

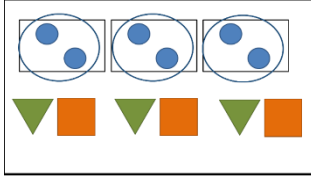
DIFFERENTIATION

Create an Informal Rule, Record the Pattern

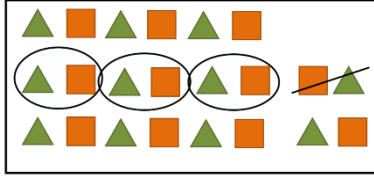
Patterns Algebra 19

Based on your Professional Teacher Judgment and Pre-assessment data, Levels with **1** may be included in the first lesson; Based on embedded assessment data, Levels with **2** **3** may be included in the these lessons. The anchor charts for this concept may look like these on a

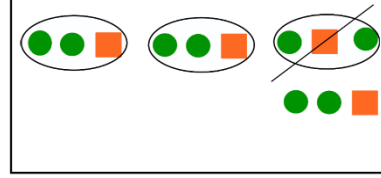
PA 1 Copy, continue patterns, identifying the part that repeats



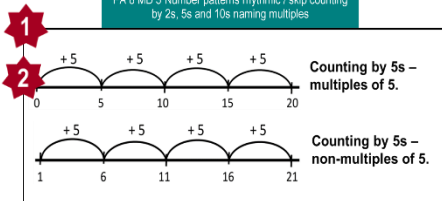
PA 2 Recognise when an error occurs in patterns of objects, shapes and pictures using the part that repeats



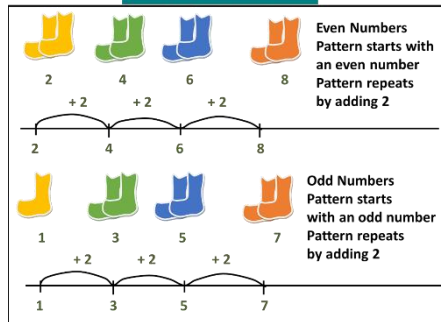
PA 3 Identify the number of elements in the part that repeats in patterns of objects, shapes and pictures



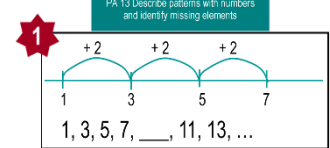
PA 8 MD 3 Number patterns rhythmic / skip counting by 2s, 5s and 10s naming multiples



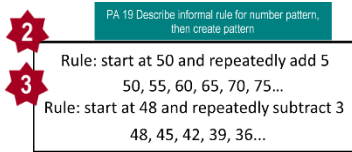
PA 10 Odd and even number patterns, recognising when an error occurs



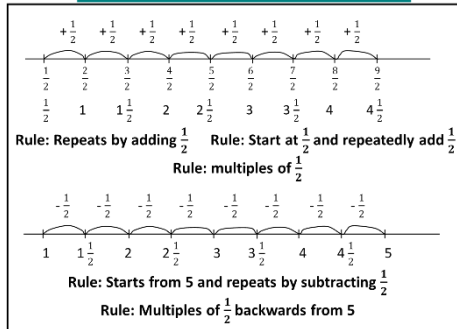
PA 13 Describe patterns with numbers and identify missing elements



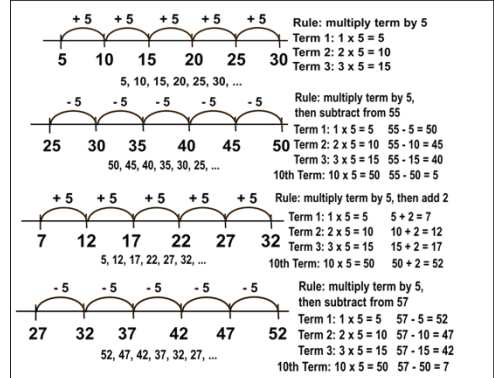
PA 19 Describe informal rule for number pattern, then create pattern



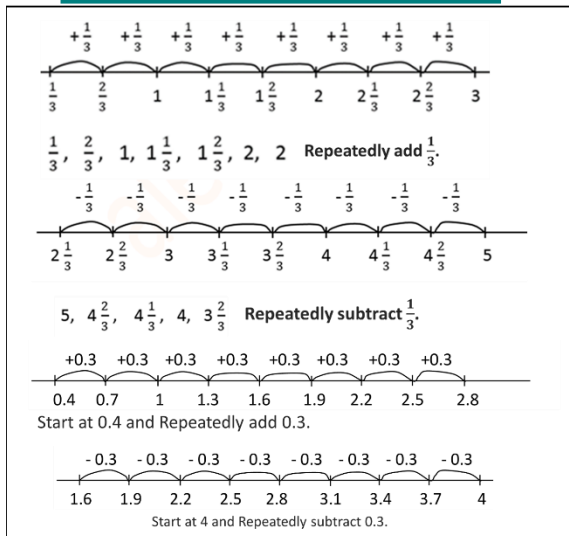
PA 23 AS 26 FD 15 Number patterns with fractions increase through addition, number patterns with fractions, decrease through subtraction



PA 24 MD 18 1 Skip counting multiples, identifying the rule and terms through multiplication, non-multiples, identifying the rule and terms. Describe a rule using multiplication then create number pattern



PA 26 FD 24 PV 27 Patterns that increase by adding fractions and decrease by subtracting fractions, Patterns that increase by adding decimals and decrease by subtracting decimals



PA 28 AS 31 PV 31 FD 34 Number patterns with whole numbers, fraction, decimals – Geometric shape number patterns in a table, describing the rule using the relationship between the term and the number

