**Curriculum Correlation**

**Master 32a**

**Geometry Cluster 4: Location and Movement**

**ON**

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| **Kindergarten** |
| 17.2 communicate an understanding of basic spatial relationships (e.g., use terms such as “above/ below”, “in/out”, “forward/backward”; use visualization, perspective, and movements [flips/reflections, slides/translations, and turns/ rotations]) in their conversations and play, in their predictions and visualizations, and during transitions and routines |
| **Grade 1** |
| Geometry and Spatial Sense  Location and Movement  – describe the relative locations of objects or people using positional language (e.g., over, under, above, below, in front of, behind, inside, outside, beside, between, along) (Activities 19–21)  – describe the relative locations of objects on concrete maps created in the classroom (Sample problem: Work with your group to create a map of the classroom in the sand table, using smaller objects to represent the classroom objects. Describe where the teacher’s desk and the bookshelves are located.) (Activities 20, 21) |
| **Grade 2** |
| Geometry and Spatial Sense  Location and Movement  – describe the relative locations (e.g., beside, two steps to the right of) and the movements of objects on a map (e.g., “The path shows that he walked around the desk, down the aisle, and over to the window.”)  – draw simple maps of familiar settings, and describe the relative locations of objects on the maps (Sample problem: Draw a map of the classroom, showing the locations of the different pieces of furniture.) |

**Curriculum Correlation**

**Master 32b**

**Geometry Cluster 5: Location and Movement**

**BC/YT**

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| **Kindergarten** |
| Single attributes of 2D shapes and 3D objects   * using positional language, such as beside, on top of, under, and in front of |
| **Grade 1** |
| Comparison of 2D shapes and 3D objects   * describing relative positions, using positional language (e.g., up and down, in and out)   (Activity 19) |
| **Grade 2** |
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