**Demonstrating Mathematics and Literacy: Patterning: Build it together**

|  |  |
| --- | --- |
| Set-up | * An assortment of different coloured hula hoops * Music/cueing method * Participants sit inside their own hula hoop to begin * The leader discusses patterns. AA would be 2 one colour, AB would be 2 one colour/another colour..changing the number and the pattern |
| How to Play | Warm-up : Participants gallop around the space holding their hula hoop.  The leader turns on the music/adaptive cue and the participants hold their hula hoop and move around the space. The leader can suggest a movement, i.e.: skipping.  When the leader turns off the music/adaptive cue, they would give a pattern. AAAA. Participants would try to find others with the same colour and sit inside their hula hoops beside each other. The leader turns on the music and continues. |
| Learning focus/Cues  **Active Participation**  **Movement Skills**  move and stop safely and in control, with an awareness of people and equipment around them  **SELS**  Identification and Management of Emotions  Self Regulation  Self Belonging  Healthy Relationships | WHAT: We are learning to think and learn about math and words, while playing together and moving our bodies.  WHY: To understand how literacy skills and math skills are important in many areas of my life.    FMS Look Fors:  *Galloping: Cues for teaching:*   * *Step together and step* * Heel to toe * Same foot is front for a few gallops then switch |
| *Assessment (optional)* | Participants self assess themselves as Got it or Still Working on it  Questions:   * I had fun making patterns * I enjoy moving my body * Sometimes I felt frustrated when I didn’t understand or felt left out of a group |
| Modifications | Progression/regression to increase/reduce difficult   * + - Use bean bags, poly spots, use colours and numbers     - Participants may need help with their colours, or translated into their first language     - Leader in middle holds up the colours in the pattern     - Leader in the middle gives examples of a pattern     - Using Adaptive strategies determined by the needs of your participants |
| Safety | * Check area for other obstacles * Remind participants of the boundaries and to be aware of their space |