



## Content Correlation Chart

### Episode 17 – So You Think Uncle Norm Can Dance!

Major Concepts	Grades	Geometry and Spatial Sense	Patterning and Algebra
1. Learning about patterning (rhythm, number), transformational geometry (slides, flips, and turns) and symmetry through movement 2. Understanding the geometric relationship between positions and moves 3. Communicating sequential steps using precise mathematical language	1	<ul style="list-style-type: none"> <li>Describe the relative locations of objects or people using positional language</li> <li>Describe the relative locations of objects on concrete maps created in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Identify and extend, through investigation, numeric repeating patterns</li> <li>Create a repeating pattern involving one attribute (e.g., colour, size, shape, sound)</li> <li>Represent a given repeating pattern in a variety of ways (e.g., pictures, actions, colours, sounds, numbers, letters)</li> </ul>
	2	<ul style="list-style-type: none"> <li>Describe the relative locations (e.g., beside, two steps to the right of) and the movements of objects on a map</li> <li>Draw simple maps of familiar settings, and describe the relative locations of objects on the maps</li> </ul>	<ul style="list-style-type: none"> <li>Identify repeating, growing, and shrinking patterns found in real-life contexts (e.g., a geometric pattern on wallpaper, a rhythm pattern in music, a number pattern when counting dimes)</li> <li>Represent a given growing or shrinking pattern in a variety of ways (e.g., using pictures, actions, colours, sounds, numbers, letters, number lines, bar graphs)</li> <li>Demonstrate, through investigation, an understanding that a pattern results from repeating an operation</li> </ul>
	3	<ul style="list-style-type: none"> <li>Describe movement from one location to another using a grid map (e.g., to get from the swings to the sandbox, move three squares to the right and two squares down)</li> <li>Identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations (e.g., a slide to the right is a translation; a turn is a rotation)</li> </ul>	<ul style="list-style-type: none"> <li>Identify, extend, and create a repeating pattern involving two attributes</li> <li>Extend repeating, growing, and shrinking number patterns</li> <li>Demonstrate, through investigation, an understanding that a pattern results from repeating an action (e.g., clapping, taking a step forward every second), repeating an operation (e.g., addition, subtraction), using a transformation (e.g., slide, flip, turn), or making some other repeated change to an attribute (e.g., colour, orientation)</li> </ul>