**Mathology Grade 2 Correlation – Alberta**

**Master 1a**

**Patterning Cluster 1: Repeating Patterns**

**Organizing Idea:**

Patterns: Awareness of patterns supports problem solving in various situations.

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| **Guiding Question:** How can patterns characterize change?**Learning Outcome:** Students explain and analyze patterns in a variety of contexts. |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Change can be an increase or a decrease in the number and size of elements.A hundreds chart is an arrangement of natural numbers that illustrates multiple patterns.Patterns can be found and created in cultural designs. | A pattern can show increasing or decreasing change.A pattern is more evident when the elements are represented, organized, aligned, or oriented in familiar ways. | Describe non-repeating patterns encountered in surroundings, including in art, architecture, cultural designs, and nature. | **Patterning Math Every Day**1: Patterns Around Us | Pattern QuestThe Best Surprise |
| Investigate patterns in a hundreds chart. | **Patterning Cluster 1: Repeating Patterns**2: Finding Patterns |  |
| Create and express growing patterns using sounds, objects, pictures, or actions. | **Patterning Math Every Day**1A: Show Another Way1A: Patterns Around Us1B: How Many Can We Make?1B: Error Hunt | The Best Surprise |

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| Attributes of elements, such as size and colour, can contribute to a pattern. | A pattern core can vary in complexity. | Create and express a repeating pattern with a pattern core of up to four elements that change by more than one attribute. | **Patterning Cluster 1: Repeating Patterns**1: Exploring Patterns3: Extending and Predicting 4: Error and Missing Elements5: Combining Attributes6: Consolidation**Patterning Math Every Day**1A: Show Another Way1A: Patterns Around Us**Patterning Intervention**1: Finding the Core2: Representing Patterns | Pattern Quest |

**Master 1b**