**Unit 11: Patterns (February: Week 2)**

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| **Strand(s) > Strand unit(s)** | Algebra > Pattern, Rules and Relationships. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Finding Patterns:** Articulates and shares prior understanding of what constitutes a pattern (U&C); Uses available resources to create own pattern (C) |  | [D] Notice & Wonder L1, 3  [D] [C] Think-Pair-Share L1–4  [D] [C] Reason & Respond L1–4  [C] Creating Patterns L1, 3  [C] Musical Patterns L2  [C] Pattern Stations L4  **Print resources**  Pupil’s Book pages 70–73  Home/School Links Book page 26  PCM 35 | **Intuitive Assessment:**  responding to emerging  misconceptions  **Planned Interactions:**  responding to insights gleaned from children’s responses to learning experiences  **Assessment Events:** information gathered from completion of  the unit assessment in the Progress  Assessment Booklet  page 21 |
| **2** | **Describing and Making Patterns:** Compares alternative perspectives on patterns (R); Describes or shows why a rule describes a pattern (R) |  |
| **3** | **Growing or Shrinking Patterns:** Describes the structure of growing and shrinking patterns (C) |  |
| **4** | **Pattern Stations:** Describes the structure of growing and shrinking patterns (C); Describes or shows why a rule describes a pattern (R) |  |
| **5** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |