**Mathology Grade 1 Correlation – Alberta**

**Master 9**

**Patterning Cluster 2: Creating Patterns**

**Organizing Idea:**

Patterns: Awareness of patterns supports problem solving in various situations.

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| **Guiding Question:** What can patterns communicate?  **Learning Outcome:** Students examine pattern in cycles. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 1 Mathology** | **Mathology Little Books** |
| A cycle can express repetition of events or experiences.  Cycles include   * seasons * day/night * life cycles * calendars   The same pattern can be represented with different elements.  A pattern core is a sequence of one or more elements that repeats as a unit. | A pattern that appears to repeat may not repeat in the same way forever.  A cycle is a repeating pattern that repeats in the same way forever. | Identify a missing element in a repeating pattern or cycle. | **Patterning Cluster 2: Creating Patterns**  7: Errors and Missing Elements | Midnight and Snowfall |
| Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements. | **Patterning Cluster 2: Creating Patterns**  5: Extending Patterns | Midnight and Snowfall |
| Extend a sequence of elements in various ways to create repeating patterns. | **Patterning Cluster 2: Creating Patterns**  5: Extending Patterns  6: Translating Patterns  8: Consolidation | Midnight and Snowfall |