Leaps AND Bounds

TOWARD Math Understanding   **Correlation to Ontario Curriculum and Grade 1 Resources**

Leaps and Bounds 1/2 *is a math intervention resource.*

GRADE 1 Core Resources Correlation with Grade 1 core resources			INTERVENTION Resources and Expectations Correlation between *Leaps and Bounds 1/2* and prerequisite expectations from Kindergarten	
Number: Whole Numbers				
Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	**Kindergarten Ontario expectations**
B1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life	2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, Chapter 2 Task, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, Chapter 8 Task	1.1, 7.1, 13.1, 13.2	**Topic 2: Representing Whole Numbers** *Subtopic:* Modelling Whole Numbers *Subtopic:* Subitizing *Subtopic:* Reading and Writing Nubers	15.5 subitize quantities to 5 without having to count, using a variety of materials *(e.g., dominoes, dot plates, dice, number of fingers)* and strategies *(e.g., composing or decomposing numbers)* 15.7 explore and communicate the function/ purpose of numbers in a variety of contexts *(e.g., use magnetic and sandpaper numerals to represent the number of objects in a set [to indicate quantity]; line up toys and manipulatives, and identify the first, second, and so on [to indicate ordinality]; use footsteps to discover the distance between the door and the sink [to measure]; identify a favourite sports player: "My favourite player is number twenty-four" [to label or name])* 20.1 demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation

				(e.g., show small quantities using fingers or manipulatives) 20.2 use, read, and represent whole numbers to 10 in a variety of meaningful contexts *(e.g., use a hundreds chart to read whole numbers; use magnetic and sandpaper numerals to represent the number of objects in a set; put the house number on a house built in the blocks area; find and recognize numbers in the environment; write numerals on imaginary bills at the restaurant in the dramatic play area)*
B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts	2.2, 2.3, 2.6, 2.7, 4.3, 4.7, 6.3, 6.4, 6.5, 8.1, 8.7, 8.8, 8.10, 10.7, 12.3, 12.7, Chapter 12 Task	1.1, 2.1, 7.1, 7.2, 7.4, 9.1, 9.2, 13.1., 13.2, 19.1, 19.2, 19.3, 19.4	**Topic 2: Representing Whole Numbers** *Subtopic:* Modelling Whole Numbers *Subtopic:* Subitizing *Subtopic:* Reading and Writing Numbers **Topic 4: Adding** *Subtopic:* Decomposing and Recomposing **Topic 5: Subtracting** *Subtopic:* Decomposing	15.9 compose and decompose quantities to 10 *(e.g., make multiple representations of numbers using two or more colours of linking cubes, blocks, dot strips, and other manipulatives; play "shake and spill" games)*
B1.3 compare and order whole numbers up to and including 50, in various contexts	2.2, 2.3, 2.4, 2.9, 2.11, 8.5, 8.6, 8.9, 8.10	1.2, 1.3, 3.1, 4.1, 7.3, 13.3	**Topic 3: Comparing Whole Numbers** *Subtopic:* Comparing Sets *Subtopic:* Comparing Numbers	15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects *(e.g., find out which of two cups contains more or fewer beans [i.e., the concept of one-to-one correspondence]; investigate the ideas of more, less, or the same, using concrete materials such as counters or five and ten frames; recognize that the last number counted represents the number of objects in the set [i.e., the concept of cardinality])*

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Grade 1 Ontario expectations	Nelson Mathematics 1	Math Path 1	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting	2.2, 8.1, 8.2, 8.4, 8.7, 8.8	13.2	**Topic 2: Representing Whole Numbers** *Subtopic:* Estimating	15.6 use information to estimate the number in a small set *(e.g., apply knowledge of quantity; use a common reference such as a five frame; subitize)*
B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies	2.1, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, Chapter 2 Task, 6.2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.10, 8.11, Chapter 8 Task, 10.7, 10.8, 12.1, 14.2, 14.4, 14.5, 14.6	1.1, 1.3, 3.1, 4.1, 7.1, 13.3, 19.1, 19.3	**Topic 1: Counting** *Subtopic:* Counting Sets *Subtopic:* Counting Forwards by 1 *Subtopic:* Counting Backwards by 1 *Subtopic:* Skip Counting **Topic 2: Representing Whole Numbers** *Subtopic:* Subitizing	15.1 investigate *(e.g., using a number line, a hundreds carpet, a board game with numbered squares)* the idea that a number's position in the counting sequence determines its magnitude *(e.g., the quantity is greater when counting forward and less when counting backward)* 15.3 make use of one-to-one correspondence in counting objects and matching groups of objects 15.4 demonstrate an understanding of the counting concepts of stable order (i.e., the concept that the counting sequence is always the same – 1 is followed by 2, 2 by 3, and so on) and of order irrelevance (i.e., the concept that the number of objects in a set will be the same regardless of which object is used to begin the counting)

Number: Fractions

Grade 1 Ontario expectations	Nelson Mathematics 1	Math Path 1	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2	9.6 expectation partially addressed	17.2		
B1.7 recognize that one-half and two-fourths of the same whole are equal, in fair-sharing contexts		17.1		
B1.8 use drawings to compare and order unit fractions representing the individual portions that result when		17.1		

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a whole is shared by different numbers of sharers, up to a maximum of 10				

Number: Properties and Relationships

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations	4.3, 4.7, 6.3, 6.4, 6.5, 6.6, 12.3, 12.5, 12.8	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 9.1, 19.1, 19.3, 19.4, 19.6	**Topic 4: Adding** *Subtopic:* Decomposing and Recomposing *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Decomposing *Subtopic:* Relating Addition and Subtraction	15.10 investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and manipulatives (e.g., join two sets of objects, one containing a greater number than the other, and count all the objects; separate out the smaller number of objects and determine how many remain) and counting strategies *(e.g., use a counting sequence to determine how many objects there are altogether; count backward from the largest number to determine how many objects remain)*

Number: Math Facts

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts	4.3, 4.7, Chapter 4 Task, 6.2, 6.3, 6.4, 6.5, 12.3, 12.5, 12.6, 12.7, 12.8, Chapter 12 Task	3.1, 4.1, 9.1, 9.2, 19.1, 19.2, 19.3, 19.4	**Topic 4: Adding** *Subtopic:* Joining *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Counting Back *Subtopic:* Relating Addition and Subtraction	

Number: Mental Math

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
B2.3 use mental math strategies, including estimation, to add and	4.3, 4.7, Chapter 4 Task, 6.2, 6.3, 6.4, 6.6,	18.1, 18.2	**Topic 4: Adding** *Subtopic:* Decomposing and Recomposing	

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subtract whole numbers that add up to no more than 20, and explain the strategies used	Chapter 6 Task, 10.8, 12.1, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, Chapter 12 Task expectation partially addressed		*Subtopic:* Counting On *Subtopic:* Joining *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Decomposing *Subtopic:* Counting Back	

Number: Addition and Subtraction

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	Kindergarten Ontario expectations
B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, Chapter 4 Task, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, Chapter 6 Task, 10.8, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, Chapter 12 Task expectation partially addressed	3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 7.1, 9.1, 9.2, 9.3, 19.1, 19.2, 19.3, 19.4, 19.6	**Topic 4: Adding** *Subtopic:* Decomposing and Recomposing *Subtopic:* Counting On *Subtopic:* Joining *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Decomposing *Subtopic:* Counting Back *Subtopic:* Separating *Subtropic:* Comparing *Subtopic:* Relating Addition and Subtraction	15.10 investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and manipulatives (e.g., join two sets of objects, one containing a greater number than the other, and count all the objects; separate out the smaller number of objects and determine how many remain) and counting strategies *(e.g., use a counting sequence to determine how many objects there are altogether; count backward from the largest number to determine how many objects remain)*

Number: Multiplication and Division

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	Kindergarten Ontario expectations
B2.5 represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings		17.2		

Algebra: Patterns

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	Kindergarten Ontario expectations

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C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts	1.4, 1.5, 1.6, 1.7, Chapter 1 Task, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, Chapter 14 Task	6.1, 6.2, 6.3	**Topic 6: Patterns** *Subtopic:* Identifying and Describing Patterns	18.1 identify and describe informally the repeating nature of patterns in everyday contexts *(e.g., patterns in nature such as morning-noon-night, the four seasons, or the arrangement of leaves on the stem of a plant; the pattern on a piece of clothing; the pattern made by floor tiles; the pattern of words in a book or poem; the pattern on a calendar or in a schedule; the pattern of the beat or rhythm in songs)*, using appropriate terminology *(e.g., "goes before", "goes after", "repeats")* and gestures *(e.g., pointing, nodding, using slaps/claps)*
C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers	1.4, 1.6, 1.7, Chapter 1 Task, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, Chapter 14 Task	6.1, 6.2, 6.3	**Topic 6: Patterns** *Subtopic:* Identifying and Describing Patterns *Subtopic:* Extending Patterns *Subtopic:* Creating Patterns	18.4 create and translate patterns *(e.g., re-represent "red-blue-blue, red-blue-blue, red-blue-blue" as "circle-square-square, circle-square-square, circle-square-square")*
C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns	1.4, 1.5, 1.6, 1.7, Chapter 1 Task, 8.9, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, Chapter 14 Task	6.1, 6.2, 7.4	**Topic 6: Patterns** *Subtopic:* Extending Patterns	18.2 explore and extend patterns *(e.g., fill in missing elements of a repeating pattern)* using a variety of materials *(e.g., beads, shapes, words in a poem, beat and rhythm in music, objects from the natural world)* 18.3 identify the smallest unit (the core) of a pattern *(e.g., ABBABBABB – the core is ABB)* and describe why it is important *(e.g., it helps us to know what comes next; it helps us make generalizations)*
C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50	2.4, 2.10, 4.3, 4.7, 6.3, 8.1, 8.4, 8.5, 8.6, 12.6, 12.7, 14.2, 14.3, 14.4, 14.5, 14.6, Chapter 14 Task	13.3	**Topic 1: Counting** *Subtopic:* Skip Counting	
Algebra: Variables				
Grade 1 **Ontario**	*Nelson* *Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	**Kindergarten** **Ontario**

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expectations				expectations
C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts	1.4, 1.7, Chapter 1 Task, 2.8, Chapter 2 Task, 10.1, 10.2 expectation slightly addressed	11.2		

Algebra: Equalities and Inequalities

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	**Kindergarten Ontario expectations**
C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not	4.3, 4.4, 4.6, 4.7, 6.3, 6.4, 6.5, 6.7, 12.3, 12.5, 12.7 expectation partially addressed	2.1, 3.1, 9.1, 18.3, 19.5	**Topic 4: Adding** *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Relating Addition and Subtraction	
C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts	2.1, 2.6, 2.7, 2.9, 4.3, 4.4, 4.7, 6.3, 6.5, 6.6, 8.1, 8.2, 8.7, 8.8, 10.7, 12.3, 12.5 expectation partially addressed	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 7.1, 7.2, 9.1, 9.2, 9.3	**Topic 2: Representing Whole Numbers** *Subtopic:* Modelling Whole Numbers **Topic 4: Adding** *Subtopic:* Decomposing and Recomposing **Topic 5: Subtracting** *Subtopic:* Decomposing	

Algebra: Coding

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	**Kindergarten Ontario expectations**
C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events		Coding Toolkit		
C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes		Coding Toolkit		

Data: Data Collection and Organization

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Grade 1 Ontario expectations	Nelson Mathematics 1	Math Path 1	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
D1.1 sort sets of data about people or things according to one attribute, and describe rules used for sorting	1.1, 1.2, 1.3, 1.4, 1.6, Chapter 1 Task, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.3, 5.5, 7.2, 7.6, 10.6	12.1	**Topic 11: Sorting and Displaying Data** *Subtopic:* Sorting	20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences *(e.g., attributes like size, colour)*
D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables	3.1, 3.2, 3.4, 3,5, 3.7, 3.8, Chapter 3 Task, 5.3, 5.5, 13.3, 13.4, 13.5, 13.6, Chapter 13 Task	12.1, 12.2, 12.3	**Topic 11: Sorting and Displaying Data** *Subtopic:* Creating and Interpreting Graphs	19.1 ask questions that can be answered through data *collection (e.g., "What is your favourite …?"; "How many pets do our classmates have?"; "Which month had the most snowy days – January or February?")*, collect data, and make representations of their observations, using graphs *(e.g., concrete graphs such as people graphs or graphs using representational objects; picture graphs)* 20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences *(e.g., attributes like size, colour)*

Data: Data Visualization

Grade 1 Ontario expectations	Nelson Mathematics 1	Math Path 1	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels	3.1, 3.2, 3.3, 3.4, 3.5, 3.6,	12.1, 12.2, 12.3	**Topic 11: Sorting and Displaying Data** *Subtopic:* Creating and Interpreting Graphs	19.1 ask questions that can be answered through data *collection (e.g., "What is your favourite …?"; "How many pets do our classmates have?"; "Which month had the most snowy days – January or February?")*, collect data, and make representations of their observations, using graphs *(e.g., concrete graphs such as people graphs or graphs using representational objects; picture graphs)*

Data: Data Analysis

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Grade 1 Ontario expectations	Nelson Mathematics 1	Math Path 1	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
D1.4 order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, Chapter 3 Task	12.1, 12.2	**Topic 11: Sorting and Displaying Data** *Subtopic:* Creating and Interpreting Graphs	19.2 interpret data presented in graphs *(e.g., "There are more children in the pizza line than in the hot dog line – that means more children like pizza"; "The blue bar is twice as long as the yellow bar"; "There were twice as many snowy days in January as snowy days in February")* and draw conclusions *(e.g., "There are more blue cubes than yellow cubes"; "January was more snowy than February")*
D1.5 analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, Chapter 3 Task, 5.3, 5.5, 13.3, 13.4, 13.6, Chapter 13 Task	12.1, 12.2, 12.3	**Topic 11: Sorting and Displaying Data** *Subtopic:* Sorting *Subtopic:* Creating and Interpreting Graphs	19.2 interpret data presented in graphs *(e.g., "There are more children in the pizza line than in the hot dog line – that means more children like pizza"; "The blue bar is twice as long as the yellow bar"; "There were twice as many snowy days in January as snowy days in February")* and draw conclusions *(e.g., "There are more blue cubes than yellow cubes"; "January was more snowy than February")* 19.3 respond to and pose questions about data collection and graphs

Data: Probability

Grade 1 Ontario expectations	Nelson Mathematics 1	Math Path 1	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
D2.1 use mathematical language including the terms "impossible", "possible", and "certain", to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	13.1, 13.2, 13.3, 13.4, 13.5, Chapter 13 Task	16.1		20.6 use mathematical language *(e.g., "always/ sometimes/never"; "likely/unlikely")* in informal discussions to describe probability in familiar, everyday situations *(e.g., "Sometimes Kindergarten children like pizza more than hot dogs"; "It is likely that January will be a snowy month")*

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Grade 1 Ontario expectations	Nelson Mathematics 1	Math Path 1	Leaps and Bounds 1/2 Topics	Kindergarten Ontario expectations
D2.2 make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size	13.3, 13.4, Chapter 13 Task expectation partially addressed	16.2		

Spatial Sense: Geometric Reasoning

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	**Kindergarten Ontario expectations**
E1.1 sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used	7.1, 7.2, 7.6	5.1, 5.2	**Topic 7: 3-D Objects** *Subtopic:* Describing and Sorting 3-D Objects **Topic 8: 2-D Shapes** *Subtopic:* Describing and Sorting 2-D Shapes	17.1 explore, sort, and compare the attributes *(e.g., reflective symmetry)* and the properties *(e.g., number of faces)* of traditional and non-traditional two-dimensional shapes and three-dimensional figures *(e.g., when sorting and comparing a variety of triangles: notice similarities in number of sides, differences in side lengths, sizes of angles, sizes of the triangles themselves; see smaller triangles in a larger triangle)*
E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects	7.3, 7.4, 7.5, Chapter 7 Task	5.2, 5.3	**Topic 7: 3-D Objects** *Subtopic:* Building with 3-D Objects	17.3 investigate and explain the relationship between two-dimensional shapes and three-dimensional figures in objects they have made *(e.g., explain that the flat surface of a cube is a square)* 20.4 build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains
E1.3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves	11.6, 11.8, 11.9, 11.10, Chapter 11 Task expectation partially addressed	5.1, 5.2, 5.3		20.3 compose pictures, designs, shapes, and patterns, using two-dimensional shapes; predict and explore reflective symmetry in two-dimensional shapes *(e.g., visualize and predict what will happen when a square, a circle, or a rectangle is folded in half)*; and decompose two-

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				dimensional shapes into smaller shapes and rearrange the pieces into other shapes, using various tools and materials *(e.g., stickers, geoboards, pattern blocks, geometric puzzles, tangrams, a computer program)*
Spatial Sense: Location and Movement				
Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	**Kindergarten Ontario expectations**
E1.4 describe the relative locations of objects or people, using positional language	11.4, 11.5, Chapter 11 Task	8.2	**Topic 7: 3-D Objects** *Subtopic:* Describing Positions	17.2 communicate an understanding of basic spatial relationships *(e.g., use terms such as "above/below", "in/out", "forward/backward"; use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/ rotations])* in their conversations and play, in their predictions and visualizations, and during transitions and routines
E1.5 give and follow directions for moving from one location to another	11.5 expectation partially addressed	8.2	**Topic 7: 3-D Objects** *Subtopic:* Describing Positions	
Spatial Sense: Attributes				
Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	**Kindergarten Ontario expectations**
E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle	5.3, 5.4, 5.5, 5.6, Chapter 5 Task, 9.2, 9.3, 9.5, Chapter 9 Task, 11.1, 11.2, 11.3, Chapter 11 Task expectation partially addressed	10.1, 10.2, 10.3, 10.4, 11.1, 11.2	**Topic 9: Length and Area** *Subtopic:* Measuring Length with Non-standard Units	16.1 select an attribute to measure *(e.g., capacity)*, determine an appropriate non-standard unit of measure *(e.g., a small margarine container)*, and measure and compare two or more objects *(e.g., determine which of two other containers holds the most water)* 16.2 investigate strategies and materials used when measuring with non-standard units of measure *(e.g.,*

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				why feet used to measure length must be placed end to end with no gaps and not overlapping, and must all be the same size; why scoops used to measure water must be the same size and be filled to the top)
E2.2 compare several everyday objects and order them according to length, area, mass, and capacity	5.1, 5.2, 5.3, 5.4, 5.5, Chapter 5 Task, 9.1, 9.3, 9.4, 9.5, 9.6, Chapter 9 Task, 11.1, 11.2, 11.3, Chapter 11 Task	10.1, 10.2, 10.3, 10.4, 11.1, 11.2	**Topic 9: Length and Area** *Subtopic:* Comparing Length *Subtopic:* Comparing Area **Topic 10: Mass and Capacity** *Subtopic:* Comparing Mass *Subtopic:* Comparing Capacity	

Spatial Sense: Time

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	Kindergarten Ontario expectations
E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons	2.8, Chapter 2 Task, 10.1	14.1		

Financial Literacy: Money Concepts

Grade 1 Ontario expectations	*Nelson Mathematics 1*	*Math Path 1*	**Leaps and Bounds 1/2 Topics**	Kindergarten Ontario expectations
F1.1 identify the various Canadian coins up to 50¢ and coins and bills up to $50, and compare their values	8.3, 8.11, 10.6, 10.7, 10.8, 12.1, 12.4, 12.5, Chapter 12 Task expectation partially addressed	15.1		15.8 explore different Canadian coins, using coin manipulatives *(e.g., role-play the purchasing of items at the store in the dramatic play area; determine which coin will purchase more – a loonie or a quarter)*

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