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| **Creating Patterns Behaviours/Strategies** | | |
| Student has difficulty creating repeating patterns. | Student creates another pattern but has difficulty using the given pattern core. | Student can create a repeating pattern but has difficulty creating a pattern with a missing element or error. |
| **Observations/Documentation** | | |
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| Student identifies a repeating pattern but has difficulty finding an error. | Student identifies a repeating pattern but has difficulty identifying a missing element. | Student extends repeating patterns, represents them in different ways, and finds errors and missing elements. |
| **Observations/Documentation** | | |
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| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can extend geometric and numeric repeating patterns. **(Activities 6, 7, 9)** |  |  |  |  |  |  |  |  |  |
| Student can identify the core of a repeating pattern.  **(Activities 6, 8, 9)** |  |  |  |  |  |  |  |  |  |
| Student can identify a rule for a repeating pattern.  **(Activities 6, 7, 9)** |  |  |  |  |  |  |  |  |  |
| Student can create a repeating pattern involving one attribute.  **(Activities 7, 9)** |  |  |  |  |  |  |  |  |  |
| Student can represent a given repeating pattern in different ways.  **(Activities 7, 9)** |  |  |  |  |  |  |  |  |  |
| Student can identify and correct errors in a repeating pattern. **(Activities 8, 9)** |  |  |  |  |  |  |  |  |  |
| Student can predict an element in repeating patterns. **(Activities 8, 9)** |  |  |  |  |  |  |  |  |  |
| Student uses math language to describe repeating patterns. **(Activities 6–9)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Extends geometric and numeric repeating patterns. **(Activities 6, 7, 9)** |  |  |  |
| Identifies the core of a repeating pattern.  **(Activities 6, 8, 9)** |  |  |  |
| Identifies a rule for a repeating pattern.  **(Activities 6, 7, 9)** |  |  |  |
| Creates a repeating pattern involving one attribute.  **(Activities 7, 9)** |  |  |  |
| Represents a given repeating pattern in different ways. **(Activities 7, 9)** |  |  |  |
| Identifies and corrects errors in a repeating pattern. **(Activities 8, 9)** |  |  |  |
| Predicts an element in repeating patterns. **(Activities 8, 9)** |  |  |  |
| Uses math language to describe repeating patterns. **(Activities 6–9)** |  |  |  |

Strengths:

Next Steps: