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

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| 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
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| 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 EmotionsSelf RegulationSelf 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
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| *Assessment (optional)* | Participants self assess themselves as Got it or Still Working on itQuestions:* 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
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| 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
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| Safety | * Check area for other obstacles
* Remind participants of the boundaries and to be aware of their space
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