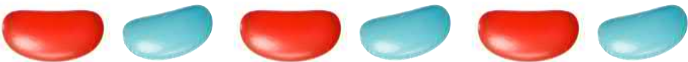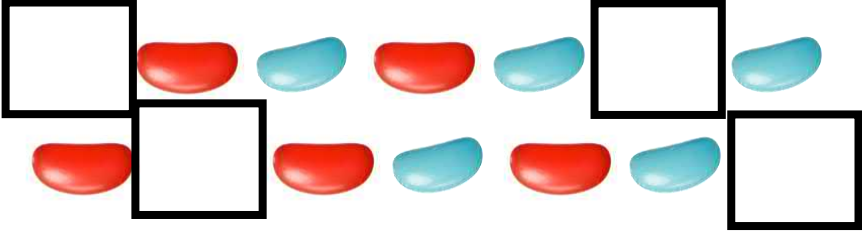# DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES

Number and Algebra: Patterns and Relationships

Level 1 (Year 0/NE)

Teacher Booklet

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 1	Marise likes to eat her jellybeans like this: Use the jellybeans to copy how Marise eats them. Draw the jellybeans and colour them in. What is the unit of repeat? How many jellybeans did she eat? How many red jellybeans? How many blue jellybeans? What colours would the missing jellybeans be?
Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-5:** Generalise that the next counting number gives the result of adding one. **NA-1-6:** Create and continue sequential patterns.
Learning Outcomes: Students will be able to:	• Reproduce a pattern using objects, drawings, or symbols. • Continue patterns. • Explain and justify the pattern in relation to ordinal aspects of counting. • Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Sharing back/Connect	Select students to share who can recognise and explain the *ABABAB* structure of the unit of repeat. Facilitate students to notice this pattern structure and use this to solve the questions. **Connect:** Ask students to make the same pattern sequence using different materials. Give them concrete material (e.g., counters, shapes, teddy-bears, etc) and ask them to build two different versions. Then ask them to create the same pattern using either sound or actions. What is the same about all of these pattern sequences?
Teacher Notes	- Have plastic jellybeans, counters, shapes, and teddy-bears, available. - If students have difficulty making the pattern, support them to notice by putting their pattern next to a picture of the correct pattern and ask them to identify what is the same and what is different. - Facilitate the students to notice the pattern is made of chunks (unit of repeat). This could be linked to multiplication when identifying the number of elements in the pattern. Introduce the term *unit of repeat* to the students. - Support the students to use the unit of repeat and grouping to work out the number of jellybeans rather than counting individually. - After students have drawn the jellybean pattern, ask them to circle the unit of repeat or chunks of the pattern. Support students to notice that each unit of repeat should be the same and all jellybeans should be included. - For the independent task, provide students with material to make repeating patterns.
Independent Tasks	 Copy the pattern. What is the unit of repeat? Circle this. How many blocks are there altogether? How many yellow blocks? How many green blocks?

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships
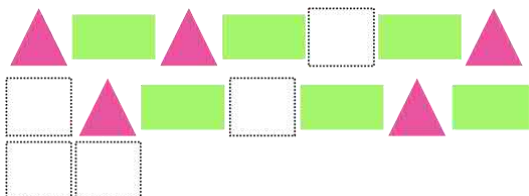
Draw the missing blocks.

Copy the pattern.

What is the unit of repeat? Circle this.

How many shapes are there altogether?
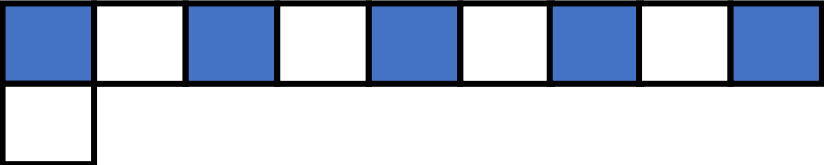How many triangles?
How many squares?

Draw the missing shapes.

Make your own pattern.

What is the unit of repeat for your pattern?

Anticipations

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

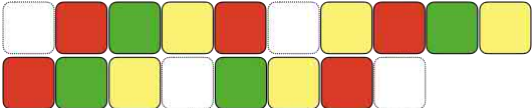| Task 2	Kaiser likes making trains with cubes. This is his first train:
	Copy the pattern. Represent the train using letters and circle the unit of repeat. How many cubes in his first train? This is his second train: Copy the pattern. Represent the train using letters and circle the unit of repeat. How many cubes in his second train? This is his third train: Copy the pattern. Represent the train using letters and circle the unit of repeat. How many cubes in his third train?
Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-6:** Create and continue sequential patterns.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

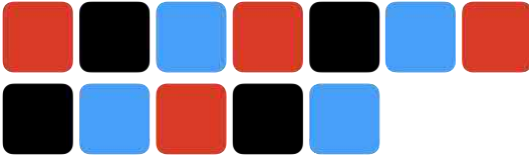|	
Learning Outcomes: Students will be able to:	- Reproduce a pattern using objects, drawings, or symbols. - Continue patterns. - Explain and justify the pattern in relation to ordinal aspects of counting. - Predict a point in a sequential pattern. - Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.
Sharing back/Connect	Select students to share who use the unit of repeat to group the cubes to work out the total and use numbers to record this (e.g., 4 chunks/unit of repeats makes 8 cubes). Otherwise, model this to the students. Ask students how they could use the unit of repeat to find the total number of items, support them to generalise that the total number of cubes is double the number of units of repeat. **Connect:** Use a hundred board and ask the student to say which numbers to turn to cover the number that the white cubes match (up to 20). Ask the students: what do you notice about these numbers? Support students to see the relationship between the colours and the numbers, e.g., white cubes will fall on even numbers or multiples of two and blue cubes on odd numbers. Ask students to predict what colour cubes would be for numbers: 28, 31, 35, 40.
Teacher Notes	- Have cubes or multi-link cubes, and a hundred board. - If students have difficulty making the pattern, support them to notice by putting their pattern next to a picture of the correct pattern and ask them to identify what is the same and what is different. - Facilitate the students to use the term *unit of repeat* or chunks. Support students to notice that each unit of repeat should be the same and all cubes should be included. - Expect students to represent using numbers and words and help them make links to multiplication. - For the independent task, have cubes or multi-link cubes available.
Independent Tasks	Kaiser likes making trains with cubes. This is his first train: Copy the train. Represent the train using letters and circle the unit of repeat. How many cubes in his first train?

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

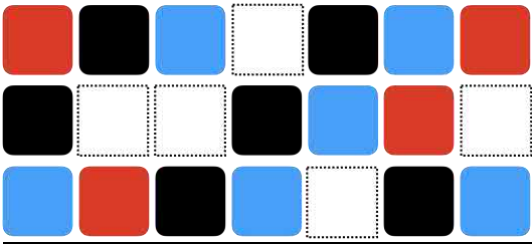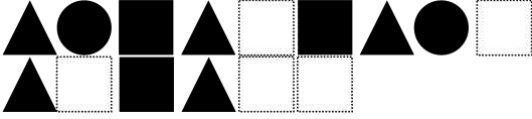|	This is his second train:
	Copy the train.
	Represent the train using letters and circle the unit of repeat.
	How many cubes in his second train?
	Make your own train.
	What is your unit of repeat?
	Ask a friend to copy your train.
Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 3	Lilianne is making a snake with cubes. This is her first snake:
	Copy the pattern. What is the unit of repeat? How many cubes in the unit of repeat? How many cubes are there altogether? Draw a picture of the snake and colour it. What colours would the missing cubes be? Use the equipment to make a second snake that matches but uses different colours. Extend this by one unit of repeat. Use the equipment to make another pattern that matches and extend this by one unit of repeat. Make another pattern that matches using sounds or actions and extend this by one unit of repeat.
Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-6:** Create and continue sequential patterns.
Learning Outcomes: Students will be able to:	• Reproduce a pattern using objects, drawings, or symbols. • Continue a repeating pattern. • Explain and justify the pattern in relation to ordinal aspects of counting.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

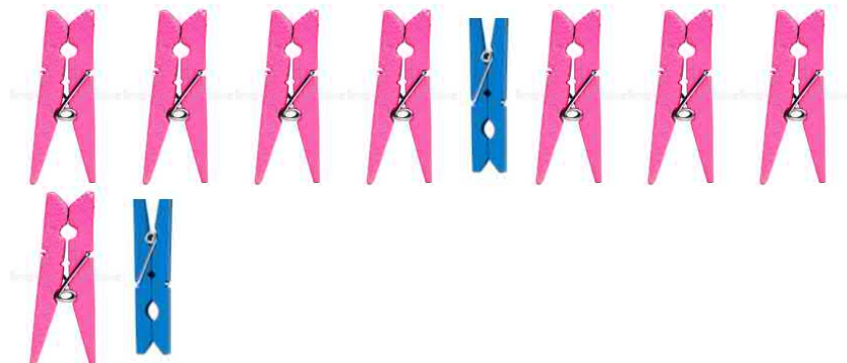|	
	• Communicate, explain, and justify their pattern. • Predict a point in a sequential pattern. • Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.
Sharing back/Connect	Select students to share who can recognise and explain the *ABCABCABC* structure of the unit of repeat. Facilitate students to notice this pattern structure and use this to solve the questions. **Connect:** Ask students to look at all the snakes and patterns that have been made and discuss what is the same about all of them. Ask students to make their own pattern structure with three units of repeat and describe the unit of repeat so that someone could make the pattern without seeing it.
Teacher Notes	• Have cubes, counters, shapes, and other objects available. • If students have difficulty making the pattern, support them to notice by putting their pattern next to a picture of the correct pattern and ask them to identify what is the same and what is different. • Facilitate the students to notice the pattern is made of chunks (unit of repeat). This could be linked to multiplication when identifying the number of elements in the pattern. Use the term *unit of repeat* with the students. Expect the students to connect to multiplication or highlight this to them when working out the total number of cubes in the snake. • After students have drawn the snake pattern, ask them to circle the unit of repeat or chunks of the pattern. Support students to notice that each unit of repeat should be the same and all cubes should be included. • Ensure that • For the independent task, provide students with material to make repeating patterns.
Independent Tasks	Copy the pattern. What is the unit of repeat? Circle this. How many blocks are there altogether? How many red blocks? How many black blocks?

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	How many blue blocks?
	Draw the missing blocks.
	Copy the pattern.
	What is the unit of repeat? Circle this.
	How many shapes are there altogether? How many triangles? How many circles? How many squares?
	Draw the missing shapes.
	Make your own pattern.
	What is the unit of repeat for your pattern?
Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships
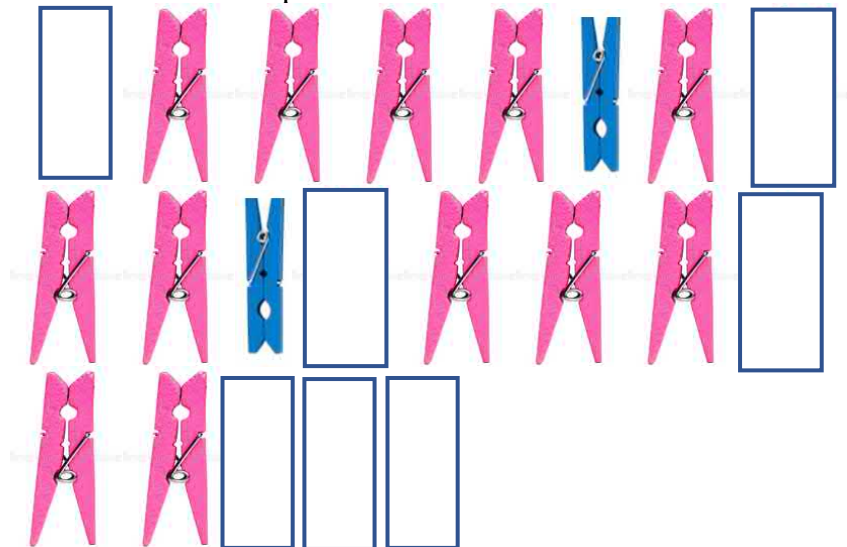
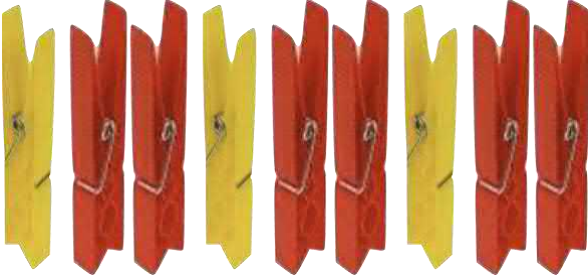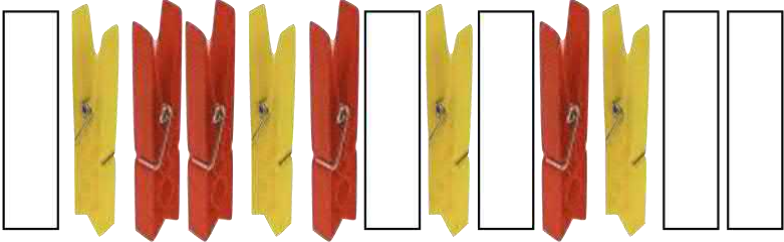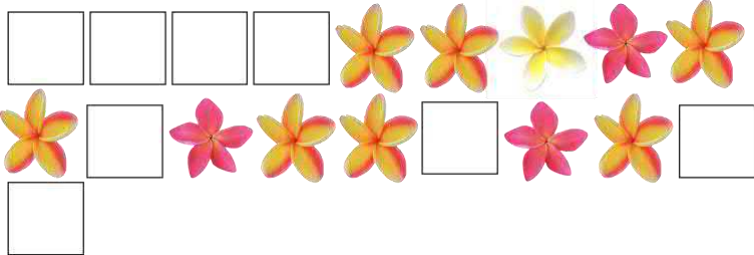|	
Task 4	Hamuera is playing with the washing pegs and makes this pattern: Use the picture cards to copy the pattern. What is the unit of repeat? Draw the missing pegs. Hamuera continues the pattern using the pegs. What colour would the 21st peg be? What colour would the 30th peg be? What colour would the 34th peg be?
Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-3:** Know groupings with five, within ten, and with ten. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-6:** Create and continue sequential patterns.
Learning Outcomes: Students will be able to:	- Reproduce a pattern using objects, drawings, or symbols. - Continue a repeating pattern and identify missing elements in the sequence. - Explain and justify the pattern in relation to ordinal aspects of counting. - Predict far elements in a sequential pattern. - Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence, element, rule.
Sharing back/Connect	Select students to share who use patterns and multiplication to work out the far elements. If students do not use patterns and multiplication, then model this to them. **Connect:** Use a hundred board and ask students to colour the blue pegs and pink pegs in relation to the numbers (two different colours). What patterns do you notice? What rule could you use to predict which number the blue peg would be?
Teacher Notes	- During the launch, ask students to share where they see patterns in their lives. Reinforce discussion that patterns have repeating elements. - Have pegs, and a hundred board available. - If students have difficulty making the pattern, support them to notice by putting their pattern next to a picture of the correct pattern and ask them to identify what is the same and what is different. - Facilitate the students to notice the pattern is made of chunks (unit of repeat). Use the term *unit of repeat* with the students.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	• Facilitate the students to notice that elements in the pattern can be found without creating the whole pattern by instead noticing and using relationships and patterns. • For the independent task, have pegs or concrete material for the students to use.
Independent Tasks	Talia is playing with the washing pegs and makes this pattern: Use the picture cards to copy the pattern. What is the unit of repeat? Draw the missing pegs. Talia continues the pattern using the pegs. What colour would the 15th peg be? What colour would the 19th peg be? What colour would the 30th peg be?
Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 5	 Anshuma is helping to make mala for her cousin's wedding. Each garland uses the following pattern: Use the picture cards to copy the pattern. What is the unit of repeat? Draw the missing flowers. What colour would the 18th flower be? What colour would the 20th flower be? What colour would the 28th flower be?
Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	NA-1-6: Create and continue sequential patterns.
Learning Outcomes: Students will be able to:	• Reproduce a pattern using objects, drawings, or symbols. • Continue a repeating pattern and identify missing elements in the sequence. • Explain and justify the pattern in relation to ordinal aspects of counting. • Predict far elements in a sequential pattern. • Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence, element, rule.
Sharing back/Connect	Select students to share who use patterns and multiplication to work out the far elements. If students do not use patterns and multiplication, then model this to them. **Connect:** Use the flower cards to show each garland vertically and write the corresponding numbers. 1 2 3 4 5 6 7 8 Etc up to 20 What patterns do you notice? What colour would the 40th flower be? What colour would the 41st flower be? What colour would the 43rd flower be?
Teacher Notes	• Have flower pictures available.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	- If students have difficulty making the pattern, support them to notice by putting their pattern next to a picture of the correct pattern and ask them to identify what is the same and what is different. - Facilitate the students to notice the pattern is made of chunks (unit of repeat). Use the term *unit of repeat* with the students. - Facilitate the students to notice that elements in the pattern can be found without creating the whole pattern by instead noticing and using relationships and patterns. - For the independent task, have flowers and other concrete material (e.g., counters, cubes, teddies) for the students to use.
Independent Tasks	Anshuma is helping to make mala for her cousin's wedding. Each garland uses the following pattern: Use the picture cards to copy the pattern. What is the unit of repeat? Draw the missing flowers. Use different material and make the same pattern.
Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 6	Kiriwai is looking at the piwakawaka in her garden. She decides to count all the tails for the piwakawaka that she sees. If there was one piwakawaka, how many tails would there be? If there was two piwakawaka? If there was four piwakawaka? She decides to count all the eyes for the piwakawaka that she sees. If there was one piwakawaka, how many eyes would there be? If there was two piwakawaka? If there was four piwakawaka? Now she decides to count all the eyes and tails for the piwakawaka that she sees. If there was one piwakawaka, how many eyes and tails would there be? If there was two piwakawaka? If there was four piwakawaka? Complete the table:

Number of piwakawaka	Tails	Eyes	Tails and eyes
1			
2			
3			
4			
5			

Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	NA-1-6: Create and continue sequential patterns.
Learning Outcomes: Students will be able to:	• Reproduce a pattern using objects, drawings, or symbols. • Continue repeating patterns. • Explain and justify the pattern in relation to ordinal aspects of counting. • Generalise the number of elements in a repeating pattern for certain points. • Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.
Sharing back/Connect	Select students to share who use grouping/multiplication or patterns and relationships to work out the number of eyes or tails and eyes together. **Connect:** Find three patterns across the table and three patterns down the table. If Kiriwai saw 10 piwakawaka, how many tails would she see? If Kiriwai saw 30 tails, how many eyes would she see? If Kiriwai saw 40 eyes, how many tails would she see?
Teacher Notes	• Have the pictures of piwakawaka printed onto individual cards for students to use if necessary. • To complete the table, show the corresponding number of piwakawaka cards, continue to use this process for the five piwakawaka. • Facilitate the students to notice the relationship between the number of piwakawaka and total number of eyes and also total number of eyes and tails. This can be connected back to the relationship to multiplication as illustrated in Task 2. • Notice students who use grouping or multiplication to work out the number of eyes and tails (e.g., 4 piwakawaka and 3 elements so 12 in total) OR relational reasoning (e.g., the number of tails matches the number of the unit of piwakawaka). • For the connect, patterns in the table vertically may include sequential or single variational thinking (e.g., the number of tails increase by one, the total increases by 3 each time) or horizontally co-variational or relational thinking (e.g., the eyes are double the number of tails).
Independent Tasks	Roman sees some children riding tricycles at the park.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

He decides to count the number of wheels and children that he sees.

Complete the table:

Number of tricycles	Wheels	Children	Wheels and children
1			
2			
3			
4			
5			

Write three patterns that you notice going down.

Write three patterns that you notice going across.

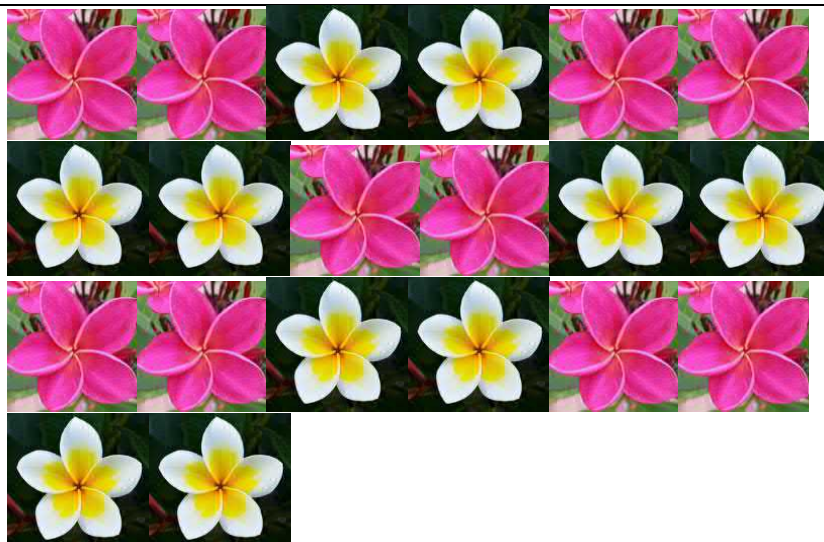| **Anticipations**	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 7	
	Mereana is making an 'ei katu with leaves and flowers She is making this pattern: Complete the table below: <table><tr><td>Number of units of repeat</td><td>Yellow flowers</td><td>Pink flowers</td><td>Total number of flowers</td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr></table> What patterns do you notice in the table?
Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-6:** Create and continue sequential patterns.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Learning Outcomes: Students will be able to:	• Reproduce a pattern using objects, drawings, or symbols. • Continue repeating patterns. • Explain and justify the pattern in relation to ordinal aspects of counting. • Generalise the number of elements in a repeating pattern for certain points. • Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.
Sharing back/Connect	Select students to share who use grouping/multiplication or patterns and relationships to work out the number of flowers. **Connect:** Find three patterns across the table and three patterns down the table. If Mereana had 4 yellow flowers, how many pink flowers would there be? If Mereana had 5 yellow flowers, how many flowers would there be altogether?
Teacher Notes	• During the launch, ask students to share where they see patterns in their lives. Reinforce discussion that patterns have repeating elements. • To complete the table, use a piece of card and cover up the flowers so only one unit of repeat is visible, for the second set, use the card to show only two units of repeat, continue to use this process for the three units of repeat. • Facilitate the students to notice the relationship between the number of the unit of repeat and total number of flowers. This can be connected back to the relationship to multiplication as illustrated in Task 2. • Notice students who use grouping or multiplication to work out the number of flowers (e.g., 3 units of repeat and 5 elements so 15 flowers in total) OR relational reasoning (e.g., the number of yellow flowers matches the number of the unit of repeats). • For the connect, patterns in the table vertically may include sequential or single variational thinking (e.g., the yellow flowers increase by one, the total flowers increases by 5 each time) or horizontally co-variational or relational thinking (e.g., the pink flowers are four times the number of yellow flowers).
Independent Tasks	Mereana is making an 'ei katu with leaves and flowers She is making this pattern:

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Use the picture cards to copy the pattern.

What is the unit of repeat?

Complete the table below:

Number of units of repeat	Yellow flowers	Pink flowers	Total number of flowers
1			
2			
3			

Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 8	
	At Te Oro the Siva Samoa group is learning a maulu'ulu. As part of the dance, they used these movements:
	tap, tap, arm, arm, arm, clap
	They repeat these moves lots of times throughout the dance.
	If they repeat the moves two times, how many taps would there be? How many arms would there be? How many claps would there be?
	Complete the table below:

Number of movement sequence	Tap	Arm	Clap
1			
2			
3			
4			
5			

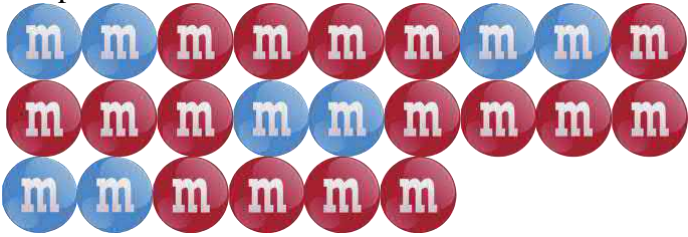| **Big ideas**	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-6:** Create and continue sequential patterns.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

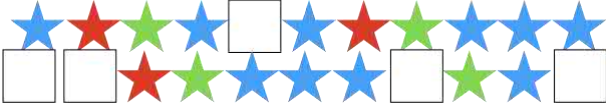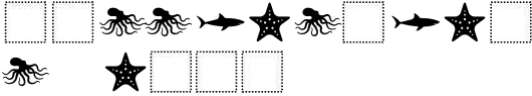|	
Learning Outcomes: Students will be able to:	- Reproduce a pattern using objects, drawings, or symbols. - Continue repeating patterns. - Explain and justify the pattern in relation to ordinal aspects of counting. - Generalise the number of elements in a repeating pattern for certain points. - Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.
Sharing back/Connect	Select students to share who use grouping/multiplication or patterns and relationships to work out the number of different types of movements. **Connect:** Find three patterns across the table and three patterns down the table. If the movement sequence was used 10 times in the ma'uluulu, how many claps would there be? If the movement sequence was used 10 times in the ma'uluulu, how many taps would there be? If the movement sequence was used 10 times in the ma'uluulu, how many arms would there be?
Teacher Notes	- Have pictures of movements printed onto individual cards for students to use if necessary. (See Copy Master Task 8) - To complete the table, support the students to work with a buddy to complete the movement sequence and count if needed. - Facilitate the students to notice the relationship between the number of movement sequences and the total number of the different types of movements. This can be connected back to the relationship to multiplication. - For the connect, patterns in the table vertically may include sequential or single variational thinking (e.g., the number of tails increase by one, the total increases by 3 each time) or horizontally co-variational or relational thinking. - For the independent task have different types of concrete material available to make patterns.
Independent Tasks	Use the shapes to make a pattern. Draw the pattern and circle the unit of repeat. Choose a different material and make the same pattern.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	Use letters to make your pattern.
	Use actions to make your pattern.
	Show your pattern to a friend and ask them to copy it.
Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 9 (optional task)	Karlos is eating M & Ms. He like to eat his two favourite colours in a pattern:

Complete the table below:

Number of units of repeat	Blue M & Ms	Red M & Ms	Total number of M & Ms
1			
2			
3			
4			
5			

What patterns do you notice in the table?

Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-6:** Create and continue sequential patterns.
Learning Outcomes: Students will be able to:	• Explain and justify the pattern in relation to ordinal aspects of counting. • Generalise the number of elements in a repeating pattern for certain points. • Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.
Sharing back/Connect	Select students to share who use grouping/multiplication or patterns and relationships to work out the number of M & Ms.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	Connect: Find three patterns across the table and three patterns down the table. How can Karlos work out the number of red M & Ms if he knows the number of blue M & Ms?
Teacher Notes	• If necessary, to complete the table, use a piece of card and cover up the M&Ms so only one unit of repeat is visible, for the second set, use the card to show only two units of repeat, continue to use this process. • Facilitate the students to notice the relationship between the number of the unit of repeat and total number of M & Ms. • Notice students who use grouping or multiplication to work out the number of M & Ms OR relational reasoning. • For the connect, patterns in the table vertically may include sequential or single variational thinking or horizontally co-variational or relational thinking.
Independent Tasks	Complete the patterns. _ _ r r m m t r r m m t r r m _ t r _ m t
Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

Task 10 (optional task)	Leilani is building a Lego tower:

What is the unit of repeat?

What colour would the 20th brick be?

What colour would the 31st brick be?

Complete the table:

Number of units of repeat	Red bricks	Blue bricks	Yellow bricks	Green bricks	Total number of bricks
1					
2					
3					
4					
5					

Big ideas	Patterns are sequences (repeating or growing) made of numeric or spatial elements governed by a rule. Patterns exist both in the world and in mathematics. The same pattern structure can be found in many different forms (e.g., numbers, shapes, colours, and rhythm). A pattern can be described using a rule or you can create a pattern from a rule. To find the rule for a pattern, you need to identify the unit of the pattern (what is repeated or what grows). Identifying the rule of a pattern brings predictability and allows generalisations to be developed. Generalisations can be expressed with both words and symbols.
Curriculum links	**NA-1-1:** Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions. **NA-1-2:** Know the forward and backward counting sequences of whole numbers to 100. **NA-1-4:** Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures. **NA-1-6:** Create and continue sequential patterns.
Learning Outcomes: Students will be able to:	• Explain and justify the pattern in relation to ordinal aspects of counting. • Generalise the number of elements in a repeating pattern for certain points.

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

	• Explain that a pattern has consistency.
Mathematical language	Unit of repeat, pattern, sequence.
Sharing back/Connect	Select students to share who use grouping/multiplication or patterns and relationships to work out the number of M & Ms. **Connect:** Find three patterns across the table and three patterns down the table. How can Leilani work out the total number of bricks if she knows the number of blue bricks?
Teacher Notes	• If necessary, to complete the table, use a piece of card and cover up the Lego bricks so only one unit of repeat is visible, for the second set, use the card to show only two units of repeat, continue to use this process. • Facilitate the students to notice the relationship between the number of the unit of repeat and total number of bricks. • Notice students who use grouping or multiplication to work out the number of bricks OR relational reasoning. • For the connect, patterns in the table vertically may include sequential or single variational thinking or horizontally co-variational or relational thinking.
Independent Tasks	Complete the following assessment tasks (attached at the end of the document) as the independent activity: A1: Shell patterns A2: Jellybean patterns
Anticipations	

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

DMIC
DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES
ASSESSMENT TASK

ALGEBRA: LEVEL 1   Task A1

Nevaeh made a pattern with shells she collected from the beach. Her pattern looked like this:

What shape would the 15th shell be?

What about the 19th?

What about the 29th?

Complete the table below:

Number of units of repeat	Pipi shell	Fan shell	Total number of shells
1			
2			
3			
4			
5			

What patterns do you notice?

Level 1 Year 0/NE: Number and Algebra: Patterns and Relationships

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ASSESSMENT TASK

ALGEBRA: LEVEL 1   Task A2

Nevaeh is eating jellybeans and she likes to eat them in this order:

What colour would the 8th jellybean be?

What about the 15th?

What about the 31st?

Complete the table below:

Number of units of repeat	Purple jellybean	Green jellybean	Total number of jellybeans
1			
2			
3			
4			
5			

What patterns do you notice?