**Curriculum Correlation**

**Master 1a**

**Patterning and Algebra Cluster 1: Repeating Patterns**

**Ontario**

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| **Curriculum Expectations**  | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Overall Expectations****P1 Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns |
| **P1.3** identify repeating, growing, and shrinkingpatterns found in real-life contexts**P1.6** create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size)**P1.7** demonstrate, through investigation, anunderstanding that a pattern results fromrepeating an operation (e.g., addition, subtraction)or making a repeated change to an attribute (e.g., colour, orientation) | **Below Grade: Intervention**1: Finding the Core2: Representing Patterns**On Grade: Teacher Cards**1: Exploring Patterns 2: Extending and Predicting 3: Errors and Missing Elements 4: Combining Attributes (P1.6, P1.7)5: Repeating Patterns Consolidation (P1.3, P1.6, P1.7)**On Grade: Math Every Day****Card 1:** Show Another WayRepeating Patterns Around Us(P1.3) | **Below Grade:*** Midnight and Snowfall (Activities 1, 2, 5)

**On Grade:*** Pattern Quest(Activities 1, 2, 4, 5)
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, Reproducing, Extending, and Creating Patterns that Repeat**- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)-Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)-Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2) |

**Curriculum Correlation**

**Master 1b**

**Patterning and Algebra Cluster 1: Repeating Patterns**

**British Columbia/Yukon Territories**

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| **Learning Standards** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Big Idea**The regular change in increasing patterns can be identified and used to make generalizations. |
| **P1 Repeating and increasing patterns** * **P1.1** exploring more complex repeating patterns (e.g., positional patterns, circular patterns)
* **P1.2** identifying the core of repeating patterns (e.g., the part of the pattern that repeats over and over)
* **P1.6** Online video and text: *Small Number Counts to 100*
 | **Below Grade: Intervention**1: Finding the Core2: Representing Patterns**On Grade: Teacher Cards**1: Exploring Patterns (P1.1, P1.2)2: Extending and Predicting (P1.1, P1.2)3: Errors and Missing Elements (P1.1, P1.2)4: Combining Attributes (P1.1, P1.2)5: Repeating Patterns Consolidation (P1.1, P1.2, P1.6)**On Grade: Math Every Day****Card 1:** Show Another Way(P1.1, P1.2)Repeating Patterns Around Us(P1.1, P1.2) | **Below Grade:*** Midnight and Snowfall (Activities 1, 2, 5)

**On Grade:*** Pattern Quest(Activities 1, 2, 4, 5)
 | **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted****mathematically.** |
| **Identifying, Reproducing, Extending, and Creating Patterns that Repeat**- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)-Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)-Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2) |

**Curriculum Correlation**

**Master 1c**

**Patterning and Algebra Cluster 1: Repeating Patterns**

**New Brunswick/Prince Edward Island/Newfoundland and Labrador**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome****Patterns and Relations:** Use patterns to describe the world and solve problems. |
| **PR1** Demonstrate an understanding of repeating patterns (three to five elements) by:• describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions | **Below Grade: Intervention**1: Finding the Core2: Representing Patterns**On Grade: Teacher Cards**1: Exploring Patterns (2PR1) 2: Extending and Predicting (2PR1)3: Errors and Missing Elements (2PR1)4: Combining Attributes (2PR1)5: Repeating Patterns Consolidation (2PR1)**On Grade: Math Every Day****Card 1:** Show Another Way(2PR1)Repeating Patterns Around Us(2PR1) | **Below Grade:*** Midnight and Snowfall (Activities 1, 2, 5)

**On Grade:*** Pattern Quest(Activities 1, 2, 4, 5)
 | **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted****mathematically.** |
| **Identifying, Reproducing, Extending, and Creating Patterns that Repeat**- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)-Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)-Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2) |

**Curriculum Correlation**

**Master 1d**

**Patterning and Algebra Cluster 1: Repeating Patterns**

**Manitoba**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome****Patterns and Relations:** Use patterns to describe the world and solve problems. |
| **2.PR.1** Predict an element in a repeating pattern using a variety of strategies | **Below Grade: Intervention**1: Finding the Core2: Representing Patterns**On Grade: Teacher Cards**1: Exploring Patterns (2.PR.1) 2: Extending and Predicting (2.PR.1)3: Errors and Missing Elements (2.PR.1)4: Combining Attributes (2.PR.1)5: Repeating Patterns Consolidation (2.PR.1)**On Grade: Math Every Day****Card 1:** Show Another Way(2.PR.1)Repeating Patterns Around Us(2.PR.1) | **Below Grade:*** Midnight and Snowfall (Activities 1, 2, 5)

**On Grade:*** Pattern Quest(Activities 1, 2, 4, 5)
 | **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted****mathematically.** |
| **Identifying, Reproducing, Extending, and Creating Patterns that Repeat**- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)-Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)-Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2) |

**Curriculum Correlation**

**Master 1e**

**Patterning and Algebra Cluster 1: Repeating Patterns**

**Nova Scotia**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome****Patterns and Relations:** Students will be expected to use patterns to describe the world and solve problems. |
| **2PR01** Students will be expected to demonstrate an understanding of repeating patterns (three to five elements) by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds, and actions. | **Below Grade: Intervention**1: Finding the Core2: Representing Patterns**On Grade: Teacher Cards**1: Exploring Patterns (2PR01) 2: Extending and Predicting (2PR01)3: Errors and Missing Elements (2PR01)4: Combining Attributes (2PR01)5: Repeating Patterns Consolidation (2PR01)**On Grade: Math Every Day****Card 1:** Show Another Way(2PR01)Repeating Patterns Around Us(2PR01) | **Below Grade:*** Midnight and Snowfall (Activities 1, 2, 5)

**On Grade:*** Pattern Quest(Activities 1, 2, 4, 5)
 | **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted****mathematically.** |
| **Identifying, Reproducing, Extending, and Creating Patterns that Repeat**- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)-Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)-Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2) |

**Curriculum Correlation**

**Master 1f**

**Patterning and Algebra Cluster 1: Repeating Patterns**

**Alberta/Northwest Territories/Nunavut**

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| **Learning Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome****Patterns and Relations:** Use patterns to describe the world and to solve problems. |
| **1.** Demonstrate an understanding of repeating patterns (three to five elements) by: • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions | **Below Grade: Intervention**1: Finding the Core2: Representing Patterns**On Grade: Teacher Cards**1: Exploring Patterns (PR1) 2: Extending and Predicting (PR1)3: Errors and Missing Elements (PR1)4: Combining Attributes (PR1)5: Repeating Patterns Consolidation (PR1)**On Grade: Math Every Day****Card 1:** Show Another Way (PR1)Repeating Patterns Around Us(PR1) | **Below Grade:*** Midnight and Snowfall (Activities 1, 2, 5)

**On Grade:*** Pattern Quest(Activities 1, 2, 4, 5)
 | **Big Idea: Regularity and repetition form patterns****that can be generalized and predicted****mathematically.** |
| **Identifying, Reproducing, Extending, and Creating Patterns that Repeat**- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)-Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)-Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2) |

**Curriculum Correlation**

**Master 1g**

**Patterning and Algebra Cluster 1: Repeating Patterns**

**Saskatchewan**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **Goals**Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour |
| **P2.1** Demonstrate understanding of repeating patterns (three to five elements) by:* **P2.1a** describing
* **P2.1b** representing patterns in alternate modes
* **P2.1c** extending
* **P2.1d** comparing
* **P2.1e** creating patterns

using manipulatives, pictures, sounds, and actions | **Below Grade: Intervention**1: Finding the Core2: Representing Patterns**On Grade: Teacher Cards**1: Exploring Patterns (P2.1a, P2.1b, P2.1c, P2.1e) 2: Extending and Predicting (P2.1a, P2.1b, P2.1c, P2.1d, P2.1e)3: Errors and Missing Elements (P2.1a, P2.1c)4: Combining Attributes (P2.1a, P2.1b, P2.1c, P2.1d, P2.1e)5: Repeating Patterns Consolidation (P2.1a, P2.1c, P2.1e)**On Grade: Math Every Day****Card 1:** Show Another Way(P2.1a, P2.1b, P2.1d)Repeating Patterns Around Us(P2.1a, P2.1b) | **Below Grade:*** Midnight and Snowfall (Activities 1, 2, 5)

**On Grade:*** Pattern Quest(Activities 1, 2, 4, 5)
 | **Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.** |
| **Identifying, Reproducing, Extending, and Creating Patterns that Repeat**- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)-Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)-Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2) |