Explore changing patterns in surroundings

NAME	DATE

1 **Activity · Work with your teacher**

Look at each pattern with your teacher. Describe how it changes.

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1. Record descriptions of the selected actual non-repeating patterns, including what changes in number or size and the source/context. A repeated motif alone is not a non-repeating pattern.

Teacher procedure · Question 1

1. Prepare actual examples from art, architecture, cultural design and nature. Choose a visible non-repeating change in number or size in each; do not label an ordinary repeated motif as non-repeating. A garden display is available separately as a printable example.
2. For cultural design, use a permitted, identified object or photograph and its community context. A source for preparation is the Canadian Museum of History Métis floral-design resource: https://www.historymuseum.ca/teachers-zone/history-box/colonial-canada/metis-floral-design/ . Inspect the selected design for the particular changing feature before teaching; the source is not a claim that every Métis motif is a growing pattern.
3. Discuss one example at a time. Ask the child to describe the actual change. Record the example, community/source where relevant, response, help and date. Use another verified resource if the chosen object does not show the required feature.

Record: Actual examples and sources; changes described; assistance; date.

Record descriptions of the selected actual non-repeating patterns, including what changes in number or size and the source/context. A repeated motif alone is not a non-repeating pattern.