Leaps AND Bounds

TOWARD Math Understanding

Correlation to Ontario Curriculum and Grade 2 Resources

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

GRADE 2 Core Resources Correlation with Grade 2 core resources			**INTERVENTION Resources and Expectations** Correlation between *Leaps and Bounds 1/2* and prerequisite expectations from Ontario Grade 1 and Kindergarten		
Number: Whole Numbers					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
B1.1 read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life	2.1, 2.2, 2.3, 2.4, 2.6, 2.7, Chapter 2 Task, 4.2, 4.3, 4.4, 4.8, 4.9, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, Chapter 6 Task, 8.2, 8.6, 8.7, 8.8, 8.9, Chapter 8 Task, 10.6, 14.2, 14.5, 14.6 expectation partially addressed	1.1, 1.2	**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	B1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts	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]) 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)* 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 compare and order whole numbers up to and	2.5, 2.6, Chapter 2 Task, 6.5, 6.6	1.1	**Topic 3: Comparing Whole Numbers** *Subtopic:* Comparing Sets *Subtopic:* Comparing Numbers	B1.3 compare and order whole numbers up to and	15.2 investigate some concepts of quantity and equality through identifying

including 200, in various contexts	expectation partially addressed			including 50, in various contexts	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])*
B1.3 estimate the number of objects in collections of up to 200 and verify their estimates by counting	2.3, 6.1 expectation partially addressed	1.1	**Topic 2: Representing Whole Numbers** *Subtopic:* Estimating	B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting	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)*
B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies	1.5, 1.6, 1.7, Chapter 1 Task, 2.1, 2.2, 2.3, 2.4, 2.7, Chapter 2 Task, 4.2, 6.1, 6.2, 6.4, 6.5, 6.8, 8.7, 9.1, 9.2, 9.3, 9.7, 14.2, 14.5, Chapter 14 Task expectation partially addressed	1.1	**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	B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies	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)
B1.5 describe what makes a number even or odd		3.4			
Number: Fractions					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts	9.4, 9.5, 12.3, 12.4 expectation partially addressed	3.3, 6.1		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	
B1.7 recognize that one-third and two-sixths of the same whole are equal, in fair-sharing contexts		6.2		B1.7 recognize that one-half and two-fourths of the same whole are equal, in fair-sharing contexts B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers	

				of sharers, up to a maximum of 10	
Number: Properties and Relationships					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
B2.1 use the properties of addition and subtraction, and the relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations	4.4, 4.7, 4.8, 4.9, 8.1, 8.3, 8.5, 9.1, 9.2, 9.3, 9.7, Chapter 9 Task, expectation partially addressed	3.1, 3.2, 3.3	**Topic 4: Adding** *Subtopic:* Decomposing and Recomposing *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Decomposing *Subtopic:* Relating Addition and Subtraction	B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations	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 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
B2.2 recall and demonstrate addition facts for numbers up to 20, and related subtraction facts	4.2, 4.3, 4.5, 4.8, 4.9, Chapter 4 Task, 14.4	2.1	**Topic 4: Adding** *Subtopic:* Joining *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Counting Back *Subtopic:* Relating Addition and Subtraction	B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts	
Number: Mental Math					

Grade 2 Ontario expectations	*Nelson Mathematics 2*	*Math Path 2*	Leaps and Bounds 1/2 Topics	Grade 1 Ontario expectations	Kindergarten Ontario expectations
B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 50, and explain the strategies used	4.2, 4.3, 4.9, Chapter 4 Task, 6.7, Chapter 6 Task expectation partially addressed	2.2	**Topic 4: Adding** *Subtopic:* Decomposing and Recomposing *Subtopic:* Counting On *Subtopic:* Joining *Subtropic:* Part-Part-Whole **Topic 5: Subtracting** *Subtopic:* Decomposing *Subtopic:* Counting Back	B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used	
Number: Addition and Subtraction					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**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 100	1.5, 1.6, 1.7, Chapter 1 Task, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, Chapter 4 Task, 6.7, 6.8, 6.9, 6.10, Chapter 6 Task, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, Chapter 8 Task, 13.4, 14.4, 14.6, Chapter 14 Task	7.1, 7.2, 7.3, 7.4	**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	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	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 2 Ontario expectations	*Nelson Mathematics 2*	*Math Path 2*	Leaps and Bounds 1/2 Topics	Grade 1 Ontario expectations	Kindergarten Ontario expectations
B2.5 represent multiplication as repeated equal groups, including groups of one-half and one-fourth, and solve related problems, using various tools and drawings	9.1, 9.2, 9.3, Chapter 9 Task expectation partially addressed	3.1		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	
B2.6 represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings	9.4, 9.5, 9.6, 9.7, Chapter 9 Task expectation partially addressed	3.2, 3.3		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	
Algebra: Patterns					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
C1.1 identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts	1.1, 1.3, 1.4	11.4, 11.5	**Topic 6: Patterns** *Subtopic:* Identifying and Describing Patterns	C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts	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 various representations, including shapes and numbers	1.1, 1.3, 1.5, 1.6, 1.7, Chapter 1 Task, 14.2, 14.3, 14.5, 14.6, Chapter 14 Task	11.4, 11.5	**Topic 6: Patterns** *Subtopic:* Identifying and Describing Patterns *Subtopic:* Extending Patterns *Subtopic:* Creating Patterns	C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers	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 represented with shapes and numbers	1.1, 1.4, 1.5, 1.6, 1.7, Chapter 1 Task, 2.6, 14.2, 14.3, 14.5, 14.6, Chapter 14 Task	1.3, 11.4	**Topic 6: Patterns** *Subtopic:* Extending Patterns	C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in 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 100	1.5, 1.6, 1.7, Chapter 1 Task, 2.2, 2.6, 4.2, 6.5, 6.6, 6.7, 6.9, Chapter 6 Task, 8.2, 8.5, 9.2, 9.3, 14.2, 14.3, 14.4, 14.5, 14.6, Chapter 14 Task expectation partially addressed	1.3	**Topic 1: Counting** *Subtopic:* Skip Counting	C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50	
Algebra: Variables					

Grade 2 Ontario expectations	*Nelson Mathematics 2*	*Math Path 2*	Leaps and Bounds 1/2 Topics	Grade 1 Ontario expectations	Kindergarten Ontario expectations
C2.1 identify when symbols are being used as variables, and describe how they are being used	4.7, 4.8, 6.8, 8.1, 8.7 expectation partially addressed	1.3, 2.2, 8.1, 8.2		C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts	
Algebra: Equalities and Inequalities					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
C2.2 determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent	4.8, 4.9, 8.4, 8.5 expectation partially addressed		**Topic 5: Subtracting** *Subtopic:* Relating Addition and Subtraction	C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not	
C2.3 identify and use equivalent relationships for whole numbers up to 100, in various contexts	1.6, 2.4, 2.2, 2.3, 2.4, 4.3, 4.4, 4.5, 4.8, 4.9, 6.2, 6,3, 6.4, 6.7, 6.8, 6.9, Chapter 6 Task, 8.1, 8.3, 8.5, 8.6 expectation partially addressed	1.1, 1.2	**Topic 2: Representing Whole Numbers** *Subtopic:* Modelling Whole Numbers **Topic 4: Adding** *Subtopic:* Decomposing and Recomposing **Topic 5: Subtracting** *Subtopic:* Decomposing	C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts	
Algebra: Coding					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves concurrent and sequential events		Coding Toolkit		C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events	

C3.2 read and alter existing code, including code that involves sequential and concurrent events, and describe how changes to the code affect the outcomes		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	
Data: Data Collection and Organization					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams	1.2, 1.3, 3.1, 3.2, 3.3, 3.7, 7.2 expectation partially addressed	12.1	**Topic 11: Sorting and Displaying Data** *Subtopic:* Sorting	D1.1 sort sets of data about people or things according to one attribute, and describe rules used for 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 two pieces of information, and organize the data in two-way tally tables	3.4, 3.5, 3.6, 3.7, Chapter 3 Task, 13.3, 13.4, 13.5, 13.6, Chapter 13 Task	12.1	**Topic 11: Sorting and Displaying Data** *Subtopic:* Creating and Interpreting Graphs	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	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 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels	1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, Chapter 3 Task expectation partially addressed	12.1, 12.2	**Topic 11: Sorting and Displaying Data** *Subtopic:* Creating and Interpreting Graphs	D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels	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					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
D1.4 identify the mode(s), if any, for various data sets presented in concrete graphs, pictographs, line plots, bar graphs, and tables, and explain what this measure indicates about the data		12.1, 12.2		D1.4 order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs	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 logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	1.2, 1.5, 1.6, 1.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, Chapter 3 Task, 13.3, 13.5, 13.6, Chapter 13 Task expectation partially addressed	12.1, 12.2	**Topic 11: Sorting and Displaying Data** *Subtopic:* Sorting *Subtopic:* Creating and Interpreting Graphs	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	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 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
D2.1 use mathematical language including the terms "impossible", "possible", and "certain" to describe the likelihood of complementary events happening, and use that likelihood to make predictions and informed decisions	13.1, 13.3, 13.4, 13.5, 13.6, Chapter 13 Task	13.1		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	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")*
D2.2 make and test predictions about the likelihood that the mode(s) of a data set from one population will be the same		13.1		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	

for data collected from a different population				collected from a different population of the same size	
Spatial Sense: Geometric Reasoning					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
E1.1 sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry	1.2, 7.2, 7.3, 7.4 expectation partially addressed	11.3	**Topic 8: 2-D Shapes** *Subtopic:* Describing and Sorting 2-D Shapes	E1.1 sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used	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 compose and decompose two-dimensional shapes, and show that the area of a shape remains constant regardless of how its parts are rearranged		5.1	**Topic 8: 2-D Shapes** *Subtopic:* Building with 2-D Shapes	E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects E1.3 construct and describe two-dimensional shapes and three-dimensional objects that have matching halves	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 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-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*
E1.3 identify congruent lengths and angles in two-dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent		11.2			
Spatial Sense: Location and Movement					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
E1.4 create and interpret simple maps of familiar places		11.3			
E1.5 describe the relative positions of several objects and the movements needed to get from one object to another	6.6 expectation partially addressed	11.3	**Topic 7: 3-D Objects** *Subtopic:* Describing Positions	E1.4 describe the relative locations of objects or people, using positional language E1.5 give and follow directions for moving from one location to another	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
Spatial Sense: Length				**Spatial Sense: Attributes**	
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
E2.1 choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed	4.7, 5.1, 5.2, 5.7, Chapter 7 Task, 6.2, 8.4 expectation partially addressed	4.1	**Topic 9: Length and Area** *Subtopic:* Measuring Length with Non-standard Units	E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle E2.2 compare several everyday objects and order them according to length, area, mass, and capacity	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., 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 explain the relationship between centimetres and metres as units of length, and use benchmarks for	5.3, 5.4 expectation partially addressed	4.2			

these units to estimate lengths					
E2.3 measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of starting at points other than zero	5.3, 5.4, 5.7, Chapter 7 Task	4.2			
Spatial Sense: Time					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
E2.4 use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events	2.1, 10.1, 10.2 expectation partially addressed	9.1		E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons	
Financial Literacy: Money Concepts					
Grade 2 Ontario expectations	***Nelson Mathematics 2***	***Math Path 2***	**Leaps and Bounds 1/2 Topics**	**Grade 1 Ontario expectations**	**Kindergarten Ontario expectations**
F1.1 identify different ways of representing the same amount of money up to Canadian 200¢ using various combinations of coins, and up to $200 using various combinations of $1 and $2 coins and $5, $10, $20, $50, and $100 bills	2.7, 6.4, 6.10, 10.6, 10.7 expectation partially addressed	8.1, 8.2		F1.1 identify the various Canadian coins up to 50¢ and coins and bills up to $50, and compare their values	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)*