


Activity 3 Assessment

Representing Arithmetic Sequences

Investigating Increasing and Decreasing Sequences			
<p>Recognizes increasing and decreasing sequences in multiple representations.</p>  <p>Term 1 Term 2 Term 3 Term 4</p> <p>“That is an increasing sequence because the number of happy faces increases with each term.” <i>(« Il s’agit d’une suite croissante, car le nombre de visages souriants augmente à chaque terme. »)</i></p>	<p>Creates and explains increasing and decreasing sequences, including numerical sequences.</p> <p>“The happy faces form equilateral triangles. We start with 1 happy face, add 2 happy faces, then increase the number added by 1 each time.” <i>(« Les visages souriants forment des triangles équilatéraux. Nous commençons par un visage souriant, nous ajoutons deux visages souriants, puis nous augmentons le nombre de visages souriants ajoutés de 1 à chaque fois. »)</i></p>	<p>Expresses a concrete or pictorial sequence as a number sequence.</p> <p>“The number sequence is: 1, 3, 6, 10, ...” <i>(« La suite arithmétique est : 1, 3, 6, 10, ... »)</i></p>	<p>Recognizes and describes increasing and decreasing arithmetic sequences.</p> <p>1, 3, 5, 7, ...</p> <p>“This is an increasing arithmetic sequence as 2 is added each time. Initial term: 1. Constant change: Add 2.” <i>(« Il s’agit d’une suite arithmétique croissante puisque 2 est ajouté à chaque fois. Terme initial : 1. Changement constant : Ajouter 2. »)</i></p>
Observations/Documentation			

Activity 3 Assessment

Representing Arithmetic Sequences

Investigating Increasing and Decreasing Sequences (cont'd)			
<p>Writes the first 5 terms of an arithmetic sequence given the initial term and constant change.</p> <p>“Initial term: 30. Constant change: Subtract 3. 30, 27, 24, 21, 18, ...” (« <i>Terme initial</i> : 30. <i>Changement constant</i> : Soustraire 3. 30, 27, 24, 21, 18, ... »)</p>	<p>Recognizes and describes increasing and decreasing geometric sequences.</p> <p>2, 4, 8, 16, 32, ...</p> <p>“This is an increasing geometric sequence as a term is multiplied by 2 to get the next term. Initial term: 2. Constant change: Multiply by 2.” (« <i>Il s’agit d’une suite géométrique croissante car un terme est multiplié par 2 pour obtenir le terme suivant.</i> <i>Terme initial</i> : 2. <i>Changement constant</i> : Multiplier par 2. »)</p>	<p>Writes the first 5 terms of a geometric sequence given the initial term and constant change.</p> <p>“Initial term: 2. Constant change: Multiply by 3. 2, 6, 18, 54, 162, ...” (« <i>Terme initial</i> : 2. <i>Changement constant</i> : Multiplier par 3. 2, 6, 18, 54, 162, ... »)</p>	<p>Fluently recognizes and describes different increasing and decreasing sequences and uses them to solve problems.</p> <p>It takes Sami 40 min to make 1 bracelet. How many bracelets can Sami make in 4 h?</p> <p>“This is an increasing arithmetic sequence. Initial term: 40. Constant change: + 40. 40, 80, 120, 160, 200, 240 4 h = 240 min Sami can make 6 bracelets.” (« <i>Il s’agit d’une suite arithmétique croissante. Terme initial</i> : 40. <i>Changement constant</i> : + 40. Sami peut fabriquer 60 bracelets. »)</p>
Observations/Documentation			