



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			INTERVENTION Resources and Outcomes Correlation between <i>Leaps and Bounds 5/6</i> and prerequisite outcomes from WNCP Grades 3 and 4.		
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
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 <i>Pathway 1:</i> Representing Numbers to 100 000 <i>Pathway 2:</i> Representing Numbers to 10 000 <i>Pathway 3:</i> Representing Numbers to 1000 <i>Pathway 4:</i> Multiplying and Dividing by 10s Comparing Whole Numbers <i>Pathway 1:</i> Comparing Numbers to 100 000 <i>Pathway 2:</i> Comparing Numbers to 10 000 <i>Pathway 3:</i> Comparing Numbers to 1000	1. Represent and describe whole numbers to 10 000, pictorially and symbolically. [C, CN, V] 2. Compare and order numbers to 10 000. [C, CN]	1. 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] 2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V] 3. Compare and order numbers to 1000. [CN, R, V] 4. Estimate quantities less than 1000 using referents. [ME, PS, R, V] 5. 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 <i>Pathway 1:</i> Different Numbers of Digits <i>Pathway 2:</i> Same Number of Digits <i>Pathway 3:</i> Using Mental Math to Subtract <i>Pathway 4:</i> Using Mental Math to Add Relating Situations to Operations <i>Pathway 3:</i> 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 concretely, pictorially and symbolically. [C, CN, ME, PS, R] 10. Apply mental mathematics strategies and number properties, such as: • using doubles • making 10 • 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]

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
3. Apply mental mathematics strategies and number properties, such as: • skip counting from a known fact • using doubling or halving • using patterns in the 9s facts • using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts. [C, CN, ME, R, V] 4. Apply mental mathematics strategies for multiplication, such as: • annexing then adding zero • halving and doubling • using the distributive property. [C, ME, R] 5. Demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems. [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]	Chapter 6 Chapter 9	Unit 3 Unit 5, Lesson 9, pp. 194-196	Multiplying Whole Numbers <i>Pathway 1:</i> Multiplying Two-Digit Numbers <i>Pathway 2:</i> Multiplying by One-Digit Numbers <i>Pathway 3:</i> Multiplication Fact Strategies Dividing Whole Numbers <i>Pathway 1:</i> Dividing Three-Digit Numbers <i>Pathway 2:</i> Dividing Two-Digit Numbers <i>Pathway 3:</i> Division Fact Strategies Relating Situations to Operations <i>Pathway 1:</i> Division Situations <i>Pathway 2:</i> Multiplication Situations	6. Demonstrate an understanding of multiplication (2-or 3-digit by 1-digit) to solve problems by: • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products. [C, CN, ME, PS, R, V] 7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by: • using personal strategies for dividing with and without concrete materials • estimating quotients • relating division to multiplication. [C, CN, ME, PS, R, V]	11. Demonstrate an understanding of multiplication to 5×5 by: • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division. [C, CN, PS, R] 12. Demonstrate an understanding of division by: • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction • relating division to multiplication. (limited to division related to multiplication facts up to 5×5) [C, CN, PS, R]

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
7. Demonstrate an understanding of fractions by using concrete and pictorial representations to: • create sets of equivalent fractions • compare fractions with like and unlike denominators. [C, CN, PS, R, V]	Chapter 7: Lessons 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, Curious Math, Math Games, Chapter Review, Chapter Task	Unit 5, Lesson 1, pp. 166-169; Unit 5, Lesson 2, pp. 170-173; Unit 5, Lesson 3, pp. 174, 175	Representing Fractions <i>Pathway 3:</i> Proper Fractions: Parts of Sets <i>Pathway 4:</i> Proper Fractions: Parts of Wholes Comparing Fractions <i>Pathway 2:</i> Equivalent Fractions <i>Pathway 3:</i> Comparing: Same Numerators <i>Pathway 4:</i> Comparing: Same Denominators <i>Pathway 5:</i> Comparing Fractions to $\frac{1}{2}$ and 1	8. Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to: • name and record fractions for the parts of a whole or a set • compare and order fractions • model and explain that for different wholes, two identical fractions may not represent the same quantity • provide examples of where fractions are used. [C, CN, PS, R, V]	13. Demonstrate an understanding of fractions by: • explaining that a fraction represents a part of a whole • describing situations in which fractions are used • comparing fractions of the same whole with like denominators [C, CN, ME, R, V]
8. Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially and symbolically. [C, CN, R, V] 9. Relate decimals to fractions (to thousandths) [CN, R, V] 10. Compare and order decimals (to thousandths) by using: • benchmarks • place value • equivalent decimals. [CN, R, V]	Chapter 2: Lessons 2.6, 2.7, 2.8, 2.9, 2.10, Math Game, Chapter Review Chapter 7: Lessons 7.6, 7.7, 7.8, Math Game, Chapter Review	Unit 5, Lesson 4, pp. 176-179; Unit 5, Lesson 5, pp. 180-182; Unit 5, Lesson 6, pp. 183-186; Unit 5, Lesson 7, pp. 187-190 Unit 5, Lesson 8, pp. 191-193	Representing Decimals <i>Pathway 1:</i> Representing Thousandths <i>Pathway 2:</i> Representing Hundredths <i>Pathway 3:</i> Representing Tenths Comparing Decimals <i>Pathway 1:</i> Comparing Mixed Decimals <i>Pathway 2:</i> Comparing Thousandths <i>Pathway 3:</i> Comparing Tenths and Hundredths	9. Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically. [C, CN, R, V] 10. Relate decimals to fractions (to hundredths). [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 <i>Pathway 1:</i> Multiply and Divide by 10 or 100 <i>Pathway 2:</i> Add and Subtract to Thousandths <i>Pathway 3:</i> Add and Subtract Thousandths <i>Pathway 4:</i> Add and Subtract to Hundredths <i>Pathway 5:</i> 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 <i>Pathway 1:</i> Using Pattern Rules <i>Pathway 2:</i> Growing and Shrinking Patterns	1. Identify and describe patterns found in tables and charts, including a multiplication chart. [C, CN, PS, V] 2. Reproduce a pattern shown in a table or chart using concrete materials. [C, CN, V] 3. Represent and describe patterns and relationships using charts and tables to solve problems. [C, CN, PS, R, V]	1. 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] 2. Demonstrate an understanding of decreasing patterns by: • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000). [C, CN, 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
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 <i>Pathway 1:</i> Using Algebra <i>Pathway 2:</i> 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: Measurement					
1. Design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions. [C, CN, PS, R, V] 2. 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 <i>Pathway 1:</i> Perimeter of a Rectangle <i>Pathway 2:</i> Perimeter: Using Standard Units <i>Pathway 3:</i> Length: Using Standard Units Area <i>Pathway 1:</i> Area of a Rectangle <i>Pathway 2:</i> 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 cm^2 or m^2 • estimating area by using referents for cm^2 or m^2 • determining and recording area (cm^2 or m^2) • constructing different rectangles for a given area (cm^2 or m^2) 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 understanding of volume by: • selecting and justifying referents for cm^3 or m^3 units • estimating volume by using referents for cm^3 or m^3 • measuring and recording volume (cm^3 or m^3) • constructing rectangular prisms for a given volume. [C, CN, ME, PS, R, V] 4. Demonstrate an understanding of capacity 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, R, V]	Chapter 8: Lessons 8.5, Math Game, 8.6, 8.7, 8.8, 8.9, 8.10, Math Game, Chapter Review, Chapter Task	Unit 4, Lesson 5, pp. 135-137; Unit 4, Lesson 6, pp. 138-141; Unit 4, Lesson 7, pp. 142-144; Unit 4, Lesson 8, pp. 145-147; Unit 4, Lesson 9, pp. 148-150; Unit 4, Lesson 10, pp. 151-154; Unit 4, Lesson 11, pp. 155-157	Volume and Capacity <i>Pathway 1:</i> Volume Related to Area of Base <i>Pathway 2:</i> Relating Volume and Capacity <i>Pathway 3:</i> Volume: Cubic Centimetres <i>Pathway 4:</i> Capacity: Litres or Millilitres		
			Time <i>Pathway 1:</i> Using Elapsed Time <i>Pathway 2:</i> Reading a Clock	1. Read and record time using digital and analog clocks, including 24-hour clocks. [C, CN, V] 2. Read and record calendar dates in a variety of formats. [C, V]	1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R] 2. Relate the number of 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					
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 <i>Pathway 1:</i> Mass: Kilograms and Grams <i>Pathway 2:</i> 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 <i>Pathway 1:</i> Measuring and Drawing Angles <i>Pathway 2:</i> Comparing Angles		
3-D Objects and 2-D Shapes					
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. [C, R, V]	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 <i>Pathway 1:</i> Modelling with Nets <i>Pathway 2:</i> Modelling with Skeletons <i>Pathway 3:</i> Modelling with Solid Shapes 2-D Shapes <i>Pathway 1:</i> Classifying Triangles <i>Pathway 2:</i> Classifying Quadrilaterals <i>Pathway 3:</i> 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 <i>Pathway 1:</i> Using Cardinal Directions on Grids <i>Pathway 2:</i> Locating Objects on Grids		
Statistics and Probability: Data Analysis					
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 <i>Pathway 1:</i> Data: Using the Mean <i>Pathway 2:</i> Data: Using the Median and Mode Displaying Data <i>Pathway 1:</i> Data: Using Broken-Line Graphs <i>Pathway 2:</i> Data: Using Stem-and-Leaf Plots <i>Pathway 3:</i> Data: Using Double Bar Graphs <i>Pathway 4:</i> Data: Using Line Plots	1. Demonstrate an understanding of many-to-one correspondence. [C, R, T, V] 2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V]	1. Collect first-hand data and organize it using: • tally marks • line plots • charts • lists to answer questions. [C, CN, V] 2. Construct, label and interpret bar graphs to solve problems. [PS, R, V]

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