





Repeating Patterns Behaviours/Strategies		
<p>1. Student chooses a core card, but struggles to represent it with materials.</p> <p>Core: AABC</p> 	<p>2. Student represents the core with materials, but struggles to use copies of the core to extend/create the pattern.</p> <p>Core: ABCB</p> 	<p>3. Student represents the core with materials, but struggles to predict an element in the pattern.</p>  <p>“How do I know what the 14th element will be?”</p>
Observations/Documentation		
<p>4. Student identifies the repeating unit (core) of a pattern, but struggles to find errors or missing elements.</p>	<p>5. Student creates repeating patterns based on one attribute, but struggles to create a core based on two attributes.</p> <p>Card: 3 elements; colour and shape changing</p> <p>Core:</p> 	<p>6. Student creates and extends repeating patterns based on one or two attributes, and predicts missing element(s) and corrects errors.</p>
Observations/Documentation		

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can create repeating patterns based on copies of the core. (Activities 1, 5)									
Student can represent the core of a pattern with letters. (Activities 1, 2, 4)									
Student uses math language to describe patterns. (Activities 1, 2, 3, 4, 5)									
Student can identify the core of a repeating pattern. (Activities 3, 4, 5)									
Student can use the core of a pattern to make predictions. (Activities 2, 5)									
Student can extend a repeating pattern. (Activities 2, 5)									
Student can find and correct errors in a repeating pattern. (Activities 3, 5)									
Student can predict missing elements in a repeating pattern. (Activities 3, 5)									
Student can recognize, extend, and create repeating patterns involving two attributes. (Activities 4, 5)									

Name: _____

	Not Observed	Sometimes	Consistently
Creates repeating patterns based on copies of the core. (Activities 1, 5)			
Represents the core of a pattern with letters. (Activities 1, 2, 4)			
Uses math language to describe patterns. (Activities 1, 2, 3, 4, 5)			
Identifies the core of a repeating pattern. (Activities 3, 4, 5)			
Uses the core of a pattern to make predictions. (Activities 2, 5)			
Extends a repeating pattern. (Activities 2, 5)			
Finds and corrects errors in a repeating pattern. (Activities 3, 5)			
Predicts missing elements in a repeating pattern. (Activities 3, 5)			
Recognizes, extends, and creates repeating patterns involving two attributes. (Activities 4, 5)			

Strengths:

Next Steps: