## Leaps and Bounds

## TOWARD Math Understanding

## **Correlation to Ontario Curriculum and Grade 4 Resources**

Leaps and Bounds 3/4 is a math intervention resource.

<b>GRADE 4 Core Resource</b>	es		INTERVENTION Resources and Expectations				
			Correlation between Leaps and Bounds 3/4 and prerequisite expectations from Ontario Grades				
Correlation with Grade	4 core resources		1 to 3				
Number: Whole Numbers							
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario	
expectations	Mathematics 4		Topics	expectations	expectations	expectations	
B1.1 read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	Chapter 2 Getting Started, 2.1, 2.2, 2.4, 2.5, Chapter 2 Task	1.1, 1.2	Representing Whole Numbers Pathway 1: Representing Numbers to 1000 Pathway 2: Representing Numbers to 100 Pathway 3: Representing Numbers to 20	<ul> <li>B1.1 read, represent, compose, and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life</li> <li>B1.4 count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies</li> <li>B1.5 use place value when describing and representing multi- digit numbers in a</li> </ul>	<ul> <li>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</li> <li>B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies</li> <li>B1.5 describe what makes a number even or odd</li> </ul>	<ul> <li>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</li> <li>B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts</li> <li>B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a</li> </ul>	
				including with base ten materials		strategies	
B1.2 compare and order whole numbers up to	Chapter 2 Getting Started, 2.3, 2.7, Chapter 2 Task	1.3	Comparing and Ordering Numbers	B1.2 compare and order whole numbers up to and including	B1.2 compare and order whole numbers up to and including	B1.3 compare and order whole numbers	

						T
and including 10 000, in			Pathway 1: Comparing and	1000, in various	200, in various	up to and including 50,
various contexts			Ordering to 1000	contexts	contexts	in various contexts
			Pathway 2: Comparing and			
			Ordering to 100			
			Pathway 3: Comparing and			
			Ordering to 20			
P1.2 round whole	2.6 Chapter 2	1 / 1 5		P1 2 round whole	P1 2 octimate the	P1 4 octimate the
BI.S TOUTIO WHOLE		1.4, 1.5			DI.5 estimate the	B1.4 estimate the
numbers to the nearest	Task			numbers to the	number of objects in	number of objects in
ten, hundred, or				nearest ten or	collections of up to	collections of up to 50,
thousand, in various				hundred, in various	200 and verify their	and verify their
contexts				contexts	estimates by	estimates by counting
					counting	
Number: Fractions and De	cimals			Number: Fractions		
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
B1.4 represent fractions	Chapter 12	12.1	Fractions	B1.6 use drawings to	B1.6 use drawings to	B1.6 use drawings to
from halves to tenths	Getting Started.		Pathway 1: Fractions as	represent, solve, and	represent, solve, and	represent and solve
using drawings tools	12.1 Chapter 12		Parts of Sets	compare the results of	compare the results	fair-share problems
and standard fractional	Task		Pathway 2: Fractions as	fair-share problems	of fair-share	that involve 2 and 4
notation and explain the	TUSK		Parts of Wholes	that involve sharing up	problems that	sharors, rospostivoly
notation, and explain the			Parts of Wholes	that involve sharing up	problems that	sitalers, respectively,
meanings of the			Pathway 3: Halves	to 20 items among 2,	involve sharing up to	and have remainders of
denominator and the				3, 4, 5, 6, 8, and 10	10 items among 2, 3,	1 or 2
numerator				sharers, including	4, and 6 sharers,	
				problems that result in	including problems	B1.7 recognize that
				whole numbers, mixed	that result in whole	one-half and two-
				numbers, and	numbers, mixed	fourths of the same
				fractional amounts	numbers, and	whole are equal, in
					fractional amounts	fair-sharing contexts
				B1.7 represent and		5
				solve fair-share	B1.7 recognize that	
				problems that focus on	one-third and two-	
				determining and using	sixths of the same	
				aquivalant fractions	whole are equal in	
				including and bland	fein ebening soutout	
				including problems	rair-snaring contexts	
				that involve halves,		
				fourths, and eighths;		
				thirds and sixths; and		
				fifths and tenths		
B1.5 use drawings and		12.1, 12.3	Fractions			B1.8 use drawings to
models to represent,						compare and order

compare and order			Pathway 2: Fractions as			unit fractions
fractions representing			Parts of Wholes			representing the
the individual portions						individual portions that
that result from two						result when a whole is
different fair-share						shared by different
scoparios involving any						numbers of charars up
combination of 2, 2, 4, 5						to a maximum of 10
$c_{1}$ combination of 2, 3, 4, 3,						
		12.1				
B1.6 count to 10 by		12.1				
naives, thirds, fourths,						
fifths, sixths, eighths,						
and tenths, with and						
without the use of tools						
B1.7 read, represent,	12.4, 12.5,	13.1, 13.2				
compare, and order	Chapter 12 Task					
decimal tenths, in						
various contexts						
B1.8 round decimal		13.6				
numbers to the nearest						
whole number, in						
various contexts						
B1.9 describe	12.4, Chapter 12	13.3				
relationships and show	Math Game (Find					
equivalences among	the Match),					
fractions and decimal	Chapter 12 Task					
tenths, in various						
contexts						
Number: Properties and R	Relationships					
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
B2.1 use the properties	Chapter 1 Mental	6.4, 8.1, 8.2, 8.3,	Adding Whole Numbers	B2.1 use the properties	B2.1 use the	B2.1 use the properties
of operations, and the	Math (Adding with	8.4	Pathway 1: Adding Three-	of operations, and the	properties of	of addition and
relationships between	5s), 4.8, Chapter 6		Digit Numbers	relationships between	addition and	subtraction, and the
addition, subtraction,	Getting Started,		Pathway 2: Adding Two-	multiplication and	subtraction, and the	relationship between
multiplication, and	6.1, 6.3, 6.4, 6.5,		Digit Numbers	division, to solve	relationships	addition and
division, to solve	6.6, Chapter 6		Pathway 3: Adding One-	problems and check	between addition	subtraction, to solve
problems involving	Curious Math		Digit Numbers	calculations	and multiplication	problems and check
whole numbers,	(Multiplying and				and between	calculations
including those requiring	Dividing with 0),		Subtracting Whole		subtraction and	
more than one	6.7, 6.8, 6.10,		Numbers		division, to solve	
	Chapter 6 Task,					

operation, and check	Chapter 9 Getting		Pathway 1: Subtracting		problems and check	
calculations	Started, 9.2, 9.3.		Three-Digit Numbers		calculations	
	9.5, Chapter 10		Pathway 2: Subtracting			
	Getting Started,		Numbers to 100			
	Chapter 10 Mental		Pathway 3: Subtracting			
	Math (Adding in		Numbers to 20			
	Steps), 10.2, 10.4,					
	10.7, 10.8		Mental Math			
			Pathway 1: Compensating			
			Pathway 2: Regrouping			
			Pathway 3: Relating to 5 or			
			10			
Number: Math Facts						
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
B2.2 recall and	Chapter 6 Getting	Chapter 6		B2.2 recall and	B2.2 recall and	B2.2 recall and
demonstrate	Started, 6.1, 6.2,	Getting Started,		demonstrate	demonstrate	demonstrate addition
multiplication facts for 1	6.3, 6.4, 6.6,	6.1, 6.2, 6.3, 6.4,		multiplication facts of	addition facts for	facts for numbers up to
× 1 to 10 × 10, and	Chapter 6 Curious	6.6, Chapter 6		2, 5, and 10, and	numbers up to 20,	10, and related
related division facts	Math (Multiplying	Curious Math		related division facts	and related	subtraction facts
	and Dividing with	(Multiplying and			subtraction facts	
	0), 6.7, 6.8, 6.9,	Dividing with 0),				
	Chapter 6 Curious	6.7, 6.8, 6.9,				
	Math (Multiplying	Chapter 6				
	with 9), 6.10,	Curious Math				
	Chapter 6 Curious	(Multiplying with				
	Math (Circles and	9), 6.10, Chapter				
	Digits), Chapter 6	6 Curious Math				
	Math Game (Math	(Circles and				
	Cat), Chapter 6	Digits), Chapter 6				
	Task, Chapter 9	Math Game				
	Getting Started,	(Math Cat),				
	9.1, Chapter 10	Chapter 6 Task,				
	Getting Started,	Chapter 9				
	10.1	Getting Started,				
		9.1, Chapter 10				
		Getting Started,				
Number Mantal Math		10.1				
Grade 4 Orteria	Nolson	Math Dath 4	Loops and Pounds 2/4	Grada 2 Ontaria	Grada 2 Ontania	Grada 1 Ontaria
Grade 4 Ontario	IVEISON	wath Path 4		Grade 5 Untario		Grade I Untario
expectations	iviathematics 4		lopics	expectations	expectations	expectations

B2.3 use mental math	2.5, Chapter 2	6.2, Chapter 7,		B2.3 use mental math	B2.3 use mental	B2.3 use mental math
strategies to multiply	Math Game	7.6. 13.4. 13.5		strategies, including	math strategies.	strategies, including
whole numbers by 10.	(Getting to 10	-, - ,		estimation, to add and	including estimation.	estimation, to add and
100. and 1000. divide	000), 12.6, 12.7.			subtract whole	to add and subtract	subtract whole
whole numbers by 10	12.8			numbers that add up	whole numbers that	numbers that add up to
and add and subtract				to no more than 1000	add up to no more	no more than 20 and
decimal tenths and	expectation			and explain the	than 50 and explain	explain the strategies
explain the strategies	nartially			strategies used	the strategies used	used
used	addressed			Strategies used	the strategies used	uscu
Number: Addition and Sul	btraction					
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
B2.4 represent and solve	Chanter 1 Mental	21222331	Adding Whole Numbers	B2 4 demonstrate an	B2 4 use objects	B2 4 use objects
problems involving the	Math (Adding with	27 22 21, 2.3, 5.1,	Pathway 1: Adding Three-	understanding of	diagrams and	diagrams and
addition and subtraction	5s) Chanter 2	13 / 13 5 13 7	Digit Numbers	algorithms for adding	equations to	equations to represent
of whole numbers that	Montal Math	13.4, 13.3, 13.7	Pathway 2: Adding Two-	and subtracting whole	represent describe	describe and solve
add up to po more than			Digit Numbers	numbers by making	and solve situations	situations involving
10,000 and of decimal	Hundreds and		Pathway 3: Adding One-	connections to and	involving addition	addition and
topths using	Thousands) 4.1		Digit Numbers	doscribing the way	and subtraction of	subtraction of whole
appropriate tools and			Digit Numbers	other tools and	whole numbers that	subtraction of whole
appropriate tools and	4.2, 4.3, 4.4, Chantor 4 Montal		Subtracting M/halo	strategies are used to	whole humbers that	numbers than 50
strategies, including	Math (Subtracting		Numbers	strategies are used to	then 100	no more than 50
algorithms			Numbers			
	by Adding On),		Three Digit Numbers	D2 F represent and		
	4.5, 4.0, Chapter 4		Dethurn 2: Subtracting	B2.5 represent and		
	Wath Game (River		Numbers to 100	solve problems		
	Crossing), 4.7,		Numbers to 100	involving the addition		
	Chapter 4 Curious		Numbers to 20	and subtraction of		
	Nath (Hidden		Numbers to 20	whole numbers that		
	Digits), 4.8,			add up to no more		
	Chapter 4 Task,		Mental Math	than 1000, using		
	Chapter 6 Mental		Pathway 1: Compensating	various tools and		
	Math (Adding the		Pathway 2: Regrouping	algorithms		
	Middle), Chapter		Pathway 3: Relating to 5 or			
	10 Mental Math		10			
	(Adding in Steps),					
	12.6, 12.7, 12.8					
Number: Multiplication a	nd Division	Adveth Deeth d	Leave and Developing 2/4	Creada 2 Outeria	Creada 2 Orata is	Crede 1 Onteri
Grade 4 Untario	Nelson Mathematics 4	wath Path 4	Leaps and Bounds 3/4	Grade 3 Untario	Grade 2 Untario	Grade 1 Untario
expectations	2 5 Chanten 2		lopics	expectations	expectations	expectations
B2.5 represent and solve	2.5, Chapter 2	0.2, 0.3, 0.5, 0.0,		BZ.6 represent	BZ.5 represent	B2.5 represent and
problems involving the	wath Game	Chapter 7, 8.1, 8.2		multiplication of	multiplication as	solve equal-group

multiplication of two- or three-digit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using appropriate tools, including arrays	(Getting to 10 000), 6.5, 6.7, 6.8, 6.10, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, Chapter 6 Math Game (Greatest Product), 9.7, Chapter 9 Curious Math (Egyptian Multiplication), Chapter 9 Task		numbers up to 10 × 10 and division up to 100 ÷ 10, using a variety of tools and drawings, including arrays B2.7 represent and solve problems involving multiplication and division, including problems that involve groups of one-half, one-fourth, and one- third, using tools and drawings	repeated equal groups, including groups of one-half and one-fourth, and solve related problems, using various tools and drawings	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 and solve problems involving the division of two- or three- digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays	Chapter 10 Getting Started, 10.1, 10.2, 10.3, 10.4, 10.5, Chapter 5 Math Game (Remainder Hunt), 10.6, 10.7, 10.8, Chapter 10 Task	7.1, 7.3, 7.5, 8.3, 8.4	B2.6 represent multiplication of numbers up to 10 × 10 and division up to 100 ÷ 10, using a variety of tools and drawings, including arrays B2.7 represent and solve problems involving multiplication and division, including problems that involve groups of one-half, one-fourth, and one- third, 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	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
B2.7 represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and standard fractional notation		12.1	B2.8 represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and		

				drawings, and standard		
				fractional notation		
B2.8 show simple		8.1, 8.2, 8.3, 8.4		B2.9 use the ratios of 1		
multiplicative				to 2, 1 to 5, and 1 to 10		
relationships involving				to scale up numbers		
whole-number rates.				and to solve problems		
using various tools and						
drawings						
Algebra: Patterns	I					
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
C1.1 identify and	Chapter 1 Getting	16.3, 19.1	Patterns	C1.1 identify and	C1.1 identify and	C1.1 identify and
describe repeating and	Started, 1.1, 1.3,		Pathway 2: Repeating	describe repeating	describe a variety of	describe the
growing patterns,	1.4, 1.5, Chapter 1		Patterns	elements and	patterns involving	regularities in a variety
including patterns found	Task, Chapter 14			operations in a variety	geometric designs,	of patterns, including
in real-life contexts	Getting Started			of patterns, including	including patterns	patterns found in real-
	U			patterns found in real-	found in real-life	ife contexts
				life contexts	contexts	
C1.2 create and translate	Chapter 1 Getting	19.1	Patterns	C1.2 create and	C1.2 create and	C1.2 create and
repeating and growing	Started. 1.1. 1.3.		Pathway 2: Repeating	translate patterns that	translate patterns	translate patterns
patterns using various	1.4. 1.5. 1.6. 1.7.		Patterns	have repeating	using various	using movements.
representations.	Chapter 1 Curious			elements, movements,	representations.	sounds, objects.
including tables of values	Math (Pascal's			or operations using	including shapes and	shapes letters and
and graphs	Triangle) Chanter			various	numbers	numbers
	1 Task 68 69			representations	indifficer of	indifficers.
	6 10 Chanter 1/			including shapes		
	Getting Started			numbers and tables of		
	Getting Started			values		
C1.3 determine pattern	1.1. 1.3. 1.4.	16.3. 19.1	Patterns	C1.3 determine	C1.3 determine	C1.3 determine pattern
rules and use them to	Chapter 1 Math		Pathway 2: Repeating	pattern rules and use	pattern rules and use	rules and use them to
extend patterns, make	Game (Calculator		Patterns	them to extend	them to extend	extend patterns, make
and justify predictions.	Patterns), 1.5, 1.6.			patterns, make and	patterns, make and	and justify predictions.
and identify missing	1.7. Chapter 1			justify predictions, and	justify predictions.	and identify missing
elements in repeating	Curious Math			identify missing	and identify missing	elements in patterns
and growing patterns	(Pascal's Triangle)			elements in patterns	elements in patterns	
	Chapter 1 Task			that have repeating	represented with	
	Chapter 6 Getting			elements, movements.	shapes and numbers	
	Started, 6.1			or operations		
C1.4 create and describe	6.4, 6.5, 6.7, 6.9,	19.1	Skip Counting	C1.4 create and	C1.4 create and	C1.4 create and
patterns to illustrate	6.10, 8.6, 12.5,		Pathway 1: Skip Counting	describe patterns to	describe patterns to	describe patterns to
relationships among	12.6, 12.7		to 1000	illustrate relationships	illustrate	illustrate relationships

whole numbers and			Pathway 2: Skip Counting	among whole numbers	relationships among	among whole numbers
decimal tenths	expectation		to 100	up to 1000	whole numbers up to	up to 50
	partially		Pathway 3: Skip Counting		100	'
	addressed		to 20			
Algebra: Variables				-		
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
C2.1 identify and use	1.7, 1.8, Chapter 9	19.2	Equality	C2.1 describe how	C2.1 identify when	C2.1 identify quantities
symbols as variables in	Curious Math		Pathway 1: Equality Using	variables are used, and	symbols are being	that can change and
expressions and	(Sum and Product)		Numbers to 100	use them in various	used as variables,	quantities that always
equations			Pathway 2: Equality Using	contexts as	and describe how	remain the same in
	expectation		Numbers to 20	appropriate	they are being used	real-life contexts
	partially					
	addressed					
Algebra: Equalities and Inc	equalities					
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
C2.2 solve equations	1.7, 1.8, 6.4, 6.7,	19.3	Equality	C2.2 determine	C2.2 determine what	C2.2 determine
that involve whole	Chapter 9 Curious		Pathway 1: Equality Using	whether given sets of	needs to be added to	whether given pairs of
numbers up to 50 in	Math (Sum and		Numbers to 100	addition, subtraction,	or subtracted from	addition and
various contexts, and	Product)		Pathway 2: Equality Using	multiplication, and	addition and	subtraction expressions
verify solutions			Numbers to 20	division expressions	subtraction	are equivalent or not
	expectation			are equivalent or not	expressions to make	
	partially				them equivalent	
	addressed					
C2.3 solve inequalities		19.4		C2.3 identify and use	C2.3 identify and use	C2.3 identify and use
that involve addition and				equivalent	equivalent	equivalent
subtraction of whole				relationships for whole	relationships for	relationships for whole
numbers up to 20, and				numbers up to 1000, in	whole numbers up to	numbers up to 50, in
verify and graph the				various contexts	100, in various	various contexts
solutions					contexts	
Algebra: Coding						
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
C3.1 solve problems and		Coding Toolkit		C3.1 solve problems	C3.1 solve problems	C3.1 solve problems
create computational				and create	and create	and create
representations of				computational	computational	computational
mathematical situations				representations of	representations of	representations of
by writing and executing				mathematical	mathematical	mathematical
code, including code that				situations by writing	situations by writing	situations by writing

involves sequential,				and executing code,	and executing code,	and executing code,
concurrent, repeating,				including code that	including code that	including code that
and nested events				involves sequential,	involves concurrent	involves sequential
				concurrent, and	and sequential	events
				repeating events	events	
C3.2 read and alter		Coding Toolkit		C3.2 read and alter	C3.2 read and alter	C3.2 read and alter
existing code, including				existing code, including	existing code,	existing code, including
code that involves				code that involves	including code that	code that involves
sequential, concurrent,				sequential, concurrent,	involves sequential	sequential events, and
repeating, and nested				and repeating events,	and concurrent	describe how changes
events, and describe				and describe how	events, and describe	to the code affect the
how changes to the code				changes to the code	how changes to the	outcomes
affect the outcomes				affect the outcomes	code affect the	
					outcomes	
Data: Data Collection and	Organization					
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
D1.1 describe the		18.1, 18.2		D1.1 sort sets of data	D1.1 sort sets of data	D1.1 sort sets of data
difference between				about people or things	about people or	about people or things
qualitative and				according to two and	things according to	according to one
quantitative data, and				three attributes, using	two attributes, using	attribute, and describe
describe situations				tables and logic	tables and logic	rules used for sorting
where each would be				diagrams, including	diagrams, including	
used				Venn, Carroll, and tree	Venn and Carroll	
				diagrams, as	diagrams	
				appropriate		
D1.2 collect data from	3.3, Chapter 3	18.1, 18.5, 18.6		D1.2 collect data	D1.2 collect data	D1.2 collect data
different primary and	Curious Math			through observations,	through	through observations,
secondary sources to	(Stem-and-Leaf			experiments, and	observations,	experiments, and
answer questions of	Plots), 3.7, 3.8			interviews to answer	experiments, and	interviews to answer
interest that involve				questions of interest	interviews to answer	questions of interest
comparing two or more				that focus on	questions of interest	that focus on a single
sets of data, and				qualitative and	that focus on two	piece of information;
organize the data in				quantitative data, and	pieces of	record the data using
frequency tables and				organize the data using	information, and	methods of their
stem-and-leaf plots				frequency tables	organize the data in	choice; and organize
					two-way tally tables	the data in tally tables
Data: Data Visualization						
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations

D1.3 select from among	Chapter 3 Getting	18.2, 18.6	Displaying Data	D1.3 display sets of	D1.3 display sets of	D1.3 display sets of
a variety of graphs,	Started, 3.1, 3.2,	,	Pathway 1: Data: Many-to-	data, using many-to-	data, using one-to-	data, using one-to-one
including multiple-bar	3.4. 3.5. 3.8.		One Correspondence	one correspondence.	one correspondence.	correspondence. in
graphs, the type of	Chapter 3 Task		Pathway 2: Data: One-to-	in pictographs and bar	in concrete graphs.	concrete graphs and
graph best suited to			One Correspondence	graphs with proper	pictographs, line	pictographs with
represent various sets of			Pathway 3:Concrete and	sources, titles, and	plots, and bar graphs	proper sources, titles,
data: display the data in			Picture Graphs	labels, and appropriate	with proper sources.	and labels
the graphs with proper				scales	titles and labels	
sources titles and						
labels and appropriate						
scales: and justify their						
choice of graphs						
D1 4 create an	Chanter 3 Getting	183 186	Displaying Data			
infographic about a data	Started 3.1.3.2	10.0, 10.0	Pathway 1: Data: Many-to-			
set representing the	3 3 Chanter 3		One Correspondence			
data in appropriate	Curious Math		Pathway 2: Data: One-to-			
ways including in	(Stem-and-Leaf		One Correspondence			
frequency tables stem-	Plots) 3/ 38		Pathway 3:Concrete and			
and-leaf plots and	Chanter 3 Task		Picture Graphs			
multiple-bar graphs and	Chanter / Task					
incorporating any other	chapter 4 rask					
relevant information	expectation					
that helps to tell a story	nartially					
about the data	addressed					
Data: Data Analysis	uuuresseu					
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
D1 5 determine the	Chapter 10	18/1 18 5 18 6		D1 / determine the	D1 4 identify the	D1 / order categories
mean and the median	Curious Math	10.4, 10.5, 10.0		mean and identify the	mode(s) if any for	of data from greatest
and identify the	(Finding the			mode(s) if any for	various data sets	to least frequency for
mode(s) if any for	(I maing the Mean)			various data sets	nrecented in	various data sets
various data sets	wiedity			involving whole	concrete granhs	displayed in tally
involving whole	expectation			numbers and evolain	nictographs line	tables concrete
numbers and explain	nartially			what each of these	pictographs, nite	graphs and
what each of those	addrossed			moscuros indicatos	tables and evoluin	pictographs
measures indicates	auui esseu			about the data	what this measure	pictographs
about the data					indicates about the	
					data	
D1.6 analyse different	Chapter 3 Getting	18.2, 18.4, 18.5,	Displaying Data	D1.5 analyse different	D1.5 analyse	D1.5 analyse different
sets of data presented in	Started, 3.1, 3.2,	18.6	Pathway 1: Data: Many-to-	sets of data presented	different sets of data	sets of data presented
various ways, including	3.3, Chapter 3		One Correspondence	in various ways,	presented in various	in various ways,

in stem-and-leaf plots and multiple-bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	Curious Math (Stem-and-Leaf Plots), 3.4, 3.5, 3.8, Chapter 3 Task, Chapter 4 Task expectation partially addressed		Pathway 2: Data: One-to- One Correspondence Pathway 3:Concrete and Picture Graphs	including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	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	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
Data: Probability						
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
D2.1 use mathematical language, including the terms "impossible", unlikely", equally likely", "likely", and "certain", to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions	Chapter 13 Getting Started, 13.1, 13.2, 13.3, 13.4, 13.5, Chapter 13 Task	17.1		D2.1 use mathematical language including the terms "impossible", "unlikely", "equally likely", "likely", and "certain", to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	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	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
D2.2 make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for data collected from different populations		18.4		D2.2 make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations	D2.2 make and test predictions about the likelihood that the mode(s) of a data set from one population will be the same for data collected from a different population	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
Spatial Sense: Geometric	Reasoning			-		
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations

E1.1 identify geometric	Chapter 3 Mental	16.1	2-D Shapes	E1.1 sort. construct.	E1.1 sort and identify	E1.1 sort three-
properties of rectangles.	Imagery (Dot-	-	Pathway 1: Describing 2-D	and identify cubes.	two-dimensional	dimensional objects
including the number of	Paper Diagrams		Shapes	prisms, pyramids,	shapes by comparing	and two-dimensional
right angles, parallel and				cylinders, and cones by	number of sides, side	shapes according to
perpendicular sides, and	expectation			comparing their faces,	lengths, angles, and	one attribute at a time,
lines of symmetry	partially			edges, vertices, and	number of lines of	and identify the sorting
	addressed			angles	symmetry	rule being used
				0		5
				E1.2 compose and	E1.2 compose and	E1.2 construct three-
				decompose various	decompose two-	dimensional objects,
				structures, and identify	dimensional shapes,	and identify two-
				the two-dimensional	and show that the	dimensional shapes
				shapes and three-	area of a shape	contained within
				dimensional objects	remains constant	structures and objects
				that these structures	regardless of how its	
				contain	parts are	E1.3 construct and
						describe two-
				E1.3 identify congruent	E1.3 identify	dimensional shapes
				lengths, angles, and	congruent lengths	and three-dimensional
				faces of three-	and angles in two-	objects that have
				dimensional objects by	dimensional shapes	matching halves
				mentally and physically	by mentally and	
				matching them, and	physically matching	
				determine if the	them, and determine	
				objects are congruent	if the shapes are	
					congruent	
Spatial Sense: Location an	d Movement					
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
E1.2 plot and read	14.1, Chapter 14	16.5	Movement and Location		E1.4 create and	E1.4 describe the
coordinates in the first	Math Game (Grid		Pathway 1: Moving on a		interpret simple	relative locations of
quadrant of a Cartesian	Hide and Seek)		Grid		maps of familiar	objects or people,
plane, and describe the					places	using positional
translations that move a	expectation					language
point from one	partially					
coordinate to another	addressed					
E1.3 describe and	14.2, 14.4	16.2, 16.4	Movement and Location	E1.4 give and follow	E1.5 describe the	E1.5 give and follow
perform translations and			Pathway 1: Moving on a	multistep instructions	relative positions of	directions for moving
reflections on a grid, and			Grid	involving movement	several objects and	from one location to
predict the results of				from one location to	the movements	another
these transformations				another, including	needed to get from	

				distances and half- and	one object to	
				quarter-turns	another	
Spatial Sense: Mass and				Spatial Sense: Length,	Spatial Sense: Length	Spatial Sense:
Capacity				Mass, and Capacity		Attributes
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
				E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths	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 E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to E2.3 measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact	E2.1 identify measurable attributes of two-dimensional shapes and three- dimensional objects, including length, area, mass, capacity, and angle
					other than zero	
E2.1 explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these	11.6, 11.7, 11.8	9.2, 9.3	Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using Kilograms Pathway 3: Mass: Using Non-Standard Units	E2.3 use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps		E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

units to estimate mass			Capacity	between units, have on		
and capacity			Pathway 1: Capacity: Using	accuracy		
			Litres			
			Pathway 2: Capacity: Non-	E2.4 compare,		
			Standard Units	estimate, and measure		
				the mass of various		
				objects, using a pan		
				balance and non-		
				standard units		
				E2.5 use various units		
				of different sizes to		
				measure the same		
				attribute of a given		
				item, and demonstrate		
				that even though using		
				different-sized units		
				produces a different		
				count, the size of the		
				attribute remains the		
				camo		
				Same		
Spatial Sense: The Metric	System					
Spatial Sense: The Metric Grade 4 Ontario	System Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
Spatial Sense: The Metric Grade 4 Ontario expectations	System Nelson Mathematics 4	Math Path 4	Leaps and Bounds 3/4 Topics	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes	System           Nelson           Mathematics 4           5.1, 5.2, 5.3, 5.4,	Math Path 4 9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The MetricGrade 4 OntarioexpectationsE2.2 use metric prefixesto describe the relative	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious	<b>Math Path 4</b> 9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length:	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and	<b>Math Path 4</b> 9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring),	<b>Math Path 4</b> 9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non-	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental	<b>Math Path 4</b> 9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length,	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery	<b>Math Path 4</b> 9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating	Math Path 4	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5	<b>Math Path 4</b> 9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7,	Math Path 4	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7, 11.8, 12.8	Math Path 4	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7, 11.8, 12.8	9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using Kilograms	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7, 11.8, 12.8 expectation	Math Path 4	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using Kilograms Pathway 3: Mass: Using	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7, 11.8, 12.8 expectation partially	Math Path 4	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using Kilograms Pathway 3: Mass: Using Non-Standard Units	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7, 11.8, 12.8 expectation partially addressed	Math Path 4	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using Kilograms Pathway 3: Mass: Using Non-Standard Units	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7, 11.8, 12.8 expectation partially addressed	Math Path 4           9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using Kilograms Pathway 3: Mass: Using Non-Standard Units Capacity	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations
Spatial Sense: The Metric Grade 4 Ontario expectations E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	System Nelson Mathematics 4 5.1, 5.2, 5.3, 5.4, Chapter 5 Curious Math (Cutting and Measuring), Chapter 5 Mental Imagery (Estimating Length), Chapter 5 Task, 11.6, 11.7, 11.8, 12.8 expectation partially addressed	9.1, 9.2, 9.3	Leaps and Bounds 3/4 Topics Length Pathway 1: Length: Standard Units Pathway 2: Length: Non- Standard Units Mass Pathway 1: Mass: Using Grams Pathway 2: Mass: Using Kilograms Pathway 3: Mass: Using Non-Standard Units Capacity Pathway 1: Capacity: Using	Grade 3 Ontario expectations	Grade 2 Ontario expectations	Grade 1 Ontario expectations

			Pathway 2: Capacity: Non-			
			Standard Units			
Spatial Sense: Time			Standard Onits			
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
avpactations	Mathematics A	Wath Fath 4		ovnectations	expectations	ovnectations
			Time	E2 6 use analog and	E2 A use upits of	E2 2 road the date on a
involving alanced time	5.0, 5.7	11.2, 11.3, 11.4,	Dathway 1: Pooding o Clock	digital clocks and	time including	calondar and use a
hy applying the		11.5	Pathway 2: Time: Using	timers to tell time in	seconds minutes	calendar to identify
relationships between			Standard Units	hours minutes and	bours and non-	days weeks months
different units of time			Pathway 3: Time: Using	seconds	standard units to	holidays, and seasons
			Non-Standard Units	30001103	describe the duration	nonadys, and seasons
					of various events	
Spatial Sense: Angles	I				of various events	
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
E2.4 identify angles and		15.1				
classify them as right,		-				
straight, acute, or obtuse						
Spatial Sense: Area				·	·	
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario
expectations	Mathematics 4		Topics	expectations	expectations	expectations
E2.5 use the row and	Chapter 8 Math	14.1	Area	E2.7 compare the		E2.2 compare several
column structure of an	Game (Area		Pathway 1: Area: Using	areas of two-		everyday objects and
array to measure the	Logic), 8.4, 8.6,		Strategies	dimensional shapes by		order them according
areas of rectangles and	Chapter 8 Task		Pathway 2: Area: Using	matching, covering, or		to length, area, mass,
to show that the area of			Whole Units	decomposing and		and capacity
any rectangle can be				recomposing the		
found by multiplying its				shapes, and		
side lengths				demonstrate that		
				different shapes can		
				have the same area		
				52.0		
				E2.8 use appropriate		
				non-standard units to		
				ovelain the offect that		
				gans and overlans have		
				Bahs and overlahs have		
				E2.9 use square		
1						

				square metres (m2) to		
				estimate, measure,		
				and compare the areas		
				of various two-		
				dimensional shapes,		
				including those with		
				curved sides		
E2.6 apply the formula		14.1				
for the area of a						
rectangle to find the						
unknown measurement						
when given two of the						
three						
Financial Literacy: Money	Concepts	Math Dath A	Leave and Deunde 2/4	Crede 2 Onterio	Crede 2 Onterio	Cuede 1 Outerie
Grade 4 Ontario	Neison Aarthanartian A	Math Path 4		Grade 3 Ontario	Grade 2 Ontario	Grade I Unitario
expectations	Mathematics 4		lopics	expectations	expectations	expectations
F1.1 identify various				F1.1 estimate and	F1.1 identify	F1.1 identify the
methods of payment				calculate the change	different ways of	various Canadian coins
that can be used to				required for various	representing the	up to 50¢ and coins
purchase goods and				simple cash	same amount of	and bills up to \$50, and
services				transactions involving	money up to	compare their values
				whole-dollar amounts	Canadian 200¢ using	
				and amounts of less	various combinations	
				than one dollar	of coins, and up to	
					\$200 using various	
					combinations of \$1	
					and \$2 coins and \$5,	
					\$10, \$20, \$50, and	
					\$100 bills	
F1.2 estimate and		10.1, 10.2				
calculate the cost of						
transactions involving						
multiple items priced in						
whole-dollar amounts,						
not including sales tax,						
and the amount of						
change needed when						
payment is made in						
cash, using mental math						
Financial Literacy: Financia	al Management					

Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario	
expectations	Mathematics 4		Topics	expectations	expectations	expectations	
F1.3 explain the							
concepts of spending,							
saving, earning,							
investing, and donating,							
and identify key factors							
to consider when making							
basic decisions related							
to each							
F1.4 explain the							
relationship between							
spending and saving, and							
describe how spending							
and saving behaviours							
may differ from one							
person to another							
Financial Literacy: Consumer and Civic Awareness							
Grade 4 Ontario	Nelson	Math Path 4	Leaps and Bounds 3/4	Grade 3 Ontario	Grade 2 Ontario	Grade 1 Ontario	
expectations	Mathematics 4		Topics	expectations	expectations	expectations	
F1.5 describe some ways							
of determining whether							
something is reasonably							
priced and therefore a							
good purchase							