# About the Mathematics in This Unit (page 1 of 2)
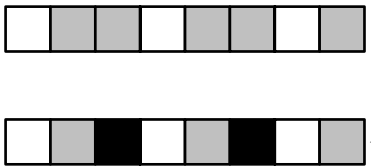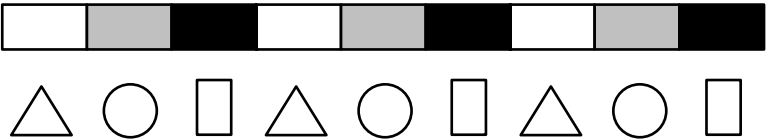
Dear Family,

Our class is beginning a new mathematics unit called *Color, Shape, and Number Patterns.* Mathematics has been called the "science of patterns." In this unit, students make, describe, and extend patterns.
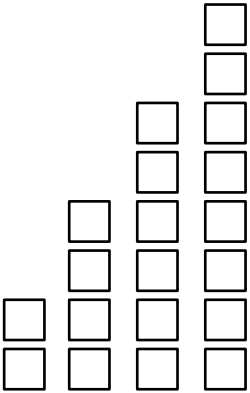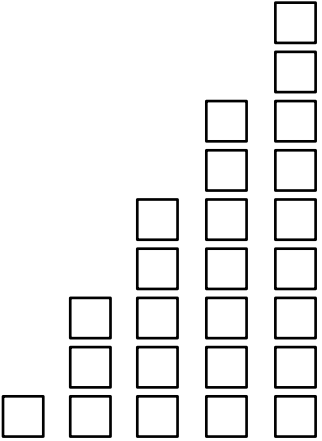
Throughout this unit we will be working toward these goals:

| BENCHMARKS/ GOALS | EXAMPLES |
|---|---|
| Construct, describe, and extend a repeating pattern with the structure AB, ABC, AAB, or ABB. | If this pattern continues in the same way, what comes next? |
| Identify the unit of a repeating pattern for patterns with the structure AB or ABC. | What is the unit, or repeating part, in this pattern? |
| Describe how various AB or ABC repeating patterns are alike (e.g. how is a red-blue pattern like a yellow-green pattern?). | What is the same about these two patterns? |

*(continued)*

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| BENCHMARKS/ GOALS | EXAMPLES |
|---|---|
| Determine what comes several steps beyond the visible part of an AB, ABC, AAB, or ABB repeating pattern. | △ ○ ☐ △ ○ ☐ △ ○ ☐<br>1  2  3  4  5  6  7  8  9<br><br>If this pattern continues in the same way, what number will be under the next circle?<br><br>What will the 12th shape be? |
| Construct, extend, and describe a pattern that has a constant increase for the sequences 1, 3, 5, . . . ; 2, 4, 6, . . . ; 1, 4, 7, . . . ; 2, 5, 8, . . . ; and 3, 6, 9 . . . through counting and building. | 2  4  6  8 . . .        1  3  5  7  9 . . . |

Please look for more information and activities about *Color, Shape, and Number Patterns* that will be sent home in the coming weeks. I look forward to sharing our work in patterns with your child and with you.