

➤ Notes for parents. Activity next page.

**The purpose of this task is to help your child:**

- learn to find and apply rules for sequential patterns, and to use multiples to predict an unseen element in a pattern

**Think about this:**

- It would be helpful if your child makes a table (chart) on a piece of paper for each pattern. The first column should show the part of the pattern (1st , 2nd section of fence, arrow, house etc) and the second column should show the number of sticks needed so far.
- Have your child explain or show you, or another family member how they know for sure what the 10th, or 20th or ... element in the pattern is.
- Encourage them to talk with you about what they are doing (instead of a classmate).
- Encourage them to ask you what you think is happening in any of the patterns!
- Your child might like to create a stick pattern of their own, and get someone in your family to have a go at working it out.



# Sticking Around

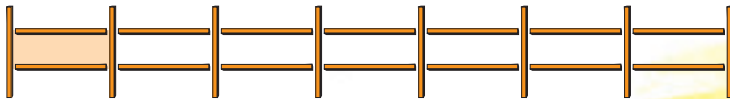
You need  sticks

a classmate

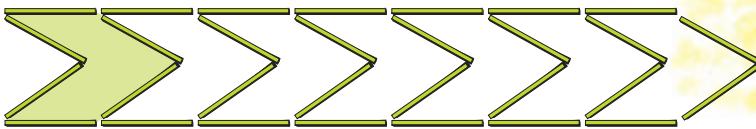
## Activity One

1. With a classmate, find some quick ways to count the number of sticks in the patterns shown below. For each pattern, explain the rule you used.

- a. Seven sections of fence:



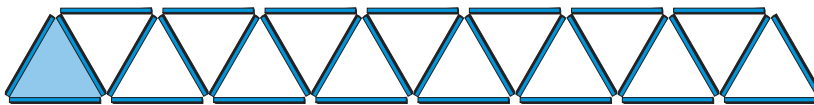
- b. Seven arrows:



- c. Seven houses:



- d. 15 triangles:



2. How many sticks would you need to make:

- a. 15 sections of fence?      b. 15 arrows?  
c. 20 houses?                      d. 20 triangles?

## Activity Two

Make some stick patterns of your own. Work out a quick-counting method and then ask a classmate to work out their own quick-counting method. Compare your methods.