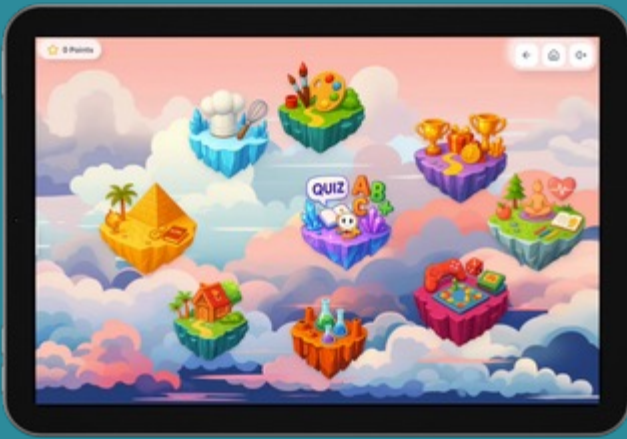


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Compare Rules and Generalise - Year 6

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Teacher guide 1: prepare and begin

Learning focus

Compare a row of joined equal-size square frames with the same number of separate frames. Connect diagrams, a small table and the two stated rules. A single matching value does not prove that two rules agree for every positive whole position.

Equipment and preparation

Provide the display, 12 model cards, step cards, counters or safe matchsticks, pencils and partial trace tables. Cut the workshop cards before Lesson 3. Treat n as a positive whole number. In a joined row each new square shares exactly one complete side; separate squares have gaps.

Lesson 1: compare constructions

5 min: ask for counts for two joined squares and two separate squares without showing answers.

15 min: model R1 and R2 cards $n=3$, counting the shared side once.

20 min: partners use two further R2 cases and explain one contrast aloud.

10 min: ask which feature changes the count; record each learner's response.

Lesson 2: make a useful table

Retrieve only a weak entry idea. Model a new R2 card and complete $n = 1, 2, 3, 4$ in R3 guided. Compare at least two positions before assessing a claim. Finish by asking why $n = 1$ alone cannot settle the all-cases statement.

Teacher guide 2: practise and transfer

Lesson 3: compare evidence

Demonstrate one full R4 turn: predict, build or calculate, record, explain, check and revise. Show an incorrect claim about $n = 5$ and correct it with the shared-side reason. Learners complete R3 core and use both sheets of workshop cards. Listen for reasons, not only answers.

Lesson 4: counterexample

Use the fresh square-frame maker case in R5, then R3 transfer. A counterexample needs one valid position where the all-cases claim fails. For the claim that both always match, $n = 2$ gives 7 and 8. Give feedback naming the missing construction or value, then ask for a fresh application.

Access without changing the target

Support: physical step cards, a partly filled table and oral explanation. Core: trace both stated constructions and connect count to shared sides. Extension: evaluate a broader claim with a new counterexample or specify why a finite list cannot prove a unique rule. Permit accessible response modes while retaining mathematical evidence.

Checks and cautions

Ask for a concrete example after each lesson. Record the misconception and use it for the next retrieval. Several rules can fit a short list: name the intended construction before generalising. Keep comparison within these two stated square constructions; avoid untaught infinite-trial demands.

Teacher guide 3: assess and mark

Lesson 5: independent evidence

Retrieve success criteria without revealing the answer. Learners complete R6 independently: diagram, table, rule and a valid counterexample. Use R7 to record evidence for concept, procedure, reason and transfer. Give a targeted next step. A continued list alone does not show the required justification.

Workshop key, cards 1–6

1. $n=3$: $J=10$, $S=12$; two shared sides.
2. $n=4$: save 3 sticks.
3. $n=5$: $J=16$, $S=20$; claim false.
4. $n=6$: five reused sides.
5. $n=7$: $J=22$, $S=28$.
6. Corner contact shares no side; 8 sticks.

Workshop key, cards 7–12

7. $n=8$: $J=25$, $S=32$, difference 7.
8. $n=9$: eight reused sides.
9. $n=10$: $J=31$, $S=40$.
10. No; a finite list fits several rules.
11. $n=2$: 7 versus 8 refutes equality.
12. $n=1$: $1/4$; $n=2$: $7/8$; $n=5$: $16/20$. Under the stated constructions they match only at $n=1$.

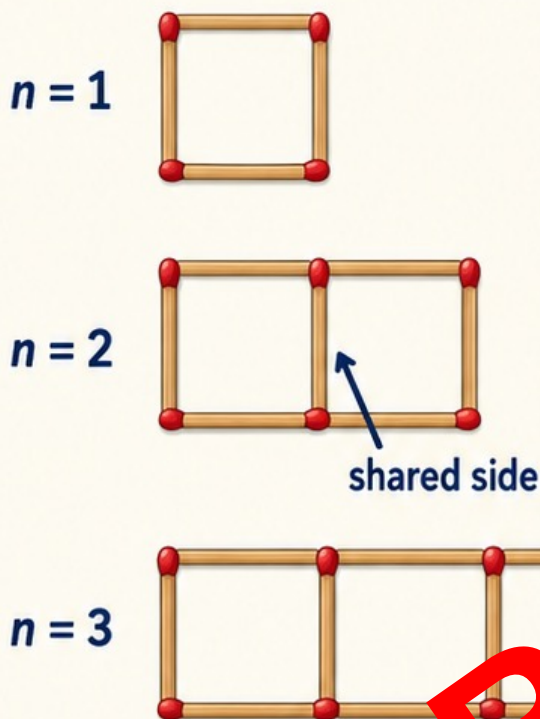
Marking and next teaching step

Accept a correct alternative explanation that cites the stated construction and a valid counterexample. Use the answer page after each practice or rehearsal sheet. Look for the link between reused sides, the table value and the rule, then plan one specific reteach or extension. Judge the mathematics, not handwriting or response mode.

Joined or separate?

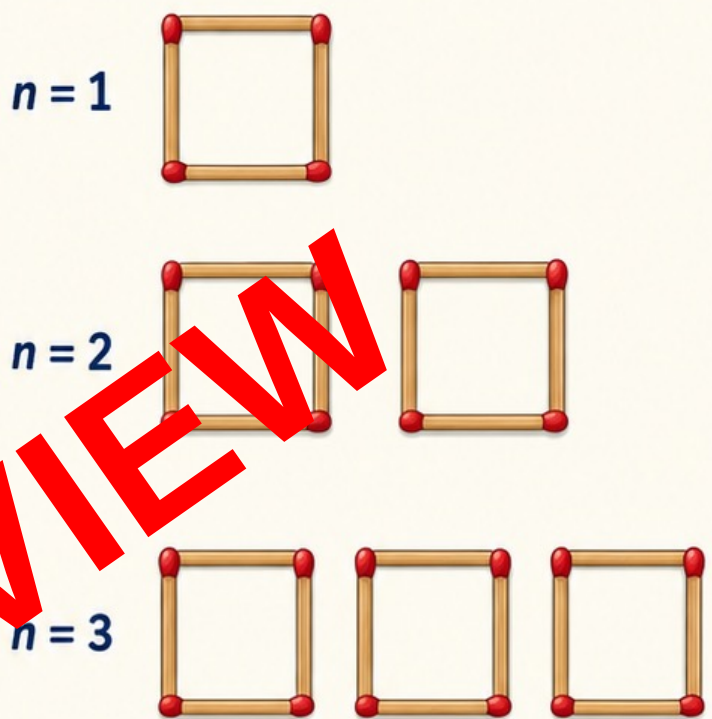
Joined row

Squares share a side.



Separate squares

Squares are not joined.



Number of squares	Joined row	Separate squares
1	4	4
2	7	8
3	10	12

A match at $n = 1$ does not prove the rules are equal.

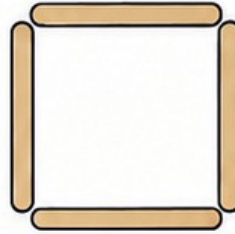
Test another position and explain the construction.

Model cards 1–3

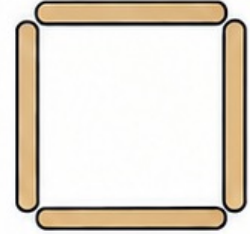
1 First position

One joined square: 4 sticks.
One separate square: 4 sticks.

What else should we test?



One joined square

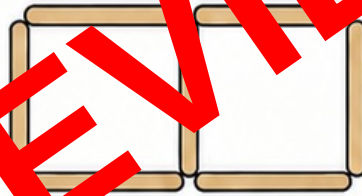


One separate square

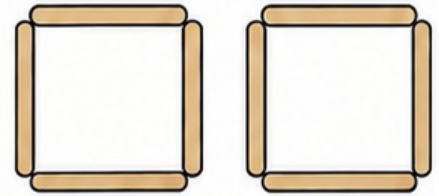
2 Second position

Joined pair: 7 sticks.
Separate pair: 8 sticks.

Which side is removed?



Joined pair

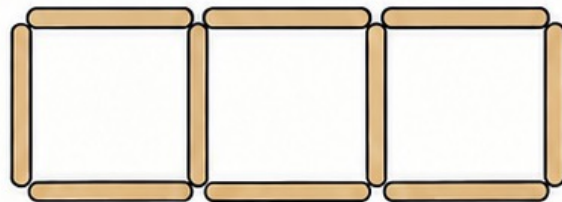


Separate pair

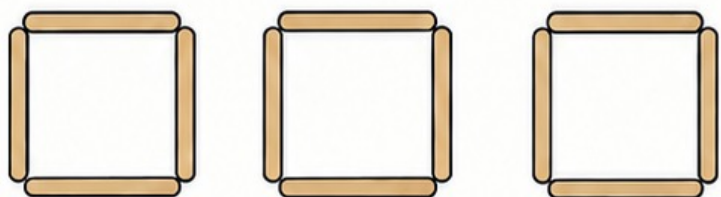
3 Third position

Joined row: 10 sticks.
Separate squares: 12 sticks.

Name the two shared sides.



Joined row



Separate squares

Model cards 4–6

Look for a pattern.
Explain what you notice.

4 Fourth position

Joined (4 squares in a row)

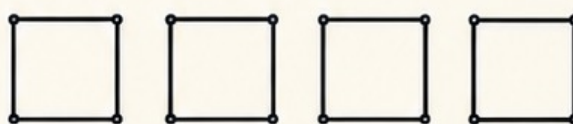


Joined: 13.

Separate: 16.

Difference: 3 sticks.

Separate (4 squares)



Joined squares share a side.
Separate squares do not touch.

5 Fifth position

Joined (5 squares in a row)

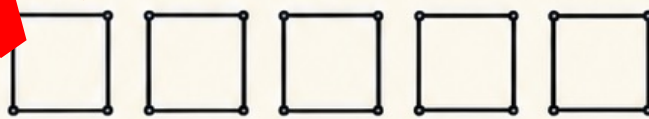


Joined: 16.

Separate: 20.

Each new joined square adds 3;
each separate square adds 4.

Separate (5 squares)



Look for how the totals grow
from one position to the next.

6 Sixth position

Joined (6 squares in a row)



Joined: 19.

Separate: 24.

Difference: 5 sticks.

Separate (6 squares)



The difference gets bigger
as more squares are added.

Compare Rules and Generalise

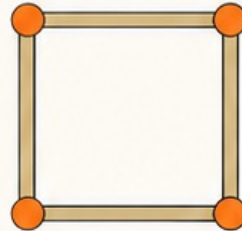
Reasoning cards 7–9

7 One match

Both use 4 sticks at $n = 1$.
Test the claim that they
always match.

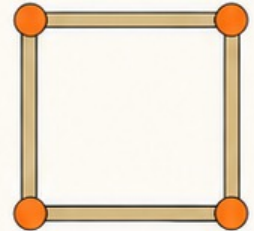
At $n = 2$: 7 versus 8.

Pattern A



$n = 1$
4 sticks

Pattern B



$n = 1$
4 sticks

8 Finite list

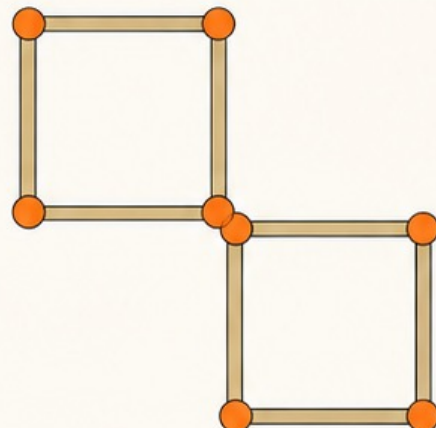
The list 4, 7 alone cannot
prove a unique rule.

State the construction
before generalising.

9 Corner contact

Two squares touch only
at a corner. No side is
shared.

Total: 8 sticks.



Challenge cards 10–12



10 Position 8

Joined: 25.

Separate: 32.

What causes the difference of 7?

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

11 Position 10

Joined: 31.

Separate: 40.

Which construction has 9 sides?

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

12 State and test

Name the construction.

Test $n = 1$, $n = 2$ and $n = 5$.

Write a claim that your evidence supports.

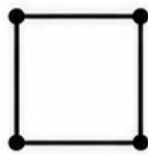
n	Joined	Separate
1		
2		
5		

Two-rule test: guided

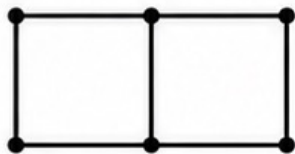
Complete each row. Decide whether the totals match. Explain with shared sides.

$J(n) = 3n + 1$ sticks for n joined equal-size squares sharing complete sides.

$S(n) = 4n$ sticks for n separate squares with gaps.



One square
(4 sticks)



Two joined squares
(7 sticks)

n	Joined row	Separate squares	Same or different?
1	4	4	same
2			
3			
4			

1. What did you notice at $n = 1$?

2. How many sticks at $n = 2$? Why?

3. How many shared sides at $n = 3$?

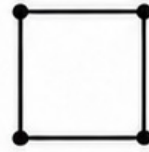
4. Does one matching row prove the rules are equal? Explain.

Two-rule test: guided

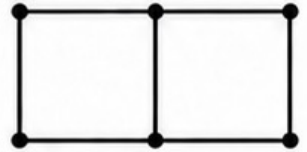
Complete each row. Decide whether the totals match. Explain with shared sides.

$J(n) = 3n + 1$ sticks for n joined equal-size squares sharing complete sides.

$S(n) = 4n$ sticks for n separate squares with gaps.



One square
(4 sticks)



Two joined squares
(7 sticks)

n	Joined row	Separate squares	Same or different?
1	4	4	same
2	7	8	different
3	10	12	different
4	13	16	different

1. What did you notice at $n = 1$?

Both have 4 at $n = 1$.

2. How many sticks at $n = 2$? Why?

Joined 7; separate 8. The joined pair reuses one side.

3. How many shared sides at $n = 3$?

Two shared sides.

4. Does one matching row prove the rules are equal? Explain.

No. At $n = 2$ the totals are 7 and 8.

Two-rule test: independent

Name: _____

$J(n) = 3n + 1$ sticks
for n joined equal-size squares
sharing complete sides.



($n = 3$ shown)

$S(n) = 4n$ sticks
for n separate squares
with gaps.



($n = 3$ shown)

1. Calculate joined and separate totals at $n = 2$.

Show your method:

$J(2) =$ _____

$S(2) =$ _____

2. Calculate joined and separate totals at $n = 4$.

Show your method:

$J(4) =$ _____

$S(4) =$ _____

3. Calculate joined and separate totals at $n = 6$.

Show your method:

$J(6) =$ _____

$S(6) =$ _____

4. Test the claim that you use 20 sticks at $n = 5$.

Show your method:

$J(5) =$ _____

$S(5) =$ _____

Does the claim work? _____

5. Two squares touch only at a corner. Is a side shared? How many sticks?

Show your method (you may draw a diagram):

Is a side shared? _____

Total sticks = _____

6. Explain the difference between joined and separate totals at $n = 7$.

Show your method and write a short explanation:

Two-rule test: independent

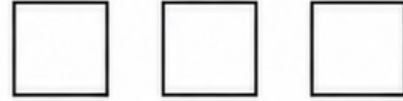
Name: ANSWERS

$J(n) = 3n + 1$ sticks
for n joined equal-size squares
sharing complete sides.



($n = 3$ shown)

$S(n) = 4n$ sticks
for n separate squares
with gaps.



($n = 3$ shown)

1. Calculate joined and separate totals at $n = 2$.

Show your method:

$$J(2) = \underline{7}$$

$$S(2) = \underline{8}$$

2. Calculate joined and separate totals at $n = 4$.

Show your method:

$$J(4) = \underline{13}$$

$$S(4) = \underline{16}$$

3. Calculate joined and separate totals at $n = 6$.

Show your method:

$$J(6) = \underline{19}$$

$$S(6) = \underline{24}$$

4. Test the claim that you can use 10 sticks at $n = 5$.

Show your method:

$$J(5) = \underline{16}$$

$$S(5) = \underline{20}$$

Does the claim work? False

5. Two squares touch only at a corner. Is a side shared? How many sticks?

Show your method (you may draw a diagram):

Is a side shared? No

Total sticks = 8

6. Explain the difference between joined and separate totals at $n = 7$.

Show your method and write a short explanation:

$$J(7) = \underline{22}$$

$$S(7) = \underline{28}$$

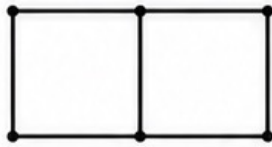
The joined row reuses six sides,
so the difference is six.

Two-rule test: transfer

Two constructions use sticks to make equal-size squares.

Joined squares (share sides)

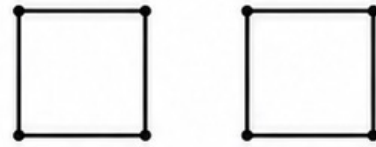
$$J(n) = 3n + 1 \text{ sticks}$$



$n = 2$ (joined)

Separate squares (with gaps)

$$S(n) = 4n \text{ sticks}$$



$n = 2$ (separate)

Use the rules $J(n) = 3n + 1$ and $S(n) = 4n$ for n squares.

Show your working and write a clear reason for each answer.

- A.** At $n = 7$, calculate both constructions.
Explain the difference using the diagram rule.

- B.** At $n = 9$, calculate both constructions.
Explain how many sides are reused.

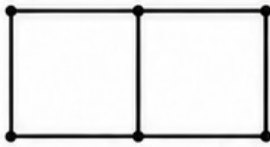
- C.** A list begins 4, 7. Someone says it must be a joined-square row.
Do the two values prove a unique rule? Explain what else must be stated.

Two-rule test: transfer

Two constructions use sticks to make equal-size squares.

Joined squares (share sides)

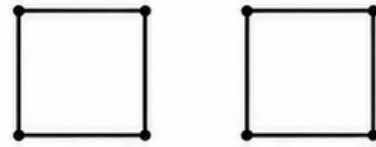
$$J(n) = 3n + 1 \text{ sticks}$$



$n = 2$ (joined)

Separate squares (with gaps)

$$S(n) = 4n \text{ sticks}$$



$n = 2$ (separate)

Use the rules $J(n) = 3n + 1$ and $S(n) = 4n$ for n squares.

Show your working and write a clear reason for each answer.

A. At $n = 7$, calculate both constructions.

Explain the difference using the diagram rule.

$$J(7) = 22; S(7) = 28.$$

The joined row reuses 6 sides, so it needs 6 fewer sticks.

B. At $n = 9$, calculate both constructions.

Explain how many sides are reused.

$$J(9) = 28; S(9) = 36.$$

Eight sides are reused in the joined row.

C. A list begins 4, 7. Someone says it must be a joined-square row.

Do the two values prove a unique rule? Explain what else must be stated.

No. A finite list can fit several rules.

State the intended construction before claiming a rule.

Generalisation evidence workshop

Look for a pattern.
Test a claim.
Use evidence.

Setup

Two partners. Cut out 12 challenge cards.
Keep a pencil, paper and counters
or safe matchsticks nearby.

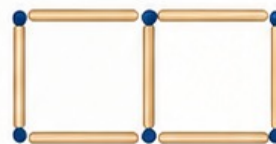


Each turn

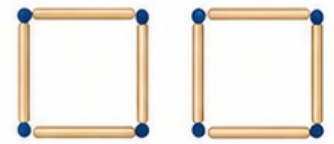
- 1 Draw a card and predict.
- 2 Build, sketch or calculate both constructions.
- 3 Record one value and explain why.
- 4 Check the teacher key; revise if needed.

Worked turn

At $n = 2$, joined uses 7 sticks and separate uses 8.
The joined pair reuses one side.
The claim that they always match is **false**.



Joined pair
(7 sticks)



Separate pair
(8 sticks)

Finish

Each partner explains four cards with evidence.
Revisit any claim you could not justify.

What happens
for larger numbers?
Can you see a general rule?

Workshop challenge cards 1–6

1. At $n = 3$, calculate both totals. Explain the difference.

2. At $n = 4$, how many sticks does the joined row save? Why?

3. Test the claim: both constructions use 20 sticks at $n = 5$.

4. At $n = 6$, how many sides are reused in the joined row?

5. At $n = 7$, write both rules and calculate both totals.

6. Two squares touch only at a corner. Do they share a side? Explain.

PREVIEW

Workshop challenge cards 7–12

7.

At $n = 8$, calculate both totals and their difference.

8.

At $n = 9$, how many sides are reused in the joined row?

9.

At $n = 10$, compare joined and separate totals.

10.

A line begins 4, 7. Does that prove a unique rule? Explain.

11.

Use $n = 2$ to test the claim that the rules always agree.

12.

State both constructions. Test $n = 1, 2$ and 5; write a careful claim.

PREVIEW

Name: _____

Diagram–table–rule rehearsal 1

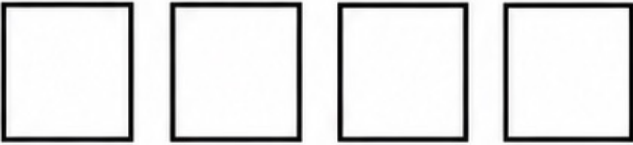
A maker builds a joined row of square frames or places the same number of frames apart.

Four joined square frames



Joined: $J(n) = 3n + 1$ sticks

Four separate square frames



Separate: $S(n) = 4n$ sticks

1. Complete the table from the diagrams and rules.

n	joined sticks	separate sticks
1		
2		
4		

2. A classmate says the constructions use the same number of sticks for every n because $n =$ matches. Test and explain.

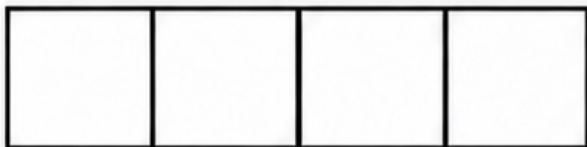
3. Connect one diagram detail to one table value and a rule.

Name: _____ **ANSWERS**

Diagram-table-rule rehearsal 1

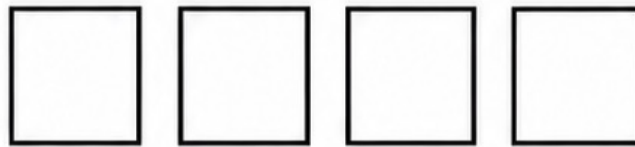
A maker builds a joined row of square frames or places the same number of frames apart.

Four joined square frames



Joined: $J(n) = 3n + 1$ sticks

Four separate square frames



Separate: $S(n) = 4n$ sticks

1. Complete the table from the diagrams and rules.

n	joined sticks	separate sticks
1	4	4
2	7	8
4	13	16

2. A classmate says the constructions use the same number of sticks for every n because $n =$ matches. Test and explain.

No. At $n = 2$ the totals are 7 and 8. The joined pair reuses one side.

3. Connect one diagram detail to one table value and a rule.

At $n = 4$ the joined row shares 3 sides, so $4n - 3 = 13 = 3n + 1$.

Name: _____

Diagram–table–rule rehearsal 2

A short number list cannot prove a unique pattern rule.

The list 4, 7 proves the only possible rule is $3n + 1$.

1. What is wrong with the claim about a unique rule?

2. State the joined-square construction that would justify $J(n) = 3n + 1$.

3. Test your stated construction at $n = 5$ and explain your result.

Reflection: What evidence would make your explanation clearer next time?

Name: ANSWERS

Diagram-table-rule rehearsal 2

A short number list cannot prove a unique pattern rule.

The list 4, 7 proves the only possible rule is $3n + 1$.

1. What is wrong with the claim about a unique rule?

No. The two values fit more than one possible rule; the construction must be stated.

2. State the joined-square construction that would justify $J(n) = 3n + 1$.

Start with one four-stick square. Add each new square in a row so it shares one complete side and needs three new sticks.

3. Test your stated construction at $n = 5$ and explain your result.

$J(5) = 3 \times 5 + 1 = 16$ sticks. Four sides are shared.

Reflection: What evidence would make your explanation clearer next time?

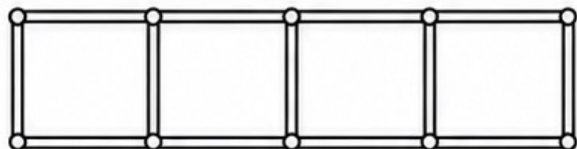
Show a diagram and a table value that match the stated rule.

Name: _____

Assessment: diagram, table and rule

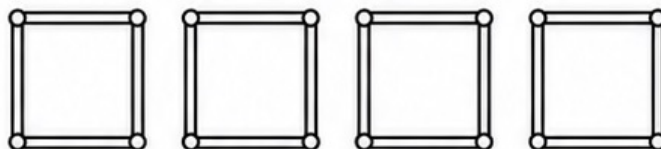
Two ways to make square frames with sticks are shown below.

Joined squares (in a row)



Four joined squares ($n = 4$)

Separate squares



Four separate squares ($n = 4$)

The number of sticks needed can be found using rules.

For a positive whole number n :

Joined: $J(n) = 3n + 1$ sticks

Separate: $S(n) = 4n$ sticks

A. Complete the table.

n	joined sticks	separate sticks
1		
2		
4		

B. A claim says both constructions always use the same number of sticks.
Give one counterexample and explain why it works.

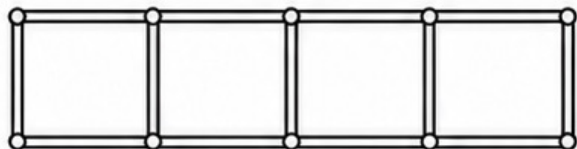
C. Write a rule for each stated construction.

Connect a diagram detail, a table value and the rule to justify your conclusion.

Assessment: diagram, table and rule

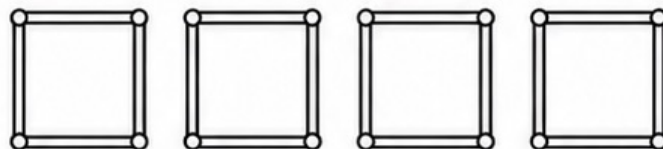
Two ways to make square frames with sticks are shown below.

Joined squares (in a row)



Four joined squares ($n = 4$)

Separate squares



Four separate squares ($n = 4$)

The number of sticks needed can be found using rules.

For a positive whole number n :

Joined: $J(n) = 3n + 1$ sticks

Separate: $S(n) = 4n$ sticks

A. Complete the table.

n	joined sticks	separate sticks
1	4	4
2	7	8
4	13	16

B. A claim says both constructions always use the same number of sticks.

Give one counterexample and explain why it works.

$n = 2$ gives 7 versus 8. A joined pair reuses one complete side; separate squares do not.

C. Write a rule for each stated construction.

Connect a diagram detail, a table value and the rule to justify your conclusion.

For positive whole n , $J(n) = 3n + 1$ and $S(n) = 4n$. At $n = 4$ the joined diagram reuses three sides, giving 13 versus 16. They match only at $n = 1$.

Learning evidence rubric

Name: _____

Date: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept/accuracy	Inaccurate model or claim	Correct familiar model with prompt; contrast insecure	Applies joined/separate relation to fresh case
Application/procedure	Cannot complete comparison yet	Uses model or step-by-step prompts	Completes diagram, table and rule task independently
Reason/evidence	Guess or unsupported claim	Relevant detail; link needs promoting	Uses specific value and shared-side reason
Transfer/communication	Response unclear or method does not transfer	Clear with support; fresh case insecure	Coherent explanation in a fresh matched case

Evidence observed:

Next teaching step:

Judge the mathematics, not the response mode.

Compare Rules and Generalise



Our question

Can two square constructions match one, but follow different rules?

Success: compare a diagram, a table and a rule. Test a claim with a counterexample.

Diagnostic: How many sticks make two joined squares? How many make two separate squares?



Words and starting point

Position n tells which figure we mean. A term is its quick count.

Growth describes the change from one position to the next. A

rule links n to the count.

Generalise means state a claim that follows from the

construction. For example, count shared sides before

deciding.



Joined or separate

A joined row reuses one complete side with new square is added.

Separate squares leave gaps and reuse no side.

Both use 4 sticks at = 1st n = 2, test again.



The joined row

Start with 4 sticks for one square. Each new square needs 3 more.

For $n = 1, 2, 3, 4$ the counts are 4, 7, 10, 13.

For a stated row of joined squares, $J(n) = 3n + 1$.



The separate squares

Every separate square needs its own 4 sticks.

For $n = 1, 2, 3, 4$ the counts are 4, 8, 12, 16.

For a stated collection of separate squares, $S(n) = 4n$. The two rules agree at $n = 1$ only.



Guided decision

Pause and complete the $n = 2$ row.

Joined row: _____ sticks. Separate squares: _____ sticks.

Do the totals match? Which side changes the count?



Guided answer

At $n = 2$, the joined row uses 7 sticks and the square pair uses 8.

The joined pair reuses the complete square.

One mismatch is enough to reject the claim that the two rules always agree.



Test another position

At $n = 4$, $J(4) = 3 \times 4 + 1 = 13$.

$S(4) = 4 \times 4 = 16$.

Make a table for $n = 1$, and . State what remains the same and what differs.



A workshop turn

Draw a challenge card. Predict whether a claim survives.

Build, sketch or calculate a new case. Record the value.

Explain using the construction, then check the teacher key
and revise if needed.



Try one alone

At $n = 5$, can both constructions use 0 sticks?

Calculate joined and separate totals.

Name the shared-side fact that makes your decision convincing.



A common mistake

Claim: 'Both use 4 at $n = 1$, so the rules are identical'

Repair: Test $n = 2$. The totals are 5 and 3.

A finite list may fit several rules. State the intended construction before generalising.



Frame maker rehearsal

A maker joins four square frames in the row. Another maker places four frames apart.

Connect each picture to a table value and a rule.

Use $n = 2$ as a concrete example of the claim that the totals always match.



Same target, different access

Support: use physical step cards and a partially completed table.

Core: trace both constructions and explain the difference.

Extension: test a broader claim with a new counterexample.

Keep the same reasoning process.



Independent assessment

Study the two frame diagrams. Complete the table for $n = 1, 2$ and 4.

Evaluate the all-cases claim with a counterexample.

Write both rule and correct diagram detail to a table value. Explain your conclusion.



Reflect on the evidence

Which value first made you question the claim?

How does a shared side explain the different totals?

What would you show next to make your reasoning clearer?



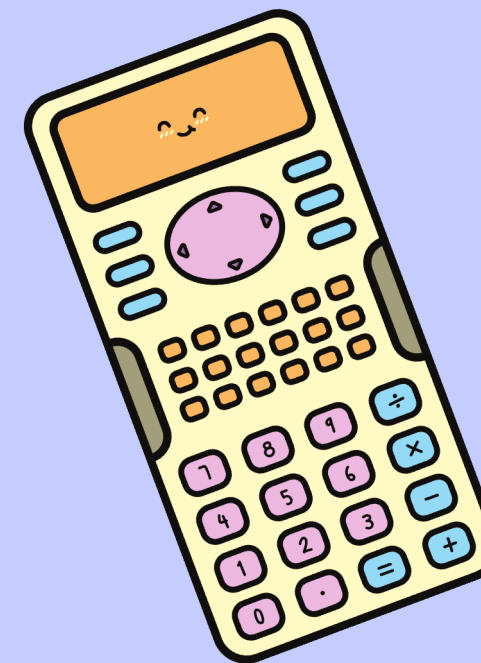
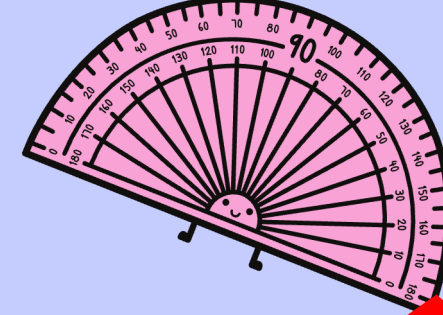
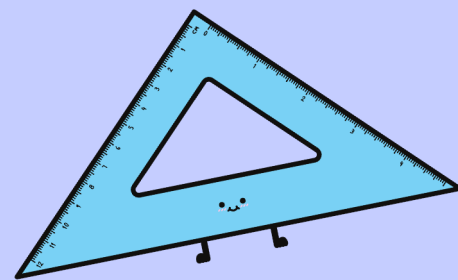
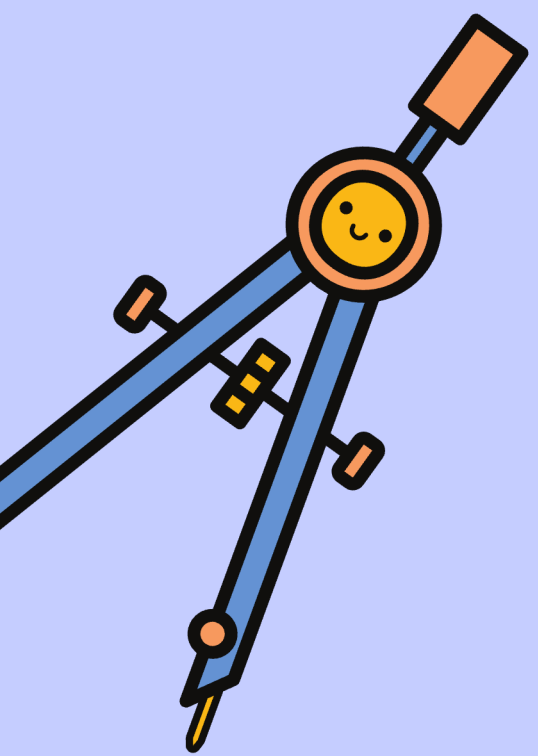
A careful generalisation

For positive whole n , a joined row uses $3n + 1$ sticks and n separate squares use $4n$.

They match at $n = 1$. From $n = 2$ onwards, the joined row uses fewer because squares are shared.

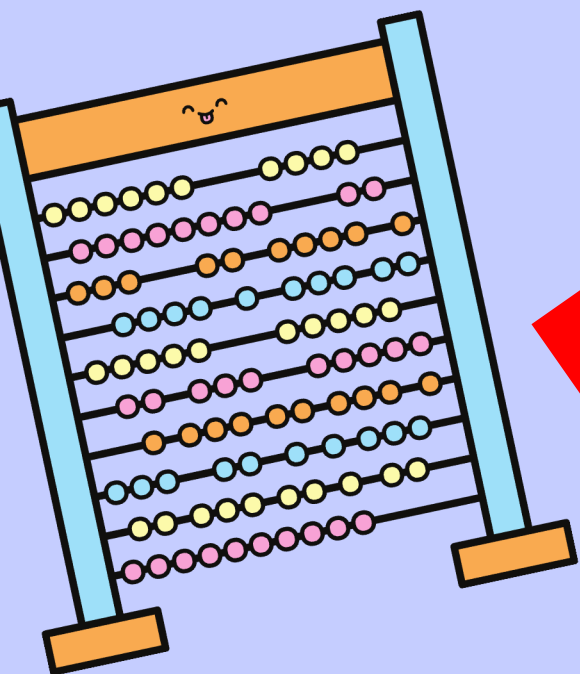
A counterexample disproves an all-cases claim.



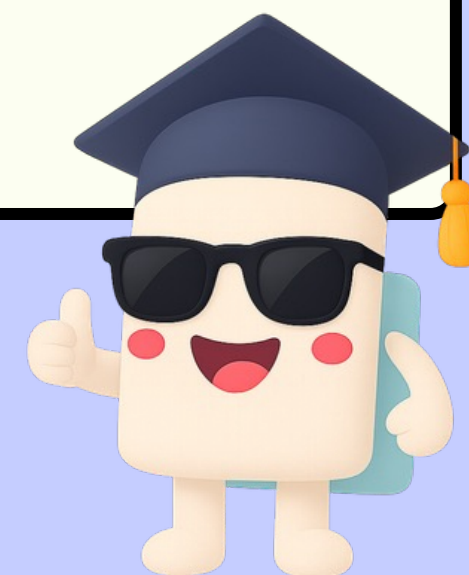
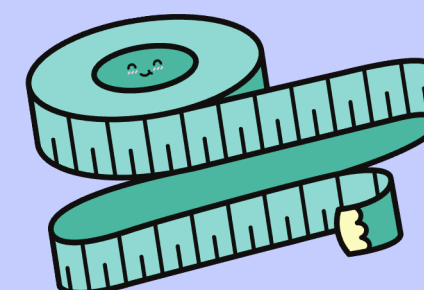
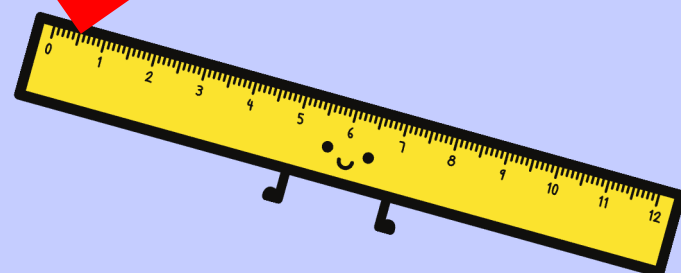


Well Done!

Compare test and explain.



PREVIEW



Compare Rules and Generalise Quiz



Question 1

Are $J(n) = 3n + 1$ and $S(n) = 4n$ equivalent for every positive whole n ?



Answer 1

No. They agree at $n = 1$, but $n = 2$ gives different results

PREVIEW



Question 2

Give one counterexample to the claim that joined and separate totals always match.



Answer 2

At $n = 2$, $J(2) = 7$ and $S(2) = 8$. The claim for



Question 3

Why does the difference grow as more numbers are added?

PREVIEW



Answer 3

Each extra separate square needs four new sticks. Each joined square needs three because it reuses a side.



Question 4

At $n = 4$, calculate both totals. What feature explains the difference?

PREVIEW



Answer 4

$J(4) = 13$ and $S(4) = 16$. A row of four joined squares reveals three sides.



Question 5

Two squares touch only at a corner. How many distinct sticks are needed?



Answer 5

Eight. A corner touch shares no complete side so with squares keep all four sticks.



Question 6

A learner says: 'Both use four at $n = 1$, so the rules are identical.'
Repair the reasoning.



Answer 6

One matching case cannot prove equality for even n . For $n = 2$ the totals are 7 and 8.



Question 7

Test the workshop claim $J(6) = S(6)$. Record evidence.

PREVIEW



Answer 7

$J(6) = 19$ and $S(6) = 24$. Reject the claim that the mean number of sides five



Question 8

Compare joined $n = 3$ and separate $n = 3$. What is the same? What differs?



Answer 8

Both constructions have three squares joined and use 10 sticks;
separate uses 12 because the joined row reuses two sides.



Question 9

At $n = 7$, calculate both totals without a recursive table.

PREVIEW



Answer q

$$J(7) = 3 \times 7 + 1 = 22. S(7) = 4 \times 7 = 28.$$



Question 10

Explain the six-stick difference in the previous cas

PREVIEW



Answer 10

Seven separate squares share no sides. A row of seven joined squares reuses six, so it needs six fewer sticks.



Question II

A list begins 4, 7. Must it be a joined-square row?

PREVIEW



Answer II

No. A finite list can fit more than one rule. Stop the intended construction before claiming its role.



Question 12

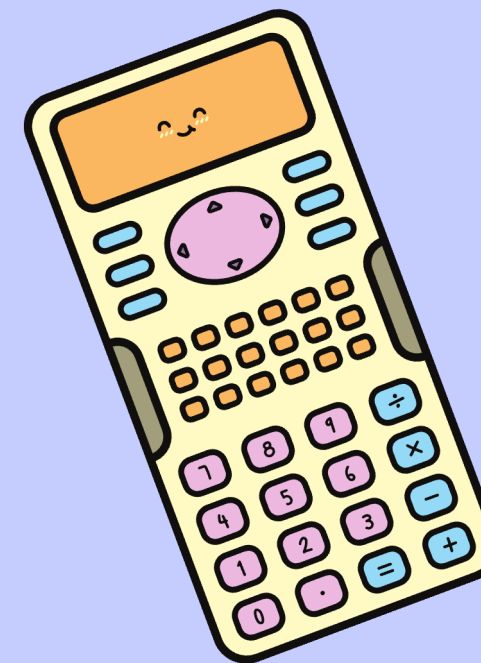
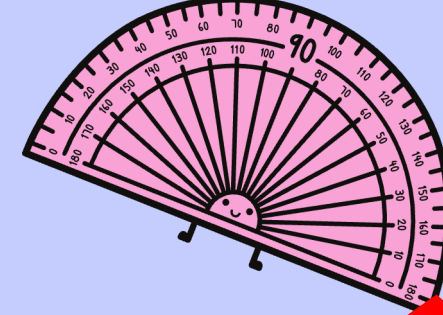
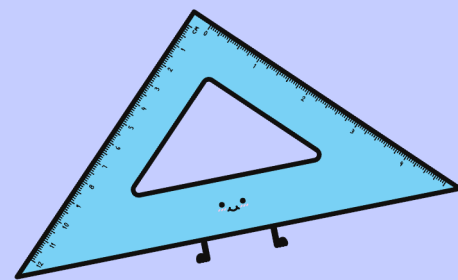
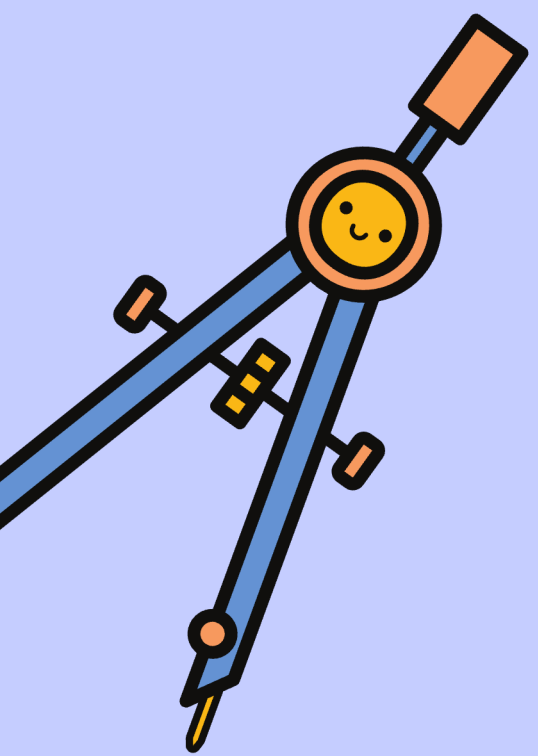
A new claim says both rules match whenever n is positive. Test and explain.



Answer 12

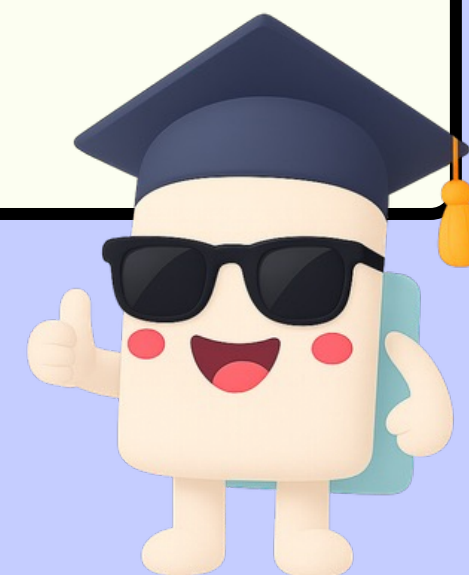
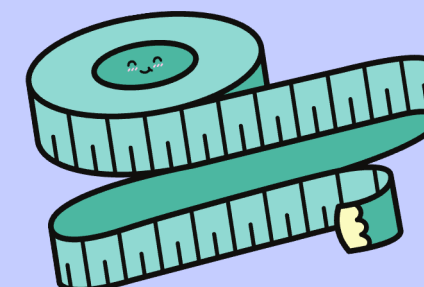
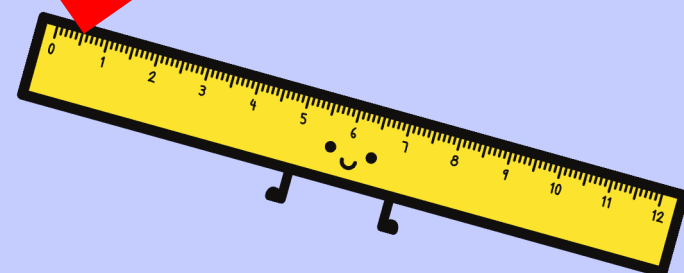
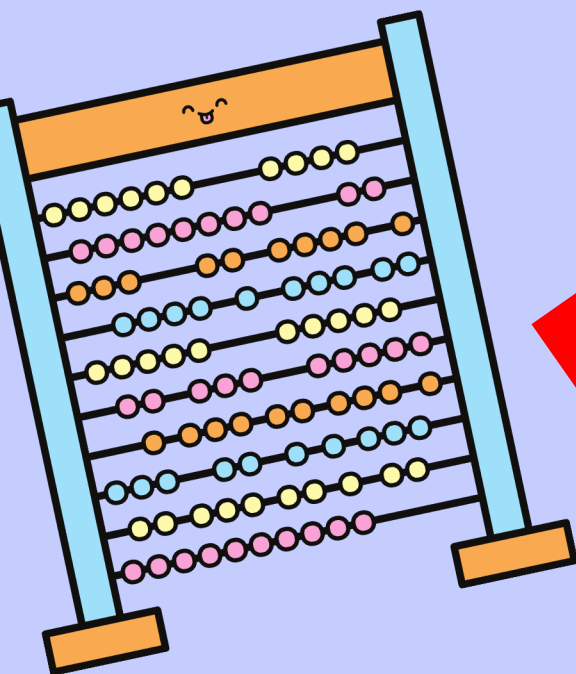
$n = 2$ refutes it: 7 versus 8. A valid explanation names the complete side reused by the joined pair.





Well Done!

Use evidence to test a claim.



PREVIEW