Content Correlation Chart  
Episode 24 – How Things Stack Up... and Down!

<table>
<thead>
<tr>
<th>Major Concepts</th>
<th>Grades</th>
<th>Patterning and Algebra</th>
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</thead>
</table>
| 1. Creating and extending repeating patterns | 1 | • Identify, describe, and extend, through investigation, geometric repeating patterns  
• Identify and extend, through investigation, numeric repeating patterns  
• Identify a rule for a repeating pattern (e.g., “We’re lining up boy, girl, boy, girl, boy, girl.”)  
• Create a repeating pattern  
• Represent a given repeating pattern in a variety of ways  |
| 2. Identifying and describing repeating patterns and growing and shrinking patterns | 2 | • Identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition  
• Identify, describe, and create, through investigation, growing patterns and shrinking patterns involving addition and subtraction  
• 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  
• Create growing or shrinking patterns (Sample problem: Create a shrinking pattern using cut-outs of pennies and/or nickels, starting with 20 cents.)  
• 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)  |