Master 1a

Curriculum Correlation

Patterning and Algebra Cluster 1: Repeating Patterns

Ontario

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 shrinking patterns 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, an understanding that a pattern results from repeating an operation (e.g., addition, subtraction) or making a repeated change to an attribute (e.g., colour, orientation)	**Below Grade: Intervention** 1: Finding the Core 2: 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 Way Repeating 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)

Master 1b

Curriculum Correlation

Patterning and Algebra Cluster 1: Repeating Patterns

British Columbia/Yukon Territories

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 Core 2: 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)

Master 1c

Curriculum Correlation

Patterning and Algebra Cluster 1: Repeating Patterns

New Brunswick/Prince Edward Island/Newfoundland and Labrador

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 Core 2: 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)

Master 1d

Curriculum Correlation

Patterning and Algebra Cluster 1: Repeating Patterns

Manitoba

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 Core 2: 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)

Master 1e

Curriculum Correlation

Patterning and Algebra Cluster 1: Repeating Patterns

Nova Scotia

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 Core 2: 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)

Master 1f

Curriculum Correlation

Patterning and Algebra Cluster 1: Repeating Patterns

Alberta/Northwest Territories/Nunavut

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 Core 2: 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)

Master 1g

Curriculum Correlation

Patterning and Algebra Cluster 1: Repeating Patterns

Saskatchewan

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 Core 2: 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)