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| **Generalizing and Representing Patterns** |
| Recognizes that a pattern can repeat, increase, or decrease.“This is an increasing pattern. I know this because each time there are more blocks.” | Identifies how a pattern changes and describes the pattern rule.“The pattern rule is: Start with 1 hexagon and 6 triangles. Add one hexagon and 6 triangles each time.” | Represents patterns using a table or chart.“The table shows the number of blocks increases by 7 each time, and the graph shows the height of the bars increases by the same amount.”

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| TermNumber | Number of Blocks  |
| 1 | 8 |
| 2 | 16 |
| 3 | 24 |

 | Represents patterns symbolically and writes the pattern rule.7, 14, 21“The number of blocks in each term increases by 7 because each flower has 7 blocks. Term 3: 7 + 7 + 7 = 21.” |
| **Observations/Documentation** |
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| **Generalizing and Representing Patterns (cont’d)** |
| Extends patterns using repeated addition, repeated subtraction, or multiplication.“I extended the patterns in the number of hexagons and triangles using a multiplication chart.” | Creates patterns and explains the pattern rule.23, 31, 39, 47, 55, 63, 71, 79, 87, 95“I created an increasing pattern that starts at 23 and increases by 8 each time.” | Uses patterns to solve problems.Yasmin and her family are planning a celebration and need to arrange 70 chairs.“I added the number of chairs in the first 6 terms (54). Term 7 is 16 and 54 + 16 = 70. Yasmin will need 7 tables.” | Fluently identifies, creates, and extends patterns to solve real-life problems.Sami takes 40 minutes to make one bracelet. How many bracelets can Sami make in 6 hours?“There are 360 minutes in 6 hours. I know that the pattern increases by 40 mins each term. 9 × 40 = 360. Sami can make 9 bracelets in 6 hours.” |
| **Observations/Documentation** |
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