Leaps and Bounds is available in a variety of formats to suit your needs!

Print Teacher’s Resource includes:
- Diagnostic assessment tools and Blackline Masters to precisely identify gaps in students’ understanding
- Background information on why students might struggle and what misconceptions are revealed by the diagnostic tool
- Pathways providing open-ended intervention and more guided intervention for each student or group of students
- Teaching notes to support differentiated instruction, including good questions

Digital Teacher’s Resource includes:
- Complete Teacher’s Resource in PDF format
- SMART™-certified Interactive Whiteboard activities providing extra practice and additional instructional support
- Interactive Whiteboard Kooshball games for extra practice
- PowerPoint versions of each of the Interactive Whiteboard files
- Illustrations from the Student Resource

Student Resource includes:
- Intervention activities for topics in every strand to support students who are working as many as 3 levels below grade
- Built-in tips and visuals to support student understanding
- Simple, clear language accessible to ELL learners
- CD-ROM version is text-modifiable

For more information, pricing, and sample lessons visit: www.nelson.com/leapsandbounds
With Leaps and Bounds, mathematics intervention is as easy as 1, 2, 3!

Leaps and Bounds Toward Math Understanding is carefully developed to help teachers support students who are struggling in mathematics with:

- Easy-to-use student and teacher resources to support students working as many as 3 levels below grade
- Diagnostic assessment for every topic to precisely pinpoint significant gaps in students’ understanding
- Strategic lessons and questions for differentiating instruction that enable teachers to build on students’ knowledge and close critical gaps in understanding
- A research-based intervention approach that is founded on how students learn math developmentally, based on the research of Dr. Marian Small

**Representing Whole Numbers**

1. Find 2 descriptions in the chart that match each number. Write the 3 letters for the matching descriptions in the blanks.

   - 13
   - 20
   - 34
   - 42
   - 53
   - 67
   - 78
   - 89
   - 95
   - 100

2. Write each amount using numbers (e.g., 47)

   - a) twenty-five
   - b) two hundred thirteen
   - c) six hundred thirty
   - d) three hundred thirteen
   - e) eighteen
   - f) forty-two
   - g) fifty-three
   - h) sixty-three
   - i) seventy-one
   - j) one hundred seventeen

3. Write a number to match each description.

   - a) 3 hundreds or 3 tens
   - b) 5 hundreds or 5 tens
   - c) 1 hundred 10 tens
   - d) 1 hundred 2 tens
   - e) 3 hundreds
   - f) 5 tens

4. Write the expanded form:

   - a) 402
   - b) 503
   - c) 601
   - d) 102
   - e) 201
   - f) 302

5. Number: Representing Whole Numbers

   - a) Write a number to match each description.
   - b) Write the expanded form:
   - c) Write in standard form:
   - d) Make other models.

6. Why might students struggle with representing whole numbers?

   - Students might struggle with representing whole numbers for any of the following reasons:
     - They have difficulty understanding the place value of numbers.
     - They have difficulty understanding the value of numbers.
     - They have difficulty understanding the relationship between numbers.

**Diagnostic Tool: Representing Whole Numbers**

1. Choose a diagnostic tool.
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**Step 1: Administer the diagnostic assessment**

**Step 2: Select the intervention pathway**

**Step 3: Choose an open-ended intervention or guided intervention based on your students’ learning preferences or your instructional situation**

Dr. Marian Small
Senior Author of Leaps and Bounds Toward Math Understanding

“Research has shown that underachieving students improve both in settings that emphasize explicit instruction and modelling, and in settings where students tackle more challenging problems in their own ways. In Leaps and Bounds, we recognize the value of both approaches—managing conceptually-clear modeling and practice with open questions that allow students to think more broadly, so that every student has an opportunity to achieve success.”