

Leaps and Bounds 1/2

Correlation to WNCP Curriculum and Grade 1 Classroom Resources

GRADE 1 Core Resources Correlation with Grade 1 WNCP core resources		INTERVENTION Resources and Outcomes Correlation between <i>Leaps and Bounds 1/2</i> and prerequisite outcomes from WNCP Kindergarten		
Number				
Grade 1 WNCP Outcomes	<i>Math Focus 1</i>	<i>Math Makes Sense 1</i>	<i>Leaps and Bounds 1/2</i> Topics	Kindergarten WNCP Outcomes
1. Say the number sequence, 0 to 100, by: <ul style="list-style-type: none"> • 1s forward and backward between any two given numbers • 2s to 20, forward starting at 0 • 5s and 10s to 100, forward starting at 0. [C, CN, V, ME] 	Chapter 2: Lessons 1, 4, 7, 8, Chapter Task Chapter 5: Lessons 2, 5, Chapter Task Chapter 9: Lessons 1, 2, 3, 4, 5, 6, 7, Chapter Task	Unit 2: Lesson 1 Unit 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8	Topic 1: Counting <i>Subtopic:</i> Counting Forwards by 1 <i>Subtopic:</i> Skip Counting	1. Say the number sequence by 1s starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]
2. Recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots. [C, CN, ME, V]	Chapter 2: Lesson 6 Chapter 3: Lessons 1, 3	Unit 2: Lessons 2, 5	Topic 2: Representing Whole Numbers <i>Subtopic:</i> Subitizing	2. Recognize, at a glance, and name familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]
3. Demonstrate an understanding of counting by: <ul style="list-style-type: none"> • indicating that the last number said identifies “how many” • showing that any set has only one count • using the counting on strategy • using parts or equal groups to count sets. [C, CN, ME, R, V] 	Chapter 2: Lessons 1, 9, Chapter Task Chapter 5: Lessons 1, 8, Chapter Task	Unit 2: Lessons 1, 2, 3, 4, 6, 7, 9, 10, 13 Unit 5: Lessons 2, 5, 6, 7, 8	Topic 1: Counting <i>Subtopic:</i> Counting Sets	3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]
4. Represent and describe numbers to 20 concretely,	Chapter 2: Lessons 2, 8, 9, Chapter Task	Unit 2: Lessons 1, 2, 3, 4, 6, 7, 8, 9, 13	Topic 2: Representing Whole Numbers	3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]

pictorially and symbolically. [C, CN, V]	Chapter 5: Lessons 1, 2, 3, 4, Chapter Task	Unit 3: Lesson 1	<i>Subtopic:</i> Modelling Whole Numbers <i>Subtopic:</i> Reading and Writing Numbers Topic 4: Adding <i>Subtopic:</i> Decomposing and Recomposing Topic 5: Subtracting <i>Subtopic:</i> Decomposing	4. Represent and describe numbers 2 to 10, concretely and pictorially. [C, CN, ME, R, V]
5. Compare sets containing up to 20 elements to solve problems using: <ul style="list-style-type: none"> • referents • one-to-one correspondence. [C, CN, ME, PS, R, V] 	Chapter 2: Lessons 3, 5, 9 Chapter 5: Lesson 3, Chapter Task	Unit 2: Lessons 11, 13	Topic 3: Comparing Whole Numbers <i>Subtopic:</i> Comparing Sets <i>Subtopic:</i> Comparing Numbers	5. Compare quantities, 1 to 10, using one-to-one correspondence. [C, CN, V]
6. Estimate quantities to 20 by using referents. [C, ME, PS, R, V]	Chapter 5: Lesson 6	Unit 2: Lesson 10	Topic 2: Representing Whole Numbers <i>Subtopic:</i> Estimating Quantities	
7. Demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles. [C, R, V]	Chapter 5: Lessons 5, 7, 8	Unit 2: Lessons 8, 13 Unit 5: Lessons 5, 6, 7, 8	Topic 2: Representing Whole Numbers <i>Subtopic:</i> Modelling Whole Numbers Topic 4: Adding <i>Subtopic:</i> Decomposing and Recomposing Topic 5: Subtracting <i>Subtopic:</i> Decomposing	
8. Identify the number, up to 20, that is one more, two more, one less and two less than a given number. [C, CN, ME, R, V]	Chapter 2: Lesson 4 Chapter 3: Lessons 1, 6, Chapter Task Chapter 5: Lessons 2, 4, Chapter Task	Unit 2: Lessons 4, 9, 12, 13	Topic 1: Counting <i>Subtopic:</i> Counting Forwards by 1 <i>Subtopic:</i> Counting Backwards by 1	

<p>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically by:</p> <ul style="list-style-type: none"> • using familiar and mathematical language to describe additive and subtractive actions from their experience • creating and solving problems in context that involve addition and subtraction • modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically. [C, CN, ME, PS, R, V] 	<p>Chapter 3: Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, Chapter Task Chapter 6: Lessons 1, 2, 3, 6, 7, 8, 9, 10, Chapter Task Chapter 8: Lessons 3, 7, Chapter Task</p>	<p>Unit 3: Lessons 2, 3, 4, 5, 6, 7, 8, 9 Unit 7: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Topic 4: Adding <i>Subtopic:</i> Decomposing and Recomposing <i>Subtopic:</i> Counting On <i>Subtopic:</i> Joining <i>Subtopic:</i> Part-Part-Whole Topic 5: Subtracting <i>Subtopic:</i> Decomposing <i>Subtopic:</i> Counting Back <i>Subtopic:</i> Separating <i>Subtopic:</i> Comparing <i>Subtopic:</i> Relating Addition and Subtraction</p>	
<p>10. Describe and use mental mathematics strategies (memorization not intended), such as:</p> <ul style="list-style-type: none"> • counting on and counting back • making 10 • doubles • using addition to subtract to determine the basic addition facts to 18 and related subtraction facts. [C, CN, ME, PS, R, V] 	<p>Chapter 3: Lessons 4, 8, Chapter Task Chapter 6: Lessons 1, 2, 6, 7, 8, 10, Chapter Task Chapter 8: Lessons 1, 2, 3, 4, 5, 6, 8, Chapter Task</p>	<p>Unit 3: Lessons 3, 7, 8, 9 Unit 7: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Topic 4: Adding <i>Subtopic:</i> Decomposing and Recomposing <i>Subtopic:</i> Counting On <i>Subtopic:</i> Joining Topic 5: Subtracting <i>Subtopic:</i> Counting Back <i>Subtopic:</i> Separating <i>Subtopic:</i> Comparing <i>Subtopic:</i> Relating Addition and Subtraction</p>	
Patterns and Relations (Patterns)				
Grade 1 WNCP Outcomes	Math Focus 1	Math Makes Sense 1	Leaps and Bounds 1/2 Topics	Kindergarten WNCP Outcomes
1. Demonstrate an understanding	Chapter 1: Lessons 3, 4,	Unit 1: Lessons 1, 2,	Topic 6: Repeating	1. Demonstrate an understanding of

of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> describing reproducing extending creating patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V] 	5, 6, 7, 8, 11, 12, Chapter Task Chapter 7: Lesson 11	3, 5	Patterns <i>Subtopic:</i> Identifying and Describing Patterns <i>Subtopic:</i> Extending Patterns <i>Subtopic:</i> Creating Patterns	repeating patterns (two or three elements) by: <ul style="list-style-type: none"> identifying reproducing extending creating patterns using manipulatives, sounds and actions. [C, CN, PS, V]
2. Translate repeating patterns from one representation to another. [C, R, V]	Chapter 1: Lessons 9, 10, Chapter Task Chapter 7: Lesson 11	Unit 1: Lessons 4, 5	Topic 6: Repeating Patterns <i>Subtopic:</i> Identifying and Describing Patterns <i>Subtopic:</i> Extending Patterns <i>Subtopic:</i> Creating Patterns	

Patterns and Relations (Variables and Equations)

Grade 1 WNCP Outcomes	Math Focus 1	Math Makes Sense 1	Leaps and Bounds 1/2 Topics	Kindergarten WNCP Outcomes
3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]	Chapter 6: Lessons 4, 5 Chapter 8: Lesson 3		Topic 3: Comparing Whole Numbers <i>Subtopic:</i> Comparing Numbers Topic 5: Subtracting <i>Subtopic:</i> Comparing	
4. Record equalities using the equal symbol. [C, CN, PS, V]	Chapter 6: Lessons 4, 5, 6, 7, 9, 10, Chapter Task Chapter 8: Lessons, 1, 2, 3, 4, 5, 6, 7, 8, Chapter Task	Unit 3: Lessons 2, 3, 5, 6, 7, 8, 9 Unit 7: Lessons 1, 2, 3, 4, 5, 6, 7, 9	Topic 5: Subtracting <i>Subtopic:</i> Comparing	

Shape and Space (Measurement)

Grade 1 WNCP Outcomes	Math Focus 1	Math Makes Sense 1	Leaps and Bounds 1/2 Topics	Kindergarten WNCP Outcomes
1. Demonstrate an understanding of measurement as a process of comparing by:	Chapter 4: Lessons 1, 2, 3, 4, 5, 6, 7, 8, Chapter Task	Unit 4: Lessons 1, 2, 3, 4, 5, 6, 7	Topic 9: Length and Area <i>Subtopic:</i> Comparing Length	1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume

<ul style="list-style-type: none"> identifying attributes that can be compared ordering objects making statements of comparison filling, covering or matching. [C, CN, PS, R, V] 	Chapter 10: Lessons 1, 2, 3, 4, 5, 6, Chapter Task		<i>Subtopic:</i> Comparing Area Topic 10: Mass and Capacity <i>Subtopic:</i> Comparing Mass <i>Subtopic:</i> Comparing Capacity	(capacity). [C, CN, PS, R, V]
Shape and Space (3-D Objects and 2-D Shapes)				
Grade 1 WNCP Outcomes	Math Focus 1	Math Makes Sense 1	Leaps and Bounds 1/2 Topics	Kindergarten WNCP Outcomes
2. Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule. [C, CN, R, V]	Chapter 1: Lessons 1, 2 Chapter 7: Lessons 1, 2, 5, 6, Chapter Task	Unit 6: Lessons 1, 3, 4, 7	Topic 7: 3-D Objects <i>Subtopic:</i> Describing and Sorting 3-D Objects Topic 8: 2-D Shapes <i>Subtopic:</i> Describing and Sorting 2-D Shapes	2. Sort 3-D objects using a single attribute. [C, CN, PS, R, V]
3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]	Chapter 7: Lessons 3, 4, 7, 8, Chapter Task	Unit 6: Lessons 2, 5, 7	Topic 7: 3-D Objects <i>Subtopic:</i> Building with 3-D Objects Topic 8: 2-D Shapes <i>Subtopic:</i> Building with 2-D Shapes	3. Build and describe 3-D objects. [CN, PS, V]
4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]	Chapter 7: Lessons 9, 10, Chapter Task	Unit 6: Lessons 3, 6, 7	Topic 7: 3-D Objects <i>Subtopic:</i> Describing and Sorting 3-D Objects <i>Subtopic:</i> Building with 3-D Objects Topic 8: 2-D Shapes <i>Subtopic:</i> Describing and Sorting 2-D Shapes	