

# 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
<b>Overall Expectations</b>			
<b>P1 Patterns and Relationships:</b> identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns			
<p><b>P1.3</b> identify repeating, growing, and shrinking patterns found in real-life contexts</p> <p><b>P1.6</b> create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size)</p> <p><b>P1.7</b> 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)</p>	<p><b>Below Grade: Intervention</b></p> <p>1: Finding the Core 2: Representing Patterns</p> <p><b>On Grade: Teacher Cards</b></p> <p>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)</p> <p><b>On Grade: Math Every Day Card 1:</b> Show Another Way Repeating Patterns Around Us (P1.3)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, Reproducing, Extending, and Creating Patterns that Repeat</b></p> <ul style="list-style-type: none"> <li>- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)</li> <li>- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)</li> <li>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)</li> <li>- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)</li> <li>- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)</li> <li>- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)</li> <li>- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2)</li> </ul>

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### British Columbia/Yukon Territories

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Big Idea</b> The regular change in increasing patterns can be identified and used to make generalizations.			
<p><b>P1 Repeating and increasing patterns</b></p> <ul style="list-style-type: none"> <li>• <b>P1.1</b> exploring more complex repeating patterns (e.g., positional patterns, circular patterns)</li> <li>• <b>P1.2</b> identifying the core of repeating patterns (e.g., the part of the pattern that repeats over and over)</li> <li>• <b>P1.6</b> Online video and text: <i>Small Number Counts to 100</i></li> </ul>	<p><b>Below Grade: Intervention</b></p> <p>1: Finding the Core 2: Representing Patterns</p> <p><b>On Grade: Teacher Cards</b></p> <p>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)</p> <p><b>On Grade: Math Every Day Card 1:</b> Show Another Way (P1.1, P1.2) Repeating Patterns Around Us (P1.1, P1.2)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>• Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>• Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, Reproducing, Extending, and Creating Patterns that Repeat</b></p> <ul style="list-style-type: none"> <li>- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)</li> <li>- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)</li> <li>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)</li> <li>- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)</li> <li>- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)</li> <li>- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)</li> <li>- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2)</li> </ul>

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## 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
<b>General Outcome</b>			
<b>Patterns and Relations:</b> Use patterns to describe the world and solve problems.			
<p><b>PR1</b> Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> <li>describing</li> <li>extending</li> <li>comparing</li> <li>creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions</p>	<p><b>Below Grade: Intervention</b></p> <p>1: Finding the Core 2: Representing Patterns</p> <p><b>On Grade: Teacher Cards</b></p> <p>1: Exploring Patterns (2PR1) 2: Extending and Predicting (2PR1) 3: Errors and Missing Elements (2PR1) 4: Combining Attributes (2PR1) 5: Repeating Patterns Consolidation (2PR1)</p> <p><b>On Grade: Math Every Day Card 1:</b> Show Another Way (2PR1) Repeating Patterns Around Us (2PR1)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, Reproducing, Extending, and Creating Patterns that Repeat</b></p> <ul style="list-style-type: none"> <li>Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)</li> <li>Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)</li> <li>Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)</li> <li>Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)</li> <li>Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)</li> <li>Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)</li> <li>Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2)</li> </ul>

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## Manitoba

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b> <b>Patterns and Relations:</b> Use patterns to describe the world and solve problems.			
<b>2.PR.1</b> Predict an element in a repeating pattern using a variety of strategies	<p><b>Below Grade: Intervention</b></p> <p>1: Finding the Core 2: Representing Patterns</p> <p><b>On Grade: Teacher Cards</b></p> <p>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)</p> <p><b>On Grade: Math Every Day Card 1:</b> Show Another Way (2.PR.1) Repeating Patterns Around Us (2.PR.1)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, Reproducing, Extending, and Creating Patterns that Repeat</b></p> <ul style="list-style-type: none"> <li>- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)</li> <li>- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)</li> <li>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)</li> <li>- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)</li> <li>- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)</li> <li>- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)</li> <li>- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2)</li> </ul>

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## Nova Scotia

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b>			
<b>Patterns and Relations:</b> Students will be expected to use patterns to describe the world and solve problems.			
<p><b>2PR01</b> 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.</p>	<p><b>Below Grade: Intervention</b></p> <p>1: Finding the Core 2: Representing Patterns</p> <p><b>On Grade: Teacher Cards</b></p> <p>1: Exploring Patterns (2PR01) 2: Extending and Predicting (2PR01) 3: Errors and Missing Elements (2PR01) 4: Combining Attributes (2PR01) 5: Repeating Patterns Consolidation (2PR01)</p> <p><b>On Grade: Math Every Day Card 1:</b> Show Another Way (2PR01) Repeating Patterns Around Us (2PR01)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, Reproducing, Extending, and Creating Patterns that Repeat</b></p> <ul style="list-style-type: none"> <li>- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)</li> <li>- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)</li> <li>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)</li> <li>- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)</li> <li>- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)</li> <li>- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)</li> <li>- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2)</li> </ul>

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### Alberta/Northwest Territories/Nunavut

Learning Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>General Outcome</b>			
<b>Patterns and Relations:</b> Use patterns to describe the world and to solve problems.			
<p><b>1.</b> Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> <li>describing</li> <li>extending</li> <li>comparing</li> <li>creating</li> </ul> <p>patterns using manipulatives, diagrams, sounds and actions</p>	<p><b>Below Grade: Intervention</b></p> <p>1: Finding the Core 2: Representing Patterns</p> <p><b>On Grade: Teacher Cards</b></p> <p>1: Exploring Patterns (PR1) 2: Extending and Predicting (PR1) 3: Errors and Missing Elements (PR1) 4: Combining Attributes (PR1) 5: Repeating Patterns Consolidation (PR1)</p> <p><b>On Grade: Math Every Day Card 1:</b> Show Another Way (PR1) Repeating Patterns Around Us (PR1)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, Reproducing, Extending, and Creating Patterns that Repeat</b></p> <ul style="list-style-type: none"> <li>Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)</li> <li>Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)</li> <li>Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)</li> <li>Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)</li> <li>Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)</li> <li>Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)</li> <li>Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2)</li> </ul>

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## Saskatchewan

Specific Outcomes	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Goals</b> Number Sense, Logical Thinking, Spatial Sense, Mathematics as a Human Endeavour			
<p><b>P2.1</b> Demonstrate understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> <li>• <b>P2.1a</b> describing</li> <li>• <b>P2.1b</b> representing patterns in alternate modes</li> <li>• <b>P2.1c</b> extending</li> <li>• <b>P2.1d</b> comparing</li> <li>• <b>P2.1e</b> creating patterns</li> </ul> <p>using manipulatives, pictures, sounds, and actions</p>	<p><b>Below Grade: Intervention</b></p> <p>1: Finding the Core 2: Representing Patterns</p> <p><b>On Grade: Teacher Cards</b></p> <p>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)</p> <p><b>On Grade: Math Every Day Card 1:</b> Show Another Way (P2.1a, P2.1b, P2.1d) Repeating Patterns Around Us (P2.1a, P2.1b)</p>	<p><b>Below Grade:</b></p> <ul style="list-style-type: none"> <li>• Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <p><b>On Grade:</b></p> <ul style="list-style-type: none"> <li>• Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<p><b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b></p> <p><b>Identifying, Reproducing, Extending, and Creating Patterns that Repeat</b></p> <ul style="list-style-type: none"> <li>- Identifies the repeating unit (core) of a pattern. (Activities 1, 2, 3, 4, 5; MED 1: 1, 2)</li> <li>- Predicts missing element(s) and corrects errors in repeating patterns. (Activities 2, 3, 5)</li> <li>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (Activities 1, 2, 5)</li> <li>- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (Activities 1, 2, 4; MED 1: 1, 2)</li> <li>- Compares repeating patterns and describes how they are alike and different. (Activity 4; MED 1: 1)</li> <li>- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (Activities 4, 5)</li> <li>- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (Activity 2)</li> </ul>