

# 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>Patterns and Relationships:</b> identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns			
<b>P2.3</b> identify repeating, growing, and shrinking patterns found in real-life contexts	<b>Below Grade: Intervention</b> 1: Finding the Core 2: Representing Patterns	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b> Identifying, Reproducing, Extending, and Creating Patterns that Repeat <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>
<b>P2.6</b> create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size)	<b>On Grade: Teacher Cards</b> 1: Exploring Patterns 2: Extending and Predicting 3: Errors and Missing Elements 4: Combining Attributes (P2.6, P2.7)		
<b>P2.7</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)	<b>5: Repeating Patterns Consolidation (P2.3, P2.6, P2.7)</b>  <b>On Grade: Math Every Day Card 1:</b> Show Another Way Repeating Patterns Around Us (P2.3)		

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## 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
<b>Big Idea</b> The regular change in increasing patterns can be identified and used to make generalizations.			
Repeating and increasing patterns • <b>2.14</b> exploring more complex repeating patterns (e.g., positional patterns, circular patterns) • <b>2.15</b> identifying the core of repeating patterns (e.g., the part of the pattern that repeats over and over) • <b>2.19</b> Online video and text: <i>Small Number Counts to 100</i> (mathcatcher.irmacs.sfu.ca/story/small-number-counts-100)	<b>Below Grade: Intervention</b> 1: Finding the Core 2: Representing Patterns  <b>On Grade: Teacher Cards</b> 1: Exploring Patterns (2.14, 2.15) 2: Extending and Predicting (2.14, 2.15) 3: Errors and Missing Elements (2.14, 2.15) 4: Combining Attributes (2.14, 2.15) 5: Repeating Patterns Consolidation (2.14, 2.15, 2.19)  <b>On Grade: Math Every Day Card 1:</b> Show Another Way (2.14, 2.15) Repeating Patterns Around Us (2.14, 2.15)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b> 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

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

# 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
<b>General Outcome</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	<b>Below Grade: Intervention</b> 1: Finding the Core 2: Representing Patterns  <b>On Grade: Teacher Cards</b> 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)  <b>On Grade: Math Every Day Card 1:</b> Show Another Way (2.PR.1) Repeating Patterns Around Us (2.PR.1)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b>  Identifying, Reproducing, Extending, and Creating Patterns that Repeat <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>

### Mathology 2

# 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
<b>General Outcome</b> Students will be expected to use patterns to describe the world and solve problems.			
<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.	<b>Below Grade: Intervention</b> 1: Finding the Core 2: Representing Patterns  <b>On Grade: Teacher Cards</b> 1: Exploring Patterns (2PR01) 2: Extending and Predicting (2PR01) 3: Errors and Missing Elements (2PR01) 4: Combining Attributes (2PR01) 5: Repeating Patterns Consolidation (2PR01)  <b>On Grade: Math Every Day Card 1:</b> Show Another Way (2PR01) Repeating Patterns Around Us (2PR01)	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>Midnight and Snowfall (Activities 1, 2, 5)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>Pattern Quest (Activities 1, 2, 4, 5)</li> </ul>	<b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b>  Identifying, Reproducing, Extending, and Creating Patterns that Repeat <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>

# Curriculum Correlation

## Patterning and Algebra Cluster 1: Repeating Patterns

Alberta/Northwest Territories/Nunavut

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

# Curriculum Correlation

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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			
<b>P2.1</b> Demonstrate understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> <li>• <b>P2.1.1</b> describing</li> <li>• <b>P2.1.2</b> representing patterns in alternate modes</li> <li>• <b>P2.1.3</b> extending</li> <li>• <b>P2.1.4</b> comparing</li> <li>• <b>P2.1.5</b> creating patterns using manipulatives, pictures, sounds, and actions</li> </ul>	<b>Below Grade: Intervention</b> 1: Finding the Core 2: Representing Patterns  <b>On Grade: Teacher Cards</b> 1: Exploring Patterns ( <b>P2.1.1</b> , <b>P2.1.2</b> , <b>P2.1.3</b> , <b>P2.1.5</b> ) 2: Extending and Predicting ( <b>P2.1.1</b> , <b>P2.1.2</b> , <b>P2.1.3</b> , <b>P2.1.4</b> , <b>P2.1.5</b> ) 3: Errors and Missing Elements ( <b>P2.1.1</b> , <b>P2.1.3</b> ) 4: Combining Attributes ( <b>P2.1.1</b> , <b>P2.1.2</b> , <b>P2.1.3</b> , <b>P2.1.4</b> , <b>P2.1.5</b> ) 5: Repeating Patterns Consolidation ( <b>P2.1.1</b> , <b>P2.1.3</b> , <b>P2.1.5</b> )  <b>On Grade: Math Every Day Card 1:</b> Show Another Way ( <b>P2.1.1</b> , <b>P2.1.2</b> , <b>P2.1.4</b> ) Repeating Patterns Around Us ( <b>P2.1.1</b> , <b>P2.1.2</b> )	<b>Below Grade:</b> <ul style="list-style-type: none"> <li>• Midnight and Snowfall (<b>Activities 1, 2, 5</b>)</li> </ul> <b>On Grade:</b> <ul style="list-style-type: none"> <li>• Pattern Quest (<b>Activities 1, 2, 4, 5</b>)</li> </ul>	<b>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</b> Identifying, Reproducing, Extending, and Creating Patterns that Repeat <ul style="list-style-type: none"> <li>- Identifies the repeating unit (core) of a pattern. (<b>Activities 1, 2, 3, 4, 5; MED 1: 1, 2</b>)</li> <li>- Predicts missing element(s) and corrects errors in repeating patterns. (<b>Activities 2, 3, 5</b>)</li> <li>- Reproduces, creates, and extends repeating patterns based on copies of the repeating unit (core). (<b>Activities 1, 2, 5</b>)</li> <li>- Represents the same pattern in different ways (i.e., translating to different symbols, objects, sounds, actions). (<b>Activities 1, 2, 4; MED 1: 1, 2</b>)</li> <li>- Compares repeating patterns and describes how they are alike and different. (<b>Activity 4; MED 1: 1</b>)</li> <li>- Recognizes, extends, and creates repeating patterns based on two or more attributes (e.g., shape and orientation). (<b>Activities 4, 5</b>)</li> <li>- Identifies the repeating unit of patterns in multiple forms (e.g., circular, 2-D, 3-D). (<b>Activity 2</b>)</li> </ul>

### Mathology 2