**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**  **Patterns and Relationships:** identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns | | | |
| **P2.3** identify repeating, growing, and shrinking  patterns found in real-life contexts  **P2.6** create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size)  **P2.7** 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 (P2.6, P2.7)  5: Repeating Patterns Consolidation (P2.3, P2.6, P2.7)  **On Grade: Math Every Day**  **Card 1:** Show Another Way Repeating Patterns Around Us  (P2.3) | **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. | | | |
| Repeating and increasing patterns   * **2.14** exploring more complex repeating patterns (e.g., positional patterns, circular patterns) * **2.15** identifying the core of repeating patterns (e.g., the part of the pattern that repeats over and over) * **2.19** Online video and text: *Small Number Counts to 100* (mathcatcher.irmacs.sfu.ca/story/small-number-counts-100) | **Below Grade: Intervention**  1: Finding the Core  2: Representing Patterns  **On Grade: Teacher Cards**  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)  **On Grade: Math Every Day**  **Card 1:** Show Another Way (2.14, 2.15)  Repeating Patterns Around Us  (2.14, 2.15) | **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**  Use patterns to describe the world and solve problems. | | | |
| **2PR1** Demonstrate an understanding of repeating patterns (three to five elements) by:  • **2PR1.1** describing  • **2PR1.2** extending  • **2PR1.3** comparing  • **2PR1.4** 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 (2PR1.1, 2PR1.2, 2PR1.4)  2: Extending and Predicting (2PR1.1, 2PR1.2, 2PR1.3, 2PR1.4)  3: Errors and Missing Elements (2PR1.1, 2PR1.2)  4: Combining Attributes (2PR1.1, 2PR1.2, 2PR1.3, 2PR1.4)  5: Repeating Patterns Consolidation (2PR1.1, 2PR1.2, 2PR1.4)  **On Grade: Math Every Day**  **Card 1:** Show Another Way (2PR1.1, 2PR1.3)  Repeating Patterns Around Us  (2PR1.1) | **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 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**  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) |

**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**  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) |

**Curriculum Correlation**

**Master 1f**

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

**Alberta/Northwest Territories/Nunavut**

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| **Specific Outcomes** | **Mathology Grade 2 Classroom Activity Kit** | **Mathology Little Books** | **Pearson Canada K-3 Mathematics Learning Progression** |
| **General Outcome**  Use patterns to describe the world and to solve problems. | | | |
| **2PR1** Demonstrate an understanding of repeating patterns (three to five elements) by:  • **2PR1.1** describing  • **2PR1.2** extending  • **2PR1.3** comparing  • **2PR1.4** 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 (2PR1.1, 2PR1.2, 2PR1.4)  2: Extending and Predicting (2PR1.1, 2PR1.2, 2PR1.3, 2PR1.4)  3: Errors and Missing Elements (2PR1.1, 2PR1.2)  4: Combining Attributes (2PR1.1, 2PR1.2, 2PR1.3, 2PR1.4)  5: Repeating Patterns Consolidation (2PR1.1, 2PR1.2, 2PR1.4)  **On Grade: Math Every Day**  **Card 1:** Show Another Way (2PR1.1, 2PR1.3)  Repeating Patterns Around Us  (2PR1.1) | **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 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:   * **P2.1.1** describing * **P2.1.2** representing patterns in alternate modes * **P2.1.3** extending * **P2.1.4** comparing * **P2.1.5** 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 (P2.1.1, P2.1.2, P2.1.3, P2.1.5)  2: Extending and Predicting (P2.1.1, P2.1.2, P2.1.3, P2.1.4, P2.1.5)  3: Errors and Missing Elements (P2.1.1, P2.1.3)  4: Combining Attributes (P2.1.1, P2.1.2, P2.1.3, P2.1.4, P2.1.5)  5: Repeating Patterns Consolidation (P2.1.1, P2.1.3, P2.1.5)  **On Grade: Math Every Day**  **Card 1:** Show Another Way (P2.1.1, P2.1.2, P2.1.4)  Repeating Patterns Around Us  (P2.1.1, P2.1.2) | **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) |