|  |  |  |
| --- | --- | --- |
| **Creating a Symmetrical Necklace/Bracelet Behaviours/Strategies** | | |
| Student randomly places beads on the string, not giving any thought to symmetry. | Student places more beads on one side of the large bead than on the other. | Student creates a design on one side of the large bead, then copies the design on the other side without making a mirror image. |
| **Observations/Documentation** | | |
|  |  |  |
|  |  |  |
| Student makes a symmetrical necklace/bracelet but uses only one colour, making it unclear if symmetry was considered. | Student places most beads correctly but mixes up the order of a couple of beads. | Student makes a symmetrical necklace/bracelet and explains why it is symmetrical with ease. |
| **Observations/Documentation** | | |
|  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student understands that a design is symmetrical if it has two parts that match exactly.  **(Activities 16–18)** |  |  |  |  |  |  |  |  |  |
| Student can identify 2-D shapes and pictures that have symmetry.  **(Activity 16)** |  |  |  |  |  |  |  |  |  |
| Student can find the line of symmetry in pictures/designs by folding, cutting, using a Mira, and/or matching parts.  **(Activities 16–18)** |  |  |  |  |  |  |  |  |  |
| Student can complete a symmetrical design with concrete materials (Pattern Blocks).  **(Activity 17)** |  |  |  |  |  |  |  |  |  |
| Student can create a symmetrical design (necklace/bracelet) using concrete materials.  **(Activity 18)** |  |  |  |  |  |  |  |  |  |
| Student uses math language to explain how he or she knows a design/picture is symmetrical.  **(Activities 16–18)** |  |  |  |  |  |  |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Observed** | **Sometimes** | **Consistently** |
| Understands that a design is symmetrical if it has two parts that match exactly.  **(Activities 16–18)** |  |  |  |
| Identifies 2-D shapes and pictures that have symmetry.  **(Activity 16)** |  |  |  |
| Finds the line of symmetry in pictures/designs by folding, cutting, using a Mira, and/or matching parts.  **(Activities 16–18)** |  |  |  |
| Completes a symmetrical design with concrete materials (Pattern Blocks).  **(Activity 17)** |  |  |  |
| Creates a symmetrical design (necklace/bracelet) using concrete materials.  **(Activity 18)** |  |  |  |
| Uses math language to explain how he or she knows a design/picture is symmetrical.  **(Activities 16–18)** |  |  |  |

Strengths:

Next Steps: