

Snapshot of Math

BIG IDEA

We use patterns to represent identified regularities and to for generalizations: repeating elements can be identified.

Curricular Competencies and Content:

- Use reasoning and logic to explore and make connections
- Develop, construct and apply mathematical understanding through role-play, inquiry and problem solving
- Communicate in many ways to express, describe, explain and apply mathematical ideas
- Identifies repeating patterns with multiple elements/attributes
- Understands letter coding of patterns (ABA, ABB, ABC etc.)
- Predicts an element in a repeating pattern using a variety of strategies
- Investigates numerical patterns (skip-counting by 2s or 5s)
- Shares and reflects upon mathematical thinking

Mrs. Briar's Voice:

Since school began we have been focusing on patterns and skip counting, which develop number sense. The artist Andy Goldsworthy inspired students to explore patterns in nature such as spirals, branching, stars, spheres, cracking and coils.

Students participated in a number of activities in nature and the classroom learning about repeating patterns using objects, letter coding (for example: ABA, AAB, ABB) and sound. We discussed the term "core" and "attribute". Students were even challenged to create increasing patterns, which have a pattern rule!

Then we began counting by 2's, 5's and 10's. Students have a variety of opportunities throughout their day to practice the skill of skip counting: lining up, playing hopscotch, creating a leaf abacus, using a 100 chart, estimating and counting using egg cartons.

Students used their **I can...** cards to reflect on their learning.

_____ (Student) Voice:

Please see your child's e-portfolios, which reflects their learning in this subject area.

Next Steps in _____ learning journey:

Comparison to grade level expectations (for this concept at this time): Continue to observe patterns in our everyday life

Practice repeating patterns by playing "what comes next"

Practice skip counting by 2's using various foods, toys or objects in nature Practice skip counting by 5's using a clock or nickels

Comparison to grade level expectations (for this concept at this time):

With Direct Support | With Guided Support | Fully Independent | Taking it beyond