Master 16a

Mathology Grade 1 Correlation – Alberta
Patterning Cluster 3: Patterns in Cycles

Organizing Idea:

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

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	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.	Recognize cycles encountered in daily routines and nature.	**Patterning Cluster 3: Patterns in Cycles** 9: Investigating Cycles	
		Investigate cycles found in nature that inform First Nations, Métis, or Inuit practices.	**Patterning Cluster 3: Patterns in Cycles** 9: Investigating Cycles	
		Identify the pattern core, up to four elements, in a cycle.	**Patterning Cluster 3: Patterns in Cycles** 10: Identifying and Describing Patterns in Cycles	
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.		Identify a missing element in a repeating pattern or cycle.	**Patterning Cluster 3: Patterns in Cycles** 10: Identifying and Describing Patterns in Cycles	

		Describe change and constancy in repeating patterns and cycles.	**Patterning Cluster 3: Patterns in Cycles** 10: Identifying and Describing Patterns in Cycles	
		Create different representations of the same repeating pattern or cycle, limited to a pattern core of up to four elements.	**Patterning Cluster 3: Patterns in Cycles** 11: Creating and Extending Patterns in Cycles	
		Extend a sequence of elements in various ways to create repeating patterns.	**Patterning Cluster 3: Patterns in Cycles** 11: Creating and Extending Patterns in Cycles 12: Consolidation	