

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		
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		

Big Idea					Indicators From Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can extend geometric and numeric repeating patterns. <b>(Activities 6, 7, 9)</b>									
Student can identify the core of a repeating pattern. <b>(Activities 6, 8, 9)</b>									
Student can identify a rule for a repeating pattern. <b>(Activities 6, 7, 9)</b>									
Student can create a repeating pattern involving one attribute. <b>(Activities 7, 9)</b>									
Student can represent a given repeating pattern in different ways. <b>(Activities 7, 9)</b>									
Student can identify and correct errors in a repeating pattern. <b>(Activities 8, 9)</b>									
Student can predict an element in repeating patterns. <b>(Activities 8, 9)</b>									
Student uses math language to describe repeating patterns. <b>(Activities 6–9)</b>									

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

	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: