Content Correlation Chart
Episode 13 – To Infinity and Beyond

Major Concepts	Grades	Number Sense and Numeration	Measurement
	1	• Read and print in words whole numbers to ten, using meaningful contexts (e.g., storybooks, posters) • Estimate the number of objects in a set, and check by counting • Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and counting • Count forward by 1's, 2's, 5's, and 10's to100, using a variety of tools and strategies	• Compare, describe, and order objects, using attributes measured in non-standard units • Estimate, measure (i.e., by placing non-standard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances (e.g., a book is about 10 paper clips wide) • Construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units (e.g., footprints on cash register tape or connecting cubes) • Compare two or three objects using measurable attributes (e.g., length, height, width, area, temperature, mass, capacity), and describe the objects using relative terms (e.g., taller, heavier, faster, bigger, warmer; "If I put an eraser, a pencil, and a metre stick beside each other, I can see that the eraser is shortest and the metre stick is longest.") • Compare and order objects by their linear measurements, using the same non-standard unit (Sample problem: Using a length of string equal to the length of your forearm, work with a partner to find other objects the same length.) • Use the metre as a benchmark for measuring length, and compare the metre with non-standard units (Sample problem: In the classroom, use a metre stick to find objects that are taller than one metre and objects that are shorter than one metre.) • Describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length (Sample problem: Compare the numbers of

			paper clips and pencils needed to measure the length of the same table.)
	2	• Read and print in words whole numbers to twenty, using meaningful contexts • Count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 (e.g., count by 5's from 15; count by 25's from 125) • Count backwards by 1's from 50 and any number less than 50, and count backwards by 10's from 100 and any number less than 100, using number lines and hundreds charts • Locate whole numbers to 100 on a number line and on a partial number line (e.g., locate 37 on a partial number line that goes from 34 to 41) • Represent and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally (e.g., "I can share 12 carrot sticks equally among 4 friends by giving each person 3 carrot sticks.")	• Estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units • Estimate, measure, and record the distance around objects, using non-standard units • Estimate, measure, and record area, through investigation using a variety of non-standard units (e.g., determine the number of pattern blocks it takes to cover an outlined shape) (Sample problem: Cover your desk with index cards in more than one way. See if the number of index cards needed stays the same each time.) • Determine, through investigation, the relationship between days and weeks and between months and years