



Content Correlation Chart

Episode 2 – No Accounting for Taste

Major Concepts	Grades	Number Sense & Numeration	Patterning and Algebra	Data Management and Probability
1. Understanding the organization of the base 10 number system 2. Using 10 as an anchor number 3. Decomposing 10 4. Skip counting by tens 5. Collecting and organizing data 6. Creating and reading simple bar graphs	1	<ul style="list-style-type: none"> Decomposing and composing numbers Relate numbers to the anchors of 5 and 10 (e.g. 7 is 2 more than 5 and 3 less than 10) Identify and describe various coins (i.e., penny, nickel, dime, quarter, \$1 coin, \$2 coin), using coin manipulatives or drawings, and state their value (e.g., the value of a penny is one cent; the value of a toonie is two dollars) Represent money amounts to 20¢, through investigation using coin manipulatives Estimate the number of objects in a set, and check by counting Compose and decompose numbers up to 20 in a variety of ways, using concrete materials (e.g., 7 can be decomposed using connecting cubes into 6 and 1, or 5 and 2, or 4 and 3) Demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting Count forward by 1's, 2's, 5's, and 10's to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundreds chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes) 	<ul style="list-style-type: none"> Demonstrate examples of equality, through investigation, using a "balance" model (Sample problem: Demonstrate, using a pan balance, that a train of 7 attached cubes on one side balances a train of 3 cubes and a train of 4 cubes on the other side.) Determine, through investigation using a "balance" model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality (Sample problem: On a pan balance, 5 cubes are placed on the left side and 8 cubes are placed on the right side. How many cubes should you take off the right side so that both sides balance?) 	<ul style="list-style-type: none"> Organizing objects into categories using one attribute; collecting and organizing categorical data; reading and displaying data using concrete graphs and pictographs Demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences Collect and organize primary data (e.g., data collected by the class) that is categorical based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graph and pictograph methods (e.g., arranging objects, placing tally marks) Read primary data presented in concrete graphs and pictographs, and describe the data using comparative language (e.g., more students chose summer than winter as their single favourite season) Pose and answer questions about collected data (Sample problem: What was the most popular fruit chosen by the students in your class?)



	2	<ul style="list-style-type: none"> Represent, compare and order whole numbers to 100 	<ul style="list-style-type: none"> Represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign (e.g., "I can break a train of 10 cubes into 4 cubes and 6 cubes. I can also break 10 cubes into 7 cubes and 3 cubes. This means $4 + 6 = 7 + 3$.") 	<ul style="list-style-type: none"> Demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously (e.g., sort attribute blocks by colour and shape at the same time) Gather data to answer a question, using a simple survey with a limited number of responses (e.g., "What is your favourite season?"; "How many letters are in your first name?") Collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with labels ordered appropriately along horizontal axes, as needed (Sample problem: Record the number of times that specific words are used in a rhyme or poem.) Read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), and describe the data using mathematical language (e.g., "Our bar graph shows that 4 more students walk to school than take the bus.") Pose and answer questions about class generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts (e.g., "Which is the least favourite season?") Demonstrate an understanding of data (e.g., by drawing a picture), by comparing different parts of the data and by making statements about the data as a whole (e.g., "I looked at the graph that shows how many students were absent each month. More students were away in January than in September.")
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