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| **Creating a Symmetrical Necklace/Bracelet Behaviours/Strategies** |
| Student randomly places beads on the string, not giving any thought to symmetry.  | Student places more beads on one side of the large bead than on the other.  | Student creates a design on one side of the large bead, then copies the design on the other side without making a mirror image. |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| Student makes a symmetrical necklace/bracelet but uses only one colour, making it unclear if symmetry was considered.  | Student places most beads correctly but mixes up the order of a couple of beads.  | Student makes a symmetrical necklace/bracelet and explains why it is symmetrical with ease.  |
| **Observations/Documentation** |
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| Big Idea | Indicators From Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student understands that a design is symmetrical if it has two parts that match exactly.**(Activities 16–18)** |  |  |  |  |  |  |  |  |  |
| Student can identify 2-D shapes and pictures that have symmetry.**(Activity 16)** |  |  |  |  |  |  |  |  |  |
| Student can find the line of symmetry in pictures/designs by folding, cutting, using a Mira, and/or matching parts.**(Activities 16–18)** |  |  |  |  |  |  |  |  |  |
| Student can complete a symmetrical design with concrete materials (Pattern Blocks).**(Activity 17)** |  |  |  |  |  |  |  |  |  |
| Student can create a symmetrical design (necklace/bracelet) using concrete materials.**(Activity 18)** |  |  |  |  |  |  |  |  |  |
| Student uses math language to explain how he or she knows a design/picture is symmetrical.**(Activities 16–18)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Understands that a design is symmetrical if it has two parts that match exactly.**(Activities 16–18)** |  |  |  |
| Identifies 2-D shapes and pictures that have symmetry.**(Activity 16)** |  |  |  |
| Finds the line of symmetry in pictures/designs by folding, cutting, using a Mira, and/or matching parts.**(Activities 16–18)** |  |  |  |
| Completes a symmetrical design with concrete materials (Pattern Blocks).**(Activity 17)** |  |  |  |
| Creates a symmetrical design (necklace/bracelet) using concrete materials.**(Activity 18)** |  |  |  |
| Uses math language to explain how he or she knows a design/picture is symmetrical.**(Activities 16–18)** |  |  |  |

Strengths:

Next Steps: