

Master 32: Activity 14 Assessment

Patterns in Number Relationships

Creating and Describing Number Patterns Behaviours/Strategies		
<p>1. Student recognizes the number facts are related, but has difficulty describing the patterns in the numbers or modelling the facts on a number line.</p> <p> $21 + 29 = 50$ $22 + 28 = 50$ $23 + 27 = 50$ </p> <p>“They’re all really close to each other.”</p>	<p>2. Student describes the patterns in addition, but struggles to describe the patterns in subtraction.</p> <p> $58 - 33 = 25$ $57 + 32 = 25$ $56 + 31 = 25 \dots$ </p> <p>“The difference is always 25.”</p>	<p>3. Student describes patterns in addition and subtraction, but creates addition patterns with random facts that have the same sum.</p> <p> $4 + 23 = 27$ $12 + 15 = 27$ $26 + 1 = 27$ </p>
Observations/Documentation		
<p>4. Student uses number facts to create addition patterns that show number relationships, but has difficulty creating subtraction patterns.</p> <p> $14 + 9 = 23$ $13 + 10 = 23$ $12 + 11 = 23 \dots$ </p> <p> $29 - 18 = 11$ $13 - 2 = 11$ $15 - 4 = 11 \dots$ </p>	<p>5. Student creates and describes addition and subtraction patterns that show number relationships, but has difficulty finding missing parts.</p> <p> $29 - 18 = 11$ $\underline{\quad} - 17 = 11$ $27 - 16 = 11 \dots$ </p>	<p>6. Student creates and describes addition and subtraction patterns that show number relationships and finds missing parts.</p> <p>“When both numbers being subtracted go up or down by the same amount, the difference stays the same.”</p>
Observations/Documentation		