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| STEP 1 Know the learner. | Reflection: What should my students currently understand and do? | What do my students need to learn? | Where are the students headed with this learning? |
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| Know the learning. | Learning Goals | Success Criteria | |
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| Step 2 Plan for Instruction and Assessment | Building understanding of math concepts | Working towards proficiency with facts, skills, procedures | Creating engagement in the mathematical processes. | Providing opportunities for reflecting on, monitoring and working towards goals | Fostering positive dispositions towards mathematics |
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| Step 3 Instructional strategies for co-learning | Problem Solving | Direct Instruction | Guided Investigation | Independent Practice |
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Overall Expectations

- Describe, extend, and create a variety of numeric and geometric patterns

Specific Expectations

- Extend growing and shrinking patterns
- Identify and describe, through investigation, number patterns involving addition, subtraction, and multiplication
- Represent simple geometric patterns using a number sequence, a number line, or a bar graph
- Demonstrate, through investigation, an understanding that a pattern results from repeating an action

- Numeric patterns use numbers; geometric patterns use pictures
- Patterns can be described using specific language
- Growing or shrinking pattern can be described arithmetically (e.g. +2)
- Patterns can be represented with number sequences, number lines, and bar graphs
- Different representations help us to understand patterns
- Studying patterns helps us to understand, recognize and create them
- Understanding a pattern helps you to extend it

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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