Content Correlation Chart
Episode 3 – Ace The Lace

Major Concepts	Grades	Geometry and Spatial Sense	Patterning and Algebra	Data Management and Probability	Process Skills and/or Problem Solving
1. Identifying and creating simple repeating patterns 2. Identifying and creating simple geometric patterns 3. Applying problem solving strategies 4. Following step-by-step instructions	1	• Describe the relative locations of objects or people using positional language (e.g., *over, under, above, below, in front of, behind, inside, outside, beside, between, along*)	• Identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape, thickness, orientation) • Identify a rule for a repeating pattern (e.g., "We're lining up boy, girl, boy, girl, boy, girl.") • Create a repeating pattern involving one attribute (e.g., colour, size, shape, sound) (**Sample problem:** Use beads to make a string that shows a repeating pattern		**Problem Solving:** • Is the primary focus and goal of mathematics in the real world; • Allows students to use the knowledge they bring to school and helps them connect mathematics with situations outside the classroom • Allows students to reason, communicate ideas, make connections, and apply knowledge and skills • Promotes the collaborative sharing of ideas and strategies, and promotes talking about mathematics; • Helps students find enjoyment in mathematics • Increases opportunities for the use of critical-thinking skills (estimating, evaluating, classifying, assuming, recognizing relationships, hypothesizing, offering opinions with reasons, and making judgements) **Process Skills:** • Use of planning skills: understanding the problem

					Making a plan for solving the problem
					• Use of processing skills: carrying out the plan, looking back at the solution
					• Use of critical/creative thinking processes
					• Transfer of knowledge and skills to new contexts
					• Making connections within and between various contexts (e.g., connections between concepts, representations within mathematics, prior knowledge, and the real world)
	2		• Identify repeating patterns found in real-life contexts • Create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size) • 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)	• Describe probability as a measure of the likelihood that an event will occur, using mathematical language (i.e., *impossible*, *unlikely*, *less likely*, *equally likely*, *more likely*, *certain*) (e.g.,"If I take a new shoe out of a box without looking, it's equally likely that I will pick the left shoe or the right shoe.")	