



Correlation to WNCP Curriculum and Grade 4 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 4 WNCP core resources			INTERVENTION Resources and Expectations Correlation between <i>Leaps and Bounds 3/4</i> and prerequisite expectations from WNCP Grades 1 to 3			
Strand: Number						
Grade 4 WNCP Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCP Expectations	Grade 2 WNCP Expectations	Grade 1 WNCP Expectations
1. Represent and describe whole numbers to 10 000, pictorially and symbolically.	Chapter 2: Lessons 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, Curious Math, Chapter Task	Unit 2, Lesson 1	Representing Whole Numbers Pathway 1: Representing Numbers to 1000 Pathway 2: Representing Numbers to 100 Pathway 3: Representing Numbers to 20 Skip Counting Pathway 1: Skip Counting to 1000 Pathway 2: Skip Counting to 100 Pathway 3: Skip Counting to 20	1. Say the number sequence forward and backward from 0 to 1000 by: • 5s, 10s, or 100s, using any starting point • 3s using starting points that are multiples of 3 • 4s using starting points that are multiples of 4 • 25s, using starting points that are multiples of 25 2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. 4. Estimate quantities less than 1000 using referents. 5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	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. 2. Demonstrate if a number (up to 100) is even or odd. 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. 6. Estimate quantities to 100 using referents. 7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	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. 2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots. 3. Demonstrate an understanding of counting. 4. Represent and describe numbers to 20 concretely, pictorially and symbolically. 6. Estimate quantities to 20 by using referents.

Strand: Number ctd.						
Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
2. Compare and order numbers to 10 000. [C, CN]	Chapter 2: Lessons 2.6, 2.7, 2.8, Math Game, Chapter Task	Unit 2, Lesson 1	Comparing and Ordering Pathway 1: Comparing and Ordering to 1000 Pathway 2: Comparing and Ordering to 100 Pathway 3: Comparing and Ordering to 20	3. Compare and order numbers to 1000.	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.
3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction.	Chapter 3: Lessons 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, Math Games, Curious Math, Chapter Task	Unit 2, Lesson 4, Unit 2, Lesson 5, Unit 2, Lesson 6, Unit 2, Lesson 7, Unit 2, Lesson 8, Unit 2, Lesson 9, Unit 2, Lesson 10 Unit 2, Lesson 11 Unit 2, Lesson 12 Unit 2, Lesson 13 Unit 2, Unit Problem	Adding Whole Numbers Pathway 1: Adding Three-Digit Numbers Pathway 2: Adding Two-Digit Numbers Pathway 3: Adding One-Digit Numbers Subtracting Whole Numbers Pathway 1: Subtracting Three-Digit Numbers Pathway 2: Subtracting Numbers to 100 Pathway 3: Subtracting Numbers to 20 Mental Math Pathway 1: Compensating Pathway 2: Regrouping Pathway 3: Relating to 5 or 10	6. Describe and apply mental mathematics strategies for adding two 2-digit numerals. 7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals. 8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context. 9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals). 10. Apply mental mathematics strategies and number properties.	8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number. 9. Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: • 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. 10. Apply mental mathematics strategies.	7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. 8. Identify the number, up to 20, that is one more, two more, one less and two less than a given number. 9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically. 10. Describe and use mental mathematics strategies (memorization not intended).

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Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
<p>4. Explain the properties of 0 and 1 for multiplication and the property of 1 for division.</p> <p>5. Describe and apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using doubling or halving and adding or subtracting one more group • using patterns in the 9s facts • using repeated doubling to determine basic multiplication facts to 9×9 and related division facts. 	<p>Chapter 6: Lessons 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, Curious Math, Math Game (Comparing Products), Chapter Task</p> <p>Chapter 9: Lesson 9.1</p>	<p>Unit 3, Lesson 1, Unit 3, Lesson 2, Unit 3, Lesson 3, Unit 3, Lesson 4, Unit 3, Lesson 5, Unit 3, Lesson 7, Unit 3, Lesson 8, Unit 3, Lesson 9, Unit 3, Lesson 10 Unit 3, Unit Problem</p>		<p>11. Demonstrate an understanding of multiplication to 5×5</p> <p>12. Demonstrate an understanding of division</p>		
<p>6. Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by:</p> <ul style="list-style-type: none"> • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products. 	<p>Chapter 9: Lessons 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.10, Math Games, Curious Maths, Chapter Task</p>	<p>Unit 8, Lesson 1, Unit 8, Lesson 2, Unit 8, Lesson 3, Unit 8, Lesson 5, Unit 8, Lesson 6, Unit 8, Lesson 7, Unit 8, Unit Problem</p>				

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<p>7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:</p> <ul style="list-style-type: none"> • using personal strategies for dividing with and without concrete materials • estimating quotients • relating division to multiplication. <p>[C, CN, ME, PS, R, V]</p>	<p>Chapter 6: Lessons 6.7, 6.8, 6.10, Chapter Task</p> <p>Chapter 10: Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, Math Game, Curious Math, Chapter Task</p>	<p>Unit 8, Lesson 8, Unit 8, Lesson 9, Unit 8, Lesson 10</p> <p>Unit 8, Lesson 11</p> <p>Unit 8, Game, Unit 8, Unit Problem</p>				
<p>8. Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to:</p> <ul style="list-style-type: none"> • name and record fractions for the parts of a whole or a set • compare and order fractions • model and explain that for different wholes, two identical fractions may not represent the same quantity • provide examples of where fractions are used. <p>[C, CN, PS, R, V]</p>	<p>Chapter 7: Lessons 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, Math Game (Pot of Gold), Curious Math, 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, Lesson 7, Unit 5, Lesson 8, Unit 5, Unit Problem</p>	<p>Fractions</p> <p>Pathway 1: Fractions as Parts of Sets</p> <p>Pathway 2: Fractions as Parts of Wholes</p> <p>Pathway 3: Halves</p>	<p>13. Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> • explaining that a fraction represents a part of a whole • describing situations in which fractions are used • comparing fractions of the same whole with like denominators. 		

Strand: Number ctd.

Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
9. Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically. [C, CN, R, V]	Chapter 7: Lessons 7.7, 7.8, 7.9, Math Game (Race to 1), Chapter Task	Unit 5, Lesson 9, Unit 5, Lesson 10, Unit 5, Lesson 11, Unit 5, Lesson 14				
10. Relate decimals to fractions (to hundredths). [CN, R, V]	Chapter 7: Lessons 7.7, 7.8, 7.9, Chapter Task	Unit 5, Lesson 9, Unit 5, Lesson 10, Unit 5, Lesson 11				
11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by: <ul style="list-style-type: none"> • using compatible numbers • estimating sums and differences • using mental math strategies to solve problems. [C, ME, PS, R, V]	Chapter 7: Lessons 7.10, 7.11, 7.12, 7.13, Chapter Task	Unit 5, Lesson 12, Unit 5, Lesson 13, Unit 5, Lesson 14, Unit 5, Unit Problem				

Strand: Patterns and Relations (Patterns)						
Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
<p>1. Identify and describe patterns found in tables and charts, including a multiplication chart. [C, CN, PS, V]</p> <p>2. Reproduce a pattern shown in a table or chart using concrete materials. [C, CN, V]</p>	<p>Chapter 1: Lessons 1.1, 1.2, 1.3, 1.4, Math Game, Curious Math, Chapter Task</p> <p>Chapter 6: Lessons 6.2, 6.3, 6.6, 6.9</p>	<p>Unit 1, Lessons 1, 3</p> <p>Unit 3, Lesson 5,</p>	<p>Patterns</p> <p>Pathway 1: Growing and Shrinking Patterns</p> <p>Pathway 2: Repeating Patterns</p>	<p>1. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> • describing • extending • comparing • creating <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).</p> <p>2. Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> • describing • extending • comparing • creating <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).</p>	<p>1. Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> • describing • extending • comparing • creating <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"> • describing • reproducing • extending • creating <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"> • describing • reproducing • extending • creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> <p>2. Translate repeating patterns from one representation to another.</p>
<p>3. Represent and describe patterns and relationships using charts and tables to solve problems. [C, CN, PS, R, V]</p>	<p>Chapter 1: Lessons 1.1, 1.2, 1.3, 1.4, Chapter Task</p>	<p>Unit 1, Lesson 3,</p> <p>Unit 1, Unit Problem</p> <p>Unit 3, Lesson 6,</p> <p>Unit 8, Lesson 4,</p> <p>Unit 8, Lesson 6</p>				
<p>4. Identify and explain mathematical relationships using charts and diagrams to solve problems. [CN, PS, R, V]</p>	<p>Chapter 4: Lessons 4.6, 4.7, 4.8, Curious Math</p>	<p>Unit 2, Lesson 3,</p> <p>Unit 6, Lesson 1,</p> <p>Unit 6, Lesson 7,</p> <p>Unit 7, Lesson 5</p>				

Strand: Patterns and Relations (Variables and Equations)						
Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
<p>5. Express a given problem as an equation in which a symbol is used to represent an unknown number. [CN, PS, R]</p> <p>6. Solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]</p>	<p>Chapter 1: Lessons 1.5, 1.6, 1.7</p> <p>Chapter 3: Lesson 3.7</p> <p>Chapter 6: Lessons 6.1, 6.4, 6.8, 6.10, Math Game</p> <p>Chapter 9: 9.2</p> <p>Chapter 10: Lessons 10.2, 10.5</p>	<p>Unit 1, Lesson 4,</p> <p>Unit 1, Lesson 5,</p> <p>Unit 1, Lesson 6</p> <p>Unit 1, Unit Problem</p>	<p>Equality</p> <p>Pathway 1: Equality: Using Numbers to 100</p> <p>Pathway 2: Equality: Using Numbers to 20</p>	<p>3. Solve one-step addition and subtraction equations involving symbols representing an unknown number.</p>	<p>3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).</p> <p>4. Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.</p>	<p>3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).</p> <p>4. Record equalities using the equal symbol.</p>
Strand: Shape and Space (Measurement)						
<p>1. Read and record time using digital and analog clocks, including 24-hour clocks. [C, CN, V]</p> <p>2. Read and record calendar dates in a variety of formats. [C, V]</p>	<p>Chapter 8: Lessons 8.1, 8.2, 8.3, 8.4, 8.5, Math Game (It's About Time), Curious Maths (Clock Fractions and Clocks and Locations), Chapter Task</p>	<p>Unit 4, Lesson 1</p> <p>Unit 4, Lesson 2,</p> <p>Unit 4, Lesson 3,</p> <p>Unit 4, Lesson 4,</p> <p>Unit 4, Lesson 5,</p> <p>Unit 4, Lesson 6</p>	<p>Time</p> <p>Pathway 1: Reading a Clock</p> <p>Pathway 2: Time: Using Standard Units</p> <p>Pathway 3: Time: Using Non-Standard Units</p>	<p>1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).</p> <p>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.</p>	<p>1. Relate the number of days to a week and the number of months to a year in a problem-solving context.</p>	

Strand: Shape and Space (Measurement) ctd.

Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
<p>3. Demonstrate an understanding of area of regular and irregular 2-D shapes by:</p> <ul style="list-style-type: none"> • recognizing that area is measured in square units • selecting and justifying referents for the units cm^2 or m^2 • estimating area by using referents for cm^2 or m^2 • determining and recording area (cm^2 or m^2) • constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area. 	<p>Chapter 8: Lessons 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, Curious Maths (Pattern Block Areas and Area on Board), Math Game (Area Logic), Chapter Task</p>	<p>Unit 4, Lesson 7, Unit 4, Lesson 8, Unit 4, Lesson 9, Unit 4, Lesson 10 Unit 4, Lesson 11 Unit 4, Lesson 12 Unit 4, Lesson 13 Unit 4, Unit Problem</p>	<p>Area Pathway 1: Area: Using Strategies Pathway 2: Area: Using Whole Units</p>			

Strand: Shape and Space (Measurement) ctd.

Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
			<p>Length Pathway 1: Length: Standard Units Pathway 2: Length: Non-Standard Units</p>	<p>3. Demonstrate an understanding of measuring length (cm, m) by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for the units cm and m • modelling and describing the relationship between the units cm and m • estimating length using referents • measuring and recording length, width and height. 	<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"> • using multiple copies of a unit • using a single copy of a unit (iteration process). <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"> • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching.
			<p>Mass Pathway 1: Mass: Using Grams Pathway 2: Mass; Using Kilograms Pathway 3: Mass: Using Non-Standard Units</p>	<p>4. Demonstrate an understanding of measuring mass (g, kg) by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for the units g and kg • modeling and describing the relationship between the units g and kg • estimating mass using referents • measuring and recording mass. 	<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>	

Strand: Shape and Space (Measurement) ctd.						
Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
			Length Pathway 1: Length: Standard Units	5. Demonstrate an understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"> • 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. 		
			Capacity Pathway 1: Capacity: Using Litres Pathway 2: Capacity: Non-Standard Units			
Strand: Shape and Space (3-D Objects and 2-D Shapes)						
4. Describe and construct rectangular and triangular prisms. [C, CN, R, V]	Chapter 11: Lessons 11.1, 11.2, 11.3, 11.4, 11.5, Curious Math, Math Game, Chapter Task	Unit 6, Lesson 1, Unit 6, Lesson 2, Unit 6, Lesson 3, Unit 6, Lesson 4, Unit 6, Unit Problem	3-D Shapes Pathway 1: Describing 3-D Shapes Pathway 2: Building 3-D Shapes	6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices.	7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • pyramids. 8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> • triangles • squares • rectangles • circles. 	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.

Strand: Shape and Space (3-D Objects and 2-D Shapes) ctd.						
Grade 4 WNCPE Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCPE Expectations	Grade 2 WNCPE Expectations	Grade 1 WNCPE Expectations
			2-D Shapes Pathway 1: Describing 2-D Shapes Pathway 2: Building 2-D Shapes	7. Sort regular and irregular polygons, including: <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides.	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"> • triangles • squares • rectangles • circles. 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.
Strand: Shape and Space (Transformations)						
			Movement and Location Pathway 1: Movement on a Grid Pathway 2: Using Positional Language			
5. Demonstrate an understanding of line symmetry by: <ul style="list-style-type: none"> • identifying symmetrical 2-D shapes • creating symmetrical 2-D shapes • drawing one or more lines of symmetry in a 2-D shape. [C, CN, V] 	Chapter 5: Lessons 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, Curious Math, Math Game, Chapter Task	Unit 6, Lesson 5, Unit 6, Lesson 6, Unit 6, Lesson 7, Unit 6, Unit Problem				

Strand: Statistics and Probability (Data Analysis)						
Grade 4 WNCP Expectations	Nelson Math Focus 4	Pearson Mathematics Makes Sense 4	Leaps and Bounds 3/4 Topics	Grade 3 WNCP Expectations	Grade 2 WNCP Expectations	Grade 1 WNCP Expectations
<p>1. Demonstrate an understanding of many-to-one correspondence. [C, R, T, V]</p> <p>2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V]</p>	<p>Chapter 4: Lessons 4.1, 4.2, 4.3, 4.4, 4.5, Math Game, Chapter Task</p>	<p>Unit 7, Lesson 1, Unit 7, Lesson 2, Unit 7, Lesson 3, Unit 7, Lesson 4, Unit 7, Unit Problem</p>	<p>Sorting and Organizing Data Pathway 1: Sorting: More Than One Attribute Pathway 2: Sorting: One Attribute</p> <p>Displaying Data Pathway 1: Data: Many-to-One Correspondence Pathway 2: Data: One-to-One Correspondence Pathway 3: Concrete and Picture Graphs</p>	<p>1. Collect first-hand data and organize it using:</p> <ul style="list-style-type: none"> • tally marks • line plots • charts • lists <p>to answer questions. [C, CN, V]</p> <p>2. Construct, label and interpret bar graphs to solve problems. [PS, R, V]</p>	<p>1. Gather and record data about self and others to answer questions. [C, CN, PS, V]</p> <p>2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]</p>	