

Correlation to WNCP Curriculum and Grade 5 Classroom Resources

Note: Leaps and Bounds 5/6 is a math intervention resource and therefore does not include new content and concepts being introduced to students for the first time in Grade 6. Leaps and Bounds includes content from Grades 3 to 5 that will prepare students who are struggling for work at the Grade 5 or 6 level.

GRADE 5 Core Resources - Correlation with Grade 5 WNCP core resources Number			INTERVENTION Resources and Outcomes Correlation between <i>Leaps and Bounds 5/6</i> and prerequisite outcomes from WNCP Grades 3 and 4.				
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes Sense 5	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes		
1. Represent and describe whole numbers to 1 000 000. [C, CN, V, T]	Chapter 2: Lessons 2.1, 2.2, 2.3, 2.5, Curious Maths, Chapter Review	Unit 2, Launch, p. 35; Unit 2, Lesson 1, pp. 36-38; Unit 2, Lesson 2, pp. 40-42; Unit 2, Lesson 3, pp. 43-47	Representing Whole Numbers Pathway 1: Representing Numbers to 100 000 Pathway 2: Representing Numbers to 10 000 Pathway 3: Representing Numbers to 1000 Pathway 4: Multiplying and Dividing by 10s Comparing Whole Numbers Pathway 1: Comparing Numbers to 100 000 Pathway 2: Comparing Numbers to 10 000 Pathway 3: Comparing Numbers to 1000	 Represent and describe whole numbers to 10 000, pictorially and symbolically. [C, CN, V] Compare and order numbers to 10 000. [C, CN] 	 Say the number sequence forward and backward from 0 to 1000 by: 5s, 10s or 100s using any starting point 3s using starting points that are multiples of 3 4s using starting points that are multiples of 4 25s using starting points that are multiples of 25. [C, CN, ME] Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V] Compare and order numbers to 1000. [CN, R, V] Estimate quantities less than 1000 using referents. [ME, PS, R, V] Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V] 		

Number					
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes Sense 5	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes
 2. Use estimation strategies including: front-end rounding compensation compatible numbers in problem-solving contexts. [C, CN, ME, PS, R, V] 	Chapter 2: Lessons 2.4, 2.5, 2.9, Curious Math (Keep on Doubling), Chapter Review Chapter 3: Lessons 3.1, 3.2, 3.3, 3.8, Math Game, Chapter Review Chapter 6: Lessons 6.7, 6.11, Math Game, Chapter Review, Chapter Task Chapter 9: Lessons 9.4, 9.7, 9.8, Chapter Review, Chapter Task	Unit 2, Lesson 4, pp. 48-52; Unit 2, Lesson 5, pp. 53-56; Unit 2, Lesson 6, pp. 57-59; Unit 2, Lesson 7, pp. 60-63; Unit 2, Lesson 8, pp. 64, 65; Unit 2, Unit Problem, pp. 68, 69; Unit 3, Lesson 4, pp. 84-87; Unit 3, Lesson 7, pp. 97-99	Adding and Subtracting Pathway 1: Different Numbers of Digits Pathway 2: Same Number of Digits Pathway 3: Using Mental Math to Subtract Pathway 4: Using Mental Math to Add Relating Situations to Operations Pathway 3: Subtraction Situations	 3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4- digit numerals) by: using personal strategies for adding and subtracting estimating sums and differences solving problems involving addition and subtraction. [C, CN, ME, PS, R] 4. Explain the properties of 0 and 1 for multiplication, and the property of 1 for division. [C, CN, R] 5. Describe and apply mental mathematics strategies, such as: skip counting from a known fact using doubling or halving using doubling or halving and adding or subtracting one more group using patterns in the 9s facts using repeated doubling to determine basic multiplication facts to 9 × 9 and related division facts. [C, CN, ME, PS, R] 	 6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: adding from left to right taking one addend to the nearest multiple of ten and then compensating using doubles. [C, ME, PS, R, V] 7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: taking the subtrahend to the nearest multiple of ten and then compensating thinking of addition using doubles. [C, ME, PS, R, V] 8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context. [C, ME, PS, R] 9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by: using personal strategies for adding and subtracting with and without the support of manipulatives creating and solving problems in contexts that involve addition and subtraction of numbers in contexts that involve addition and subtraction of numbers in contexts that involve addition and subtraction of numbers in contexts that involve addition and subtraction of numbers in contexts that involve addition and subtraction of numbers in contexts that involve addition and subtraction of numbers in contexts that involve addition and subtraction of numbers concretely, pictorially and symbolically. [C, CN, ME, PS, R] 10. Apply mental mathematics strategies and number properties, such as: using the commutative property using the property of zero thinking addition for subtraction to recall basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]

Grade 5 WNCP Outcomes Math Focus 5 Math Makes Sense 5 Leaps and Bounds 5/6 Topics Grade 4 WNCP Grade 3 WNCP Outcomes 3. Apply mental mathematics strategies and number properties, such as: - skip counting from a known fact Chapter 6 Unit 5, Lesson p.p. 194-196 Multiplying Whole Numbers Pathway 1: Multiplying by One- Digit Numbers 6. Demonstrate an understanding of multiplication (2-or 3- digit by 1-digit) to solve problems by: - using personal 11. Demonstrate an understanding of multiplication to 5 × 5 by: - using personal - using personal stats - using personal strategies for multiplication facts to 81 and related division facts. Numbers Pathway 3: Dividing Two-Digit Numbers - using personal strategies - using personal strategies for multiplication to facts to 82 mb/way 1: Dividing Two-Digit Numbers - using personal strategies - using personal strategies <th>Number</th> <th></th> <th></th> <th></th> <th></th> <th></th>	Number					
mathematics strategies and number properties, such as:Chapter 9Unit 5, Lesson 9, pp. 194-196Pathway 1; Multiplying Two- Digit Numbers Pathway 2; Multiplying by One- Digit Numbers Pathway 2; Multiplying by One- Digit Numbers Pathway 1; Dividing Three-Digit Numbersunderstanding of multiplication facts to determine answers for basic multiplication facts to 81 and related division facts.Unit 5, Lesson Pathway 2; Multiplying two- Digit Numbers Pathway 2; Multiplying Two- Dividing Whole Numbers Pathway 1; Dividing Three-Digit Numbersunderstanding of multiplication acts to 81 and related division (C, CN, ME, R, V)of multiplication enderstanding of multiplication facts to determine answers for basic multiplication facts to 81 and related division mathematics strategies for multiplication, such as: 	Grade 5 WNCP Outcomes	Math Focus 5		Leaps and Bounds 5/6 Topics		Grade 3 WNCP Outcomes
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[C, CN, PS, V]6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.(C, CN, PS, V](C, CN, ME, PS, R, V](C, CN, ME, PS, R, V](C, CN, PS, R]						
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without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems. • relating division to multiplication. [C, CN, ME, PS, R, V] • relating division to multiplication. (limited to division related to multiplication facts up to 5 x 5) [C, CN, PS, R]						• ·
an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems. (limited to division related to multiplication facts up to 5 × 5) [C, CN, ME, PS, R, V]						
division (3-digit by 1-digit) and interpret remainders to solve problems. [C, CN, ME, PS, R, V] multiplication facts up to 5 × 5)						
and interpret remainders to solve problems.						N
solve problems.					$[\mathbf{O}, \mathbf{O}[\mathbf{v}, \mathbf{N}] \vdash, \mathbf{F}, \mathbf{O}, \mathbf{N}, \mathbf{V}]$	
	[C, CN, PS]					

Number						
Grade 5 WNCP	Math Focus 5	Math Makes	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP	
Outcomes		Sense 5			Outcomes	
7. Demonstrate an	Chapter 7:	Unit 5, Lesson 1,	Representing Fractions	8. Demonstrate an understanding	13. Demonstrate an	
understanding of fractions	Lessons 7.1,	pp. 166-169;	Pathway 3: Proper Fractions: Parts of	of fractions less than or equal to	understanding of	
by using concrete and	7.2, 7.3, 7.4,	Unit 5, Lesson 2,	Sets	one by using concrete and	fractions by:	
pictorial representations	7.5, 7.6, 7.7,	рр. 170-173;	Pathway 4: Proper Fractions: Parts of	pictorial representations to:	 explaining that a 	
to:	7.8, Curious	Unit 5, Lesson 3,	Wholes	 name and record fractions for 	fraction represents	
create sets of equivalent	Math, Math	pp. 174, 175	Comparing Fractions	the parts of a whole or a set	a part of a whole	
fractions	Games,		Pathway 2: Equivalent Fractions	 compare and order fractions 	 describing 	
 compare fractions with 	Chapter		Pathway 3: Comparing: Same	 model and explain that for 	situations in which	
like and unlike	Review,		Numerators	different wholes, two identical	fractions are used	
denominators.	Chapter Task		Pathway 4: Comparing: Same	fractions may not represent the	 comparing 	
[C, CN, PS, R, V]			Denominators	same quantity	fractions of the	
			Pathway 5: Comparing Fractions to ½	 provide examples of where 	same whole with	
			and 1	fractions are used.	like denominators	
				[C, CN, PS, R, V]	[C, CN, ME, R, V]	
8. Describe and represent	Chapter 2:	Unit 5, Lesson 4,	Representing Decimals	9. Describe and represent		
decimals (tenths,	Lessons 2.6,	pp. 176-179;	Pathway 1: Representing	decimals (tenths and hundredths)		
hundredths, thousandths)	2.7, 2.8, 2.9,	Unit 5, Lesson 5,	Thousandths	concretely, pictorially and		
concretely, pictorially and	2.10, Math	pp. 180-182;	Pathway 2: Representing Hundredths	symbolically.		
symbolically.	Game, Chapter	Unit 5, Lesson 6,	Pathway 3: Representing Tenths	[C, CN, R, V]		
[C, CN, R, V]	Review	pp. 183-186;	Comparing Decimals	10. Relate decimals to fractions		
9. Relate decimals to	Chapter 7:	Unit 5, Lesson 7,	Pathway 1: Comparing Mixed	(to hundredths).		
fractions (to thousandths)	Lessons 7.6,	pp. 187-190 Unit	Decimals	[CN, R, V]		
[CN, R, V]	7.7, 7.8, Math	5, Lesson 8, pp.	Pathway 2: Comparing Thousandths			
10. Compare and order	Game, Chapter	191-193	Pathway 3: Comparing Tenths and			
decimals (to thousandths)	Review		Hundredths			
by using:						
benchmarks						
place value						
• equivalent decimals.						
[CN, R, V]						

Number					
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes Sense 5	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes
11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V]	Chapter 3: Lessons 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, Curious Math, Math Game, Chapter Review, Chapter Task	Unit 5, Lesson 10, pp. 197-199; Unit 5, Lesson 11, pp. 200-203; Unit 5, Lesson 12, pp. 205-209; Unit 5, Lesson 13, pp. 211-215	Decimal Computation Pathway 1: Multiply and Divide by 10 or 100 Pathway 2: Add and Subtract to Thousandths Pathway 3: Add and Subtract Thousandths Pathway 4: Add and Subtract to Hundredths Pathway 5: Add and Subtract Tenths or Hundredths	 11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by: using compatible numbers estimating sums and differences using mental math strategies to solve problems. [C, ME, PS, R, V] 	
Patterns and Relations:	Patterns				
1. Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]	Chapter 1: Lessons 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, Curious Math, Chapter Review, Chapter Task	Unit 1, Launch, pp. 4, 5; Unit 1, Lesson 1, pp. 6-8; Unit 1, Lesson 2, pp. 9-12; Unit 1, Lesson 3, pp. 13-16; Unit 1, Lesson 4, pp. 18, 19	Patterns Pathway 1: Using Pattern Rules Pathway 2: Growing and Shrinking Patterns	 Identify and describe patterns found in tables and charts, including a multiplication chart. [C, CN, PS, V] Reproduce a pattern shown in a table or chart using concrete materials. [C, CN, V] Represent and describe patterns and relationships using charts and tables to solve problems. [C, CN, PS, R, V] 	 Demonstrate an understanding of increasing patterns by: describing extending comparing creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000). [C, CN, PS, R, V] Demonstrate an understanding of decreasing patterns by: describing extending creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000). [C, CN, PS, R, V]

Variables and Equation	Variables and Equations							
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes Sense 5	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes			
2. Solve problems involving single- variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]	Chapter 1: Lessons 1.7, 1.8, Math Game, Chapter Review, Chapter Task Chapter 3: Lessons 3.3, 3.4	Unit 1, Lesson 5, pp. 20-22; Unit 1, Lesson 6, pp. 23-25; Unit 1, Lesson 7, pp. 26-28	Equality Pathway 1: Using Algebra Pathway 2: Solving Equations	 4. Identify and explain mathematical relationships using charts and diagrams to solve problems. [CN, PS, R, V] 5. Express a given problem as an equation in which a symbol is used to represent an unknown number. [CN, PS, R] 6. Solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V] 	 3. Solve one-step addition and subtraction equations involving symbols representing an unknown number. [C, CN, PS, R, V] 			
Shape and Space: Meas								
 Design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions. [C, CN, PS, R, V] Demonstrate an understanding of measuring length (mm) by: selecting and justifying referents for the unit mm modelling and describing the relationship between mm and cm units, and between mm and m units. [C, CN, ME, PS, R, V] 	Chapter 8: Lessons 8.1, 8.2, 8.3, 8.4, Curious Math, Chapter Review, Chapter Task	Unit 4, Lesson 1, pp. 122-125; Unit 4, Lesson 2, pp. 126, 127; Unit 4, Lesson 3, pp. 128-130; Unit 4, Lesson 4, pp. 132-134 Unit 5, Lesson 8, pp. 191-193	Length Pathway 1: Perimeter of a Rectangle Pathway 2: Perimeter: Using Standard Units Pathway 3: Length: Using Standard Units Area Pathway 1: Area of a Rectangle Pathway 2: Using Standard Units of Area	 3. Demonstrate an understanding of area of regular and irregular 2-D shapes by: recognizing that area is measured in square units selecting and justifying referents for the units cm² or m² estimating area by using referents for cm² or m² determining and recording area (cm² or m²) constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area. [C, CN, ME, PS, R, V] 	 3. Demonstrate an understanding of measuring length (cm, m) by: selecting and justifying referents for the units cm and m modelling and describing the relationship between the units cm and m estimating length using referents measuring and recording length, width and height. [C, CN, ME, PS, R, V] 5. Demonstrate an understanding of perimeter of regular and irregular shapes by: estimating perimeter using referents for centimetre or metre measuring and recording perimeter (cm, m) constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. [C, ME, PS, R, V] 			

Variables and Equations					
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes Sense 5	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes
3. Demonstrate an	Chapter 8:	Unit 4, Lesson	Volume and Capacity		
understanding of volume	Lessons 8.5,	5, pp. 135-137;	Pathway 1: Volume Related		
by:	Math Game,	Unit 4, Lesson	to Area of Base		
 selecting and justifying 	8.6, 8.7, 8.8,	6, pp. 138-141;	Pathway 2: Relating		
referents for cm ³ or m ³ units	8.9, 8.10, Math	Unit 4, Lesson	Volume and Capacity		
• estimating volume by using referents for cm ³ or	Game, Chapter Review,	7, pp. 142-144; Unit 4, Lesson	Pathway 3: Volume: Cubic Centimetres		
m ³	Chapter Task	8, pp. 145-147;	Pathway 4: Capacity: Litres		
measuring and recording	Chapter Task	Unit 4, Lesson	or Millilitres		
volume (cm ³ or m ³)		9, pp. 148-150;			
constructing rectangular		Unit 4, Lesson			
prisms for a given volume.		10, pp. 151-			
[C, CN, ME, PS, R, V]		154; Unit 4,			
4. Demonstrate an		Lesson 11, pp.			
understanding of capacity		155-157			
by:					
describing the relationship					
between mL and L					
 selecting and justifying referents for mL or L units 					
estimating capacity by					
using referents for mL or L					
measuring and recording					
capacity (mL or L).					
[C, CN, ME, PS, Ŕ, V]					
			Time	1. Read and record time using	1. Relate the passage of time to
			Pathway 1: Using Elapsed	digital and analog clocks,	common activities using non-
			Time	including 24-hour clocks.	standard and standard units
			Pathway 2: Reading a	[C, CN, V]	(minutes, hours, days, weeks,
			Clock	2. Read and record calendar	months, years). [CN, ME, R] 2. Relate the number of
				dates in a variety of formats. [C, V]	seconds to a minute, the
					number of minutes to an hour
					and the number of days to a
					month in a problem-solving
					context. [C, CN, PS, R, V]

Variables and Equations	Variables and Equations						
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes Sense 5	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes		
			Mass Pathway 1: Mass: Kilograms and Grams Pathway 2: Mass: Using One Standard Unit		 4. Demonstrate an understanding of measuring mass (g, kg) by: selecting and justifying referents for the units g and kg modelling and describing the relationship between the units g and kg estimating mass using referents measuring and recording mass. [C, CN, ME, PS, R, V] 		
			Angles Pathway 1: Measuring and Drawing Angles Pathway 2: Comparing Angles				
 3-D Objects and 2-D Shape 5. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: parallel intersecting perpendicular vertical horizontal. [C, CN, R, T, V] 6. Identify and sort quadrilaterals, including: rectangles squares trapezoids parallelograms rhombuses according to their attributes. 	Chapter 11: Lessons 11.1, 11.2, 11.3, 11.4, 11.5, Math Game, Curious Math, Chapter Review, Chapter Task	Unit 6, Lesson 1, pp. 222-225; Unit 6, Lesson 2, pp. 226-229; Unit 6, Lesson 3, pp. 230-233; Unit 6, Lesson 4, pp. 234-239; Unit 6, Lesson 5, pp. 240, 241 Unit 6, Lesson 6, pp. 242-244; Unit 6, Lesson 7, pp. 246-249	 3-D Shapes Pathway 1: Modelling with Nets Pathway 2: Modelling with Skeletons Pathway 3: Modelling with Solid Shapes 2-D Shapes Pathway 1: Classifying Triangles Pathway 2: Classifying Quadrilaterals Pathway 3: Line Symmetry 	 4. Describe and construct rectangular and triangular prisms. [C, CN, R, V] 5. Demonstrate an understanding of line symmetry by: identifying symmetrical 2-D shapes creating symmetrical 2-D shapes drawing one or more lines of symmetry in a 2-D shape. [C, CN, V] 	 6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices. [C, CN, PS, R, V] 7. Sort regular and irregular polygons, including: triangles quadrilaterals pentagons hexagons octagons according to the number of sides. [C, CN, R, V] 		

Transformations					
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes Sense 5	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes
 7. Perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image. [C, CN, T, V] 8. Identify a single transformation, including a translation, rotation and reflection of 2-D shapes. [C, T, V] 	Chapter 5: Lessons 5.1, 5.2, 5.3, 5.4, 5.5, Math Game, Curious Math, Chapter Review, Chapter Task	Unit 8, Lesson 1, pp. 296-299; Unit 8, Lesson 3, pp. 302-305; Unit 8, Lesson 4, pp. 306-310; Unit 8, Lesson 5, pp. 311-313	Transformations <i>Pathway 1</i> : Single Rotations <i>Pathway 2</i> : Multiple Reflections <i>Pathway 3</i> : Multiple Translations <i>Pathway 4</i> : Single Reflections and Translations		
			Location and Movement Pathway 1: Using Cardinal Directions on Grids Pathway 2: Locating Objects on Grids		
Statistics and Probability: I					
1. Differentiate between first-hand and second-hand data. [C, R, T, V]	Chapter 4: Lessons 4.1, 4.2, 4.3, Math Game, Chapter Review	Unit 7, Lesson 1, pp. 258-260			
2. Construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V]	Chapter 4: Lessons 4.4, 4.5, 4.6, Curious Math, Chapter Review	Unit 7, Lesson 2, pp. 261-265; Unit 7, Lesson 3, pp. 266-269; Unit 7, Technology, pp. 270, 271	Summarizing Data Pathway 1: Data: Using the Mean Pathway 2: Data: Using the Median and Mode Displaying Data Pathway 1: Data: Using Broken- Line Graphs Pathway 2: Data: Using Stem- and-Leaf Plots Pathway 3: Data: Using Double Bar Graphs Pathway 4: Data: Using Line Plots	 Demonstrate an understanding of many-to- one correspondence. [C, R, T, V] Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V] 	 Collect first-hand data and organize it using: tally marks line plots charts lists answer questions. [C, CN, V] Construct, label and interpret bar graphs to solve problems. [PS, R, V]

Chance and Uncertainty	Chance and Uncertainty						
Grade 5 WNCP Outcomes	Math Focus 5	Math Makes	Leaps and Bounds 5/6 Topics	Grade 4 WNCP Outcomes	Grade 3 WNCP Outcomes		
		Sense 5					
3. Describe the likelihood of	Chapter 10:	Unit 7,	Probability				
a single outcome occurring	Lessons 10.1,	Lesson 4, pp.	Pathway 1: Probability: Using				
using words, such as:	10.2, 10.3,	272-275;	Numbers				
impossible	10.4, 10.5,	Unit 7,	Pathway 2: Probability: Using				
• possible	10.6, Math	Lesson 6, pp.	Words				
• certain.	Game, Curious	280-283					
[C, CN, PS, R]	Math, Chapter						
4. Compare the likelihood	Review,						
of two possible outcomes	Chapter Task						
occurring using words, such							
as:							
less likely							
 equally likely 							
more likely.							
[C, CN, PS, R]							