>
5. Demonstrate an understanding of perimeter of regular and irregular shapes by: • estimating perimeter using referents for centimetre or metre • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. [C, ME, PS, R, V]	Chapter 5: Lessons 7, 8, 9, Chapter Task	Unit 4, Lesson 8, Unit 4, Lesson 9, Unit 4, Lesson 10, Unit 4, Unit Problem,	<b>Length</b> Pathway 1: Length: Standard Units		
			<b>Capacity</b> Pathway 1: Capacity: Using Litres Pathway 2: Capacity: Non-Standard Units		
			<b>Area</b> Pathway 1: Area: Using Strategies Pathway 2: Area: Using Whole Units		
<b>Strand: Shape and Space (3-D Objects and 2-D Shapes)</b>					
6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices. [C, CN, PS, R, V]	Chapter 11: Lessons 4, 5, 6, 7, 8, Chapter Task	Unit 6, Lesson 4, Unit 6, Lesson 5, Unit 6, Lesson 6, Unit 6, Lesson 7, Unit 6, Unit Problem	<b>3-D Shapes</b> Pathway 1: Describing 3-D Shapes Pathway 2: Building 3-D Shapes	7. Describe, compare and construct 3-D objects, including: • cubes • spheres • cones • cylinders • pyramids.  9. Identify 2-D shapes as parts of 3-D objects in the environment.	2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.  3. Replicate composite 2-D shapes and 3-D objects.  4. Compare 2-D shapes to parts of 3-D objects in the environment.

<b>Strand: Shape and Space (3-D Objects and 2-D Shapes) ctd.</b>					
<b>Grade 3 WNCP Expectations</b>	<b>Nelson Math Focus 3</b>	<b>Pearson Mathematics Makes Sense 3</b>	<b>Leaps and Bounds 3/4 Topics</b>	<b>Grade 2 WNCP Expectations</b>	<b>Grade 1 WNCP Expectations</b>
7. Sort regular and irregular polygons, including: <ul style="list-style-type: none"> <li>• triangles</li> <li>• quadrilaterals</li> <li>• pentagons</li> <li>• hexagons</li> <li>• octagons</li> </ul> according to the number of sides. [C, CN, R, V]	Chapter 11: Lessons 1, 2, 3, Math Game	Unit 6, Lesson 1, Unit 6, Lesson 2, Unit 6, Lesson 3, Unit 6, Unit Problem	<b>2-D Shapes</b> Pathway 1: Describing 2-D Shapes Pathway 2: Building 2-D Shapes	6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule.  8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> <li>• triangles</li> <li>• squares</li> <li>• rectangles</li> <li>• circles.</li> </ul> 9. Identify 2-D shapes as parts of 3-D objects in the environment.	2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.  3. Replicate composite 2-D shapes and 3-D objects.  4. Compare 2-D shapes to parts of 3-D objects in the environment.
<b>Strand: Shape and Space (Transformations)</b>					
			<b>Movement and Location</b> Pathway 1: Movement on a Grid Pathway 2: Using Positional Language		
<b>Strand: Statistics and Probability (Data Analysis)</b>					
1. Collect first-hand data and organize it using: <ul style="list-style-type: none"> <li>• tally marks</li> <li>• line plots</li> <li>• charts</li> <li>• lists</li> </ul> to answer questions. [C, CN, V]	Chapter 4: Lessons 1, 2, 3, 4, 7, Math Game, Chapter Task	Unit 7, Lesson 1, Unit 7, Lesson 2, Unit 7, Lesson 5, Unit 7, Lesson 6, Unit 7, Unit Problem	<b>Sorting and Organizing Data</b> Pathway 1: Sorting: More Than One Attribute Pathway 2: Sorting: One Attribute	1. Gather and record data about self and others to answer questions.	
2. Construct, label and interpret bar graphs to solve problems. [PS, R, V]	Chapter 4: Lessons 5, 6, 7, Chapter Task	Unit 7, Lesson 3, Unit 7, Lesson 4, Unit 7, Lesson 5	<b>Displaying Data</b> Pathway 2: Data: One-to-One Correspondence Pathway 3: Concrete and Picture Graphs	2. Construct and interpret concrete graphs and pictographs to solve problems.	