



Level 1

Sample!

# Pattern & Relationship

Student Worksheets

# Contents

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Note to the Teacher

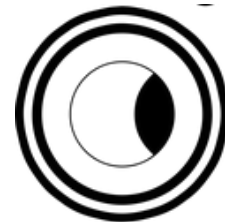


Overview

## RECOGNISING AND SORTING PATTERNS

Assessment Brief 1

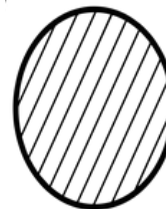
- A. What is a Pattern?
- B. Patterns in Everyday Life (Looking at patterns....)
- C. Patterns with Straight Lines
- D. Regular Patterns
- E. Number Patterns
- F. Recognising Patterns
- G. Sorting Patterns
- H. Completing the Patterns
- I. Patterns – Addition and Subtraction



## MAKING AND FOLLOWING PATTERNS

Assessment Brief 2

- A. Making Patterns
- B. Patterns in Nature
- C. Patterns in Everyday Life (Doing)
- D. Recalling Patterns



Appendices

Mapping of Learning Outcomes

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## ***Assessment Brief 1***

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Course:	Pattern & Relationship
Course Code:	MIN06
Assessment:	Collection of Work
Title:	<b>Recognising &amp; Sorting Patterns</b>
Weighting:	Collection of Work 100%

### **Guidelines**

You will be expected to:

1. Recognise some patterns, e.g. line patterns, sound patterns and number patterns.
2. Sort patterns, e.g. by colour, by number, by shape, etc.

### **Assessment criteria**

- ◆ Exercises and tasks must be complete and correct.
- ◆ Answers must be set out in a logical way.
- ◆ Recognise patterns such as letter patterns, object patterns, shape patterns, number patterns and musical rhythms.
- ◆ Listen to songs and identify patterns, e.g. chorus.
- ◆ Patterns in the natural and built environment must be identified.
- ◆ Show you understand regular patterns.
- ◆ Sort patterns by shape, colour, type, etc.
- ◆ Complete patterns, e.g. shape patterns, colour patterns, letter patterns, shading to make a picture, number patterns,

days of the week, using number rules, adding numbers and subtracting numbers.

◆ Photographic and/or video evidence may be required.

Submission date:

I confirm that this is my own original work.

Signed:

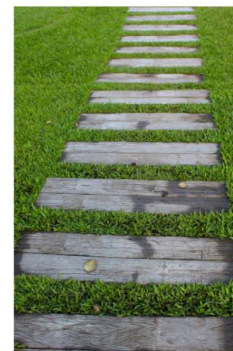
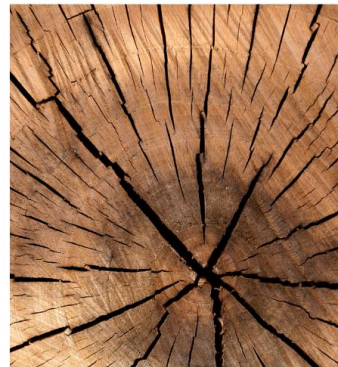
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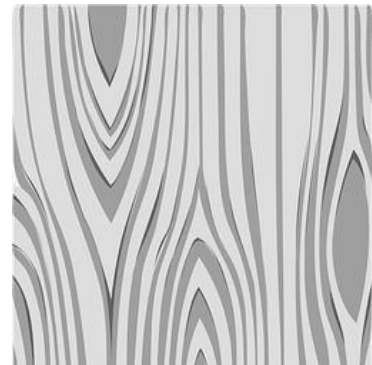
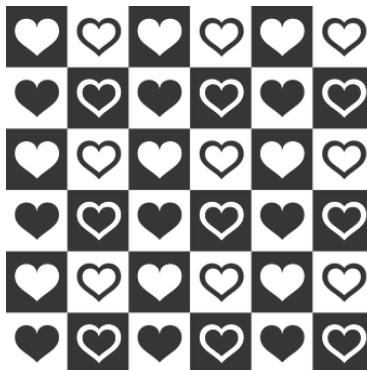
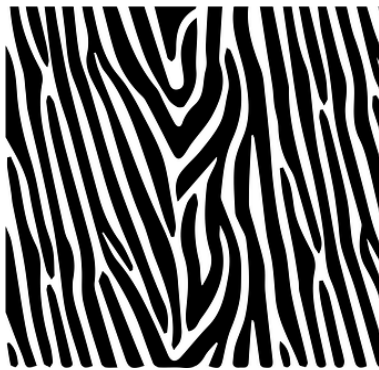
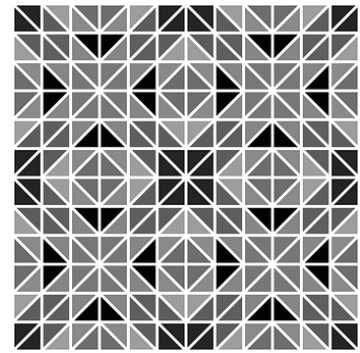
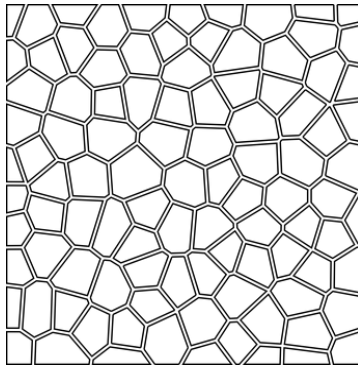
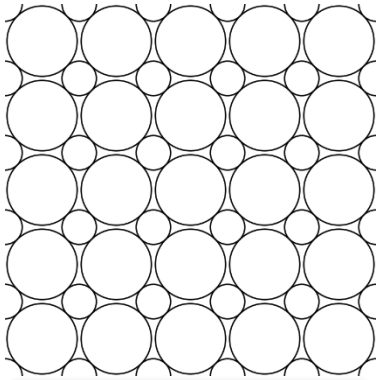
## ***B. Patterns in Everyday Life (Looking at....)***

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I. Patterns are all around us! Do you recognise these patterns?



2. Are these regular patterns? Write yes or no.



3. Draw a regular pattern.

4. Draw a pattern that is not regular.

3. As a group, find the patterns. Write the next number.

a) 6, 7, 8, 9, 10, 11, 12, 13, ....

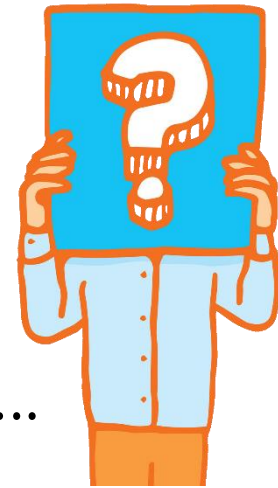
b) 1, 1, 3, 3, 1, 1, 3, 3, 1, 1, 3, 3, ....

c) 5, 4, 5, 4, 5, 4, 5, 4, 5, 4, ....

d) 6, 6, 1, 6, 6, 1, 6, 6, 1, 6, 6, 1, ....

e) 0, 0, 0, 5, 5, 0, 0, 0, 5, 5, ....

f) 9, 8, 7, 6, 5, 4, 3, ....



4. Your phone number is a pattern of numbers. Write it.

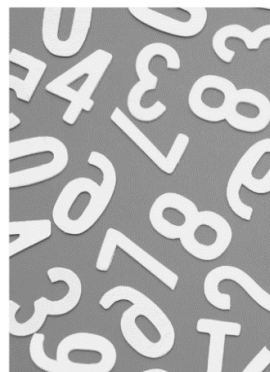
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5. Write a friend's phone number.

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3. Talk about: Which of these photos show a number pattern?





## F. Recognising Patterns

1. Look at the patterns. Match the shoes.



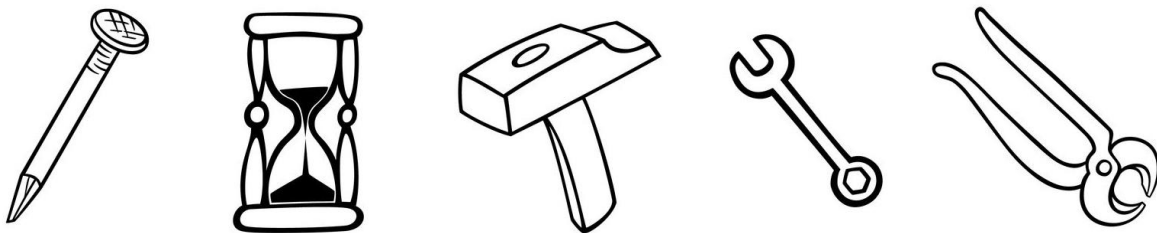
2. Circle the pattern in each row.



3. How many are there of each?



4. Circle the odd one out.



5. Write the patterns in each row.

<b>G</b>	<b>G</b>	<b>G</b>	<b>G</b>	<b>G</b>	<b>G</b>
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The pattern is: \_\_\_\_\_

<b>A</b>	<b>A</b>	<b>T</b>	<b>A</b>	<b>A</b>	<b>T</b>
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The pattern is: \_\_\_\_\_

<b>S</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>S</b>	<b>O</b>
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The pattern is: \_\_\_\_\_

<b>C</b>	<b>B</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>A</b>
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The pattern is: \_\_\_\_\_

4. Choose the correct letter to complete the pattern.

<b>F J F J F J</b>	<b>?</b>	<b>J F Z</b>
<b>C T T C T T</b>	<b>?</b>	<b>T Y C</b>
<b>D D S D D S</b>	<b>?</b>	<b>D S L</b>
<b>B R W B R W</b>	<b>?</b>	<b>W R B</b>
<b>H N N H N N</b>	<b>?</b>	<b>N H Y</b>
<b>D E F D E F</b>	<b>?</b>	<b>F E D</b>
<b>G G R G G R</b>	<b>?</b>	<b>G Q R</b>
<b>W M W M W M</b>	<b>?</b>	<b>M S W</b>

5. Your name is a pattern of letters. Write it below.

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4. Complete the table.

yesterday	today	tomorrow
	Monday	
	Wednesday	
	Thursday	
	Tuesday	
	Sunday	
	Saturday	
	Friday	

5. Unscramble the words.

a) S t a d a u r y \_\_\_\_\_

b) d e s d e W n a y \_\_\_\_\_

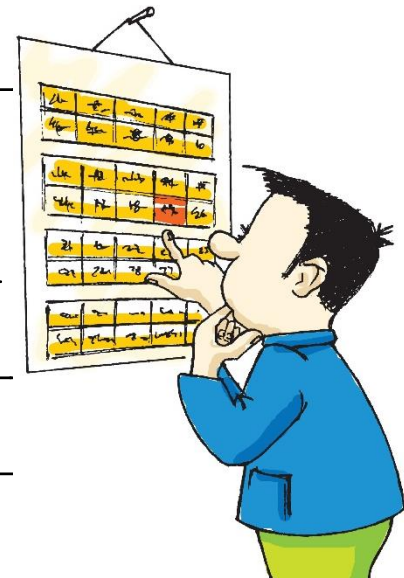
c) d r i F y a \_\_\_\_\_

d) d a n M o y \_\_\_\_\_

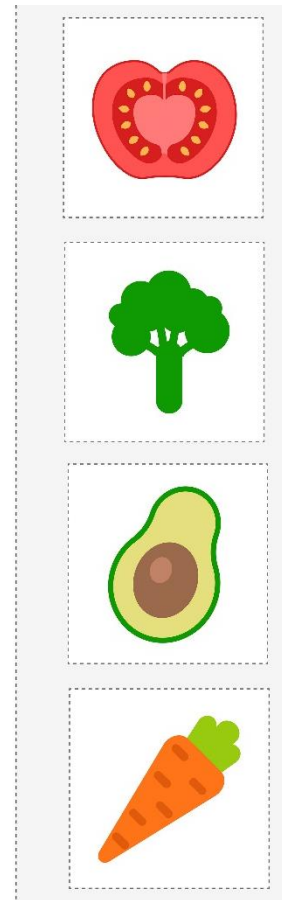
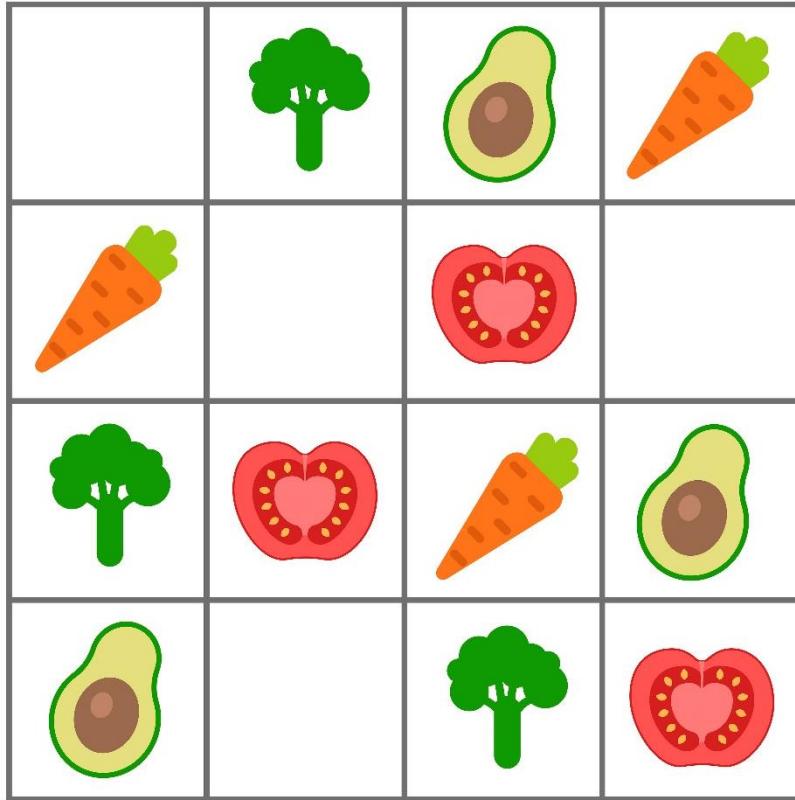
e) s r u d a T h y \_\_\_\_\_

f) s e u T y a d \_\_\_\_\_

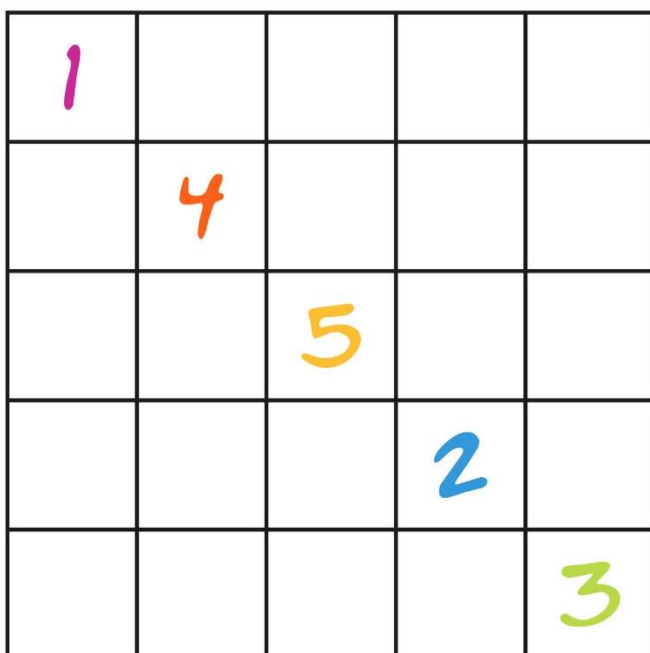
g) y a n S u d \_\_\_\_\_



6. Cut out the vegetables. Complete the puzzle.



7. Complete the puzzle.



1. Use any letters of the alphabet to make 4 different patterns.

ABCDEFGHIJKLM  
 NOPQRSTUVWXYZ



Example:

C	A	T	C	A	T	C	A
---	---	---	---	---	---	---	---

Pattern 1:

--	--	--	--	--	--	--	--

Pattern 2:

--	--	--	--	--	--	--	--

Pattern 3:

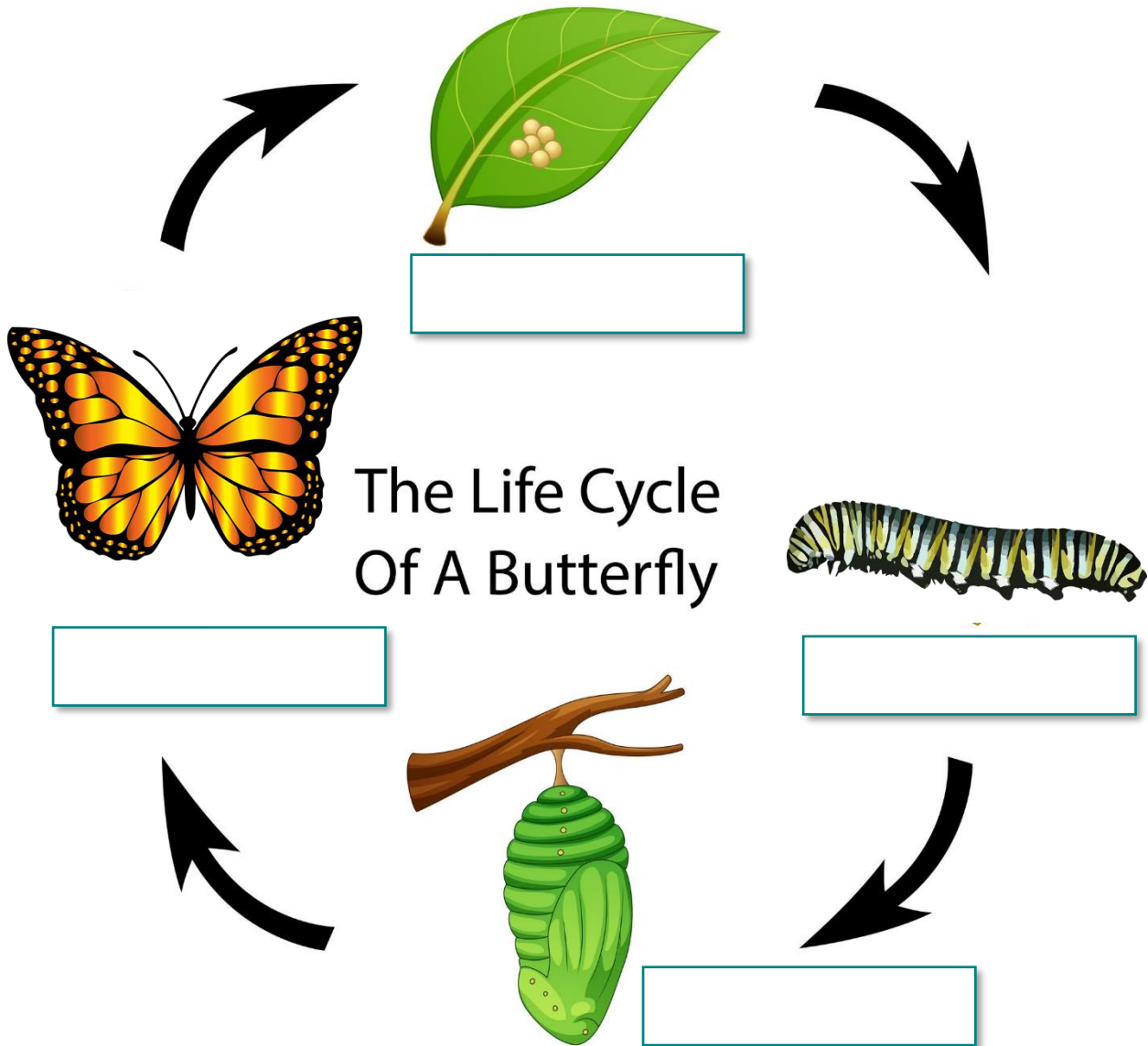
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Pattern 4:

--	--	--	--	--	--	--	--

2. A life cycle is a pattern. Use the words.

*caterpillar, butterfly, eggs, pupa*



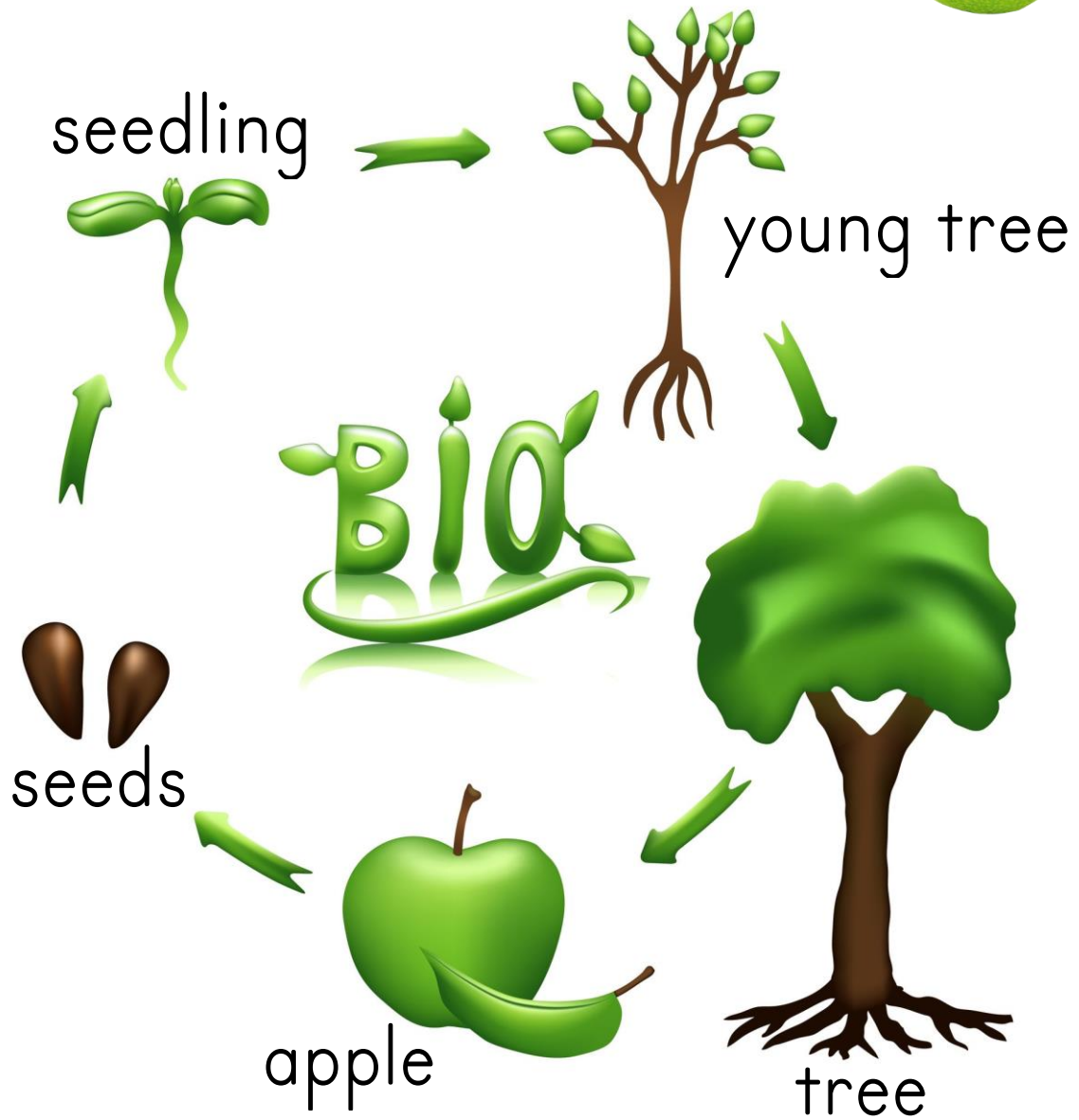
3. Write another creature's life cycle.

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16. Write the cycle of the apple tree.



seeds → \_\_\_\_\_ → \_\_\_\_\_ →  
\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

6. Read the instructions on how to wash your hands.

A. Wet your hands.

B. Add soap.

C. Wash your hands well for 20 seconds.

D. Rinse your hands.

E. Dry your hands.

F. Switch off the tap with paper towel.

7. Write letters by the pictures.



8. In pairs, tell each other the instructions.



**Tutor Verification**

Date	Signature

\*Follow the steps to wash your hands!

18. Look at the steps for using the ATM.



19. Complete the sentences.

*PIN, bank, Take, cash*

- To draw \_\_\_\_\_, you can go to the ATM.
- Put your \_\_\_\_\_ card into the machine.
- Enter your \_\_\_\_\_ and how much cash you want.
- \_\_\_\_\_ your cash and your card.



20. Use the 'keypad' to put in the PINs:

- 1 - 2 - 3 - 4
- 1 - 3 - 5 - 7
- 0 - 8 - 3 - 5
- 6 - 2 - 0 - 9
- 4 - 7 - 9 - 5

Never give your PIN to anyone!

A conversation is a pattern of words and sentences.

8. Match the questions and answers.

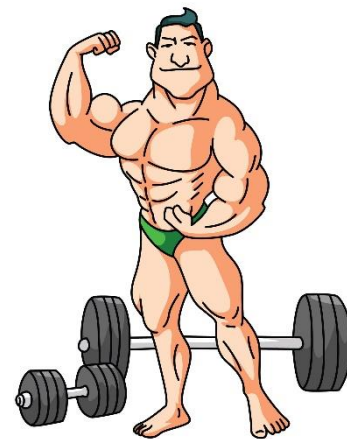
- |                                   |          |
|-----------------------------------|----------|
| a) What is your name?             | 18       |
| b) Where do you live?             | pasta    |
| c) Do you have pets?              | Ben      |
| d) What exercise do you enjoy?    | English  |
| e) What is your favourite food?   | yes      |
| f) What is your favourite colour? | Dublin   |
| g) What language do you speak?    | swimming |
| h) How old are you?               | green    |



\*In pairs, ask each other some questions!

A to-do list is a pattern of things you must do.

Example:



9. Write a list of 4 things you must do this week.

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**Tutor Verification**

Date	Signature

\*Cover your list and try to remember it!

## Mapping of Learning Outcomes

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(PR1) Recognise elementary patterns, e.g. linear, regular visual, auditory or numerical patterns *Pages 9 and 10 (what's a pattern), Pages 11 to 13 (patterns in everyday life), Pages 14 and 15 (patterns with straight lines), Pages 16 to 18 (regular patterns), Pages 19 to 21 (number patterns), Pages 22 to 45 (recognising patterns)*

(PR2) Sort elementary patterns *Pages 46 to 57 (sorting patterns)*

(PR3) Make a pattern, e.g. a sequence of images, symbols or sounds with two variables (different colour, same shape etc.) *Pages 58 to 78 (completing the patterns), Pages 79 to 86 (patterns – addition and subtraction), Pages 90 to 96 (making patterns), Appendix 2: Addition Table, Appendix 3: Tangram*

(PR4) Recall a sequence associated with everyday life, e.g. mobile/other telephone number, PIN *Pages 97 to 106 (patterns in nature), Pages 107 to 125 (patterns in everyday life – doing, for example, making a sandwich, daily routine, handwashing, planting, using an ATM, recipe, house plan, conversation, timetable, to-do list), Pages 126 to 141 (recalling patterns, e.g. directions, healthy tips, days of the week, address, weather pattern, order of shopping items, flag colours, saving plan, skip counting), Appendix 1: Snowflake*

## Teacher Planning

Page	Student's Activity	What's Needed
9	1. As a group, choose which colour comes next.	Coloured pencils
24	4. Shade in the same shapes with the same colours.	Coloured pencils
35	17. Carefully cut the squares. Then stick the pieces correctly.	Scissors and glue for each student
38	23. Use matches to copy the pattern and picture.	Matches for each student (boxes not necessary, enough matches to make picture)
45	32. Listen to some popular songs, e.g. on YouTube. Sing along!	YouTube, songs to sing + song <i>Sweet Child O' Mine</i> by Guns N' Roses
47	2. Cut out the shapes. Then stick the pieces together correctly.	Scissors and glue for each student
50	6. Cut out the pictures. Sort them and stick them in the correct places.	Scissors and glue for each student
53	Carefully cut out the pictures below. 12. Sort them by the colour of their hair.	Scissors for each student
58	1. Follow each pattern. Draw the next shape. / 2. Use shading to complete the patterns.	Coloured pencils
59	3. Use shading to complete the patterns.	Coloured pencils
61	6. Copy the pattern to complete the picture of the Eiffel Tower. Shade with a pencil.	Pencils for shading
63	9. Cut out the squares. Stick them in the square to complete the sudoku puzzle.	Scissors and glue for each student
65	11. Recognise the patterns and carry them on.	Coloured pencils
67	13. Cut out the numbers below. Complete the counting pattern. Stick the numbers into the correct places.	Scissors and glue for each student
72	20. Cut out the vegetables. Complete the puzzle.	Scissors and glue for each student
74	24. Use colours to copy the pattern.	Coloured pencils
85	13. Shade by numbers.	Coloured pencils
90	1. Use colours to make your own patterns.	Coloured pencils
96	8. Cut out pieces of the tangram in Appendix 3. Make these shapes.	Scissors and glue for each student, for each

		student a copy of the tangram (Appendix 3)
101	10. Make a paper snowflake. (See Appendix I)	Scissors for each student, for each student a copy of the snowflake, maybe enlarged (Appendix I)
109	*Make the sandwich!	Slices of bread, slices of tomato, mayonnaise, salt, butter knife, plates, napkins
110	4. Paper folding uses a pattern of actions. Listen to the teacher's instructions. Follow the steps in order.	Square pieces of paper for each student (extra in case of errors)
111	*Follow the steps to wash your hands!	Facilities for handwashing including soap, taps, paper towel
112	*Make a bowl of cereal!	Materials and ingredients to make bowls of cereal
125	*Look at a real bus timetable from your area. Can you find any patterns?	Copies of basic timetables for students to study (local buses)
132	*Make some toast and jam to show you know the steps!	Materials and ingredients for making toast and jam
138	22. Shade in the colours of the flags without checking back!	Coloured pencils for shading flags
141	*Do the dance steps as a group!	Short dance + steps to follow, e.g. on YouTube