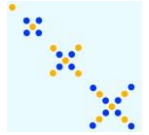




MATHEMATICAL PATTERNS

Multiple Child Documentation Form



| Skill A | Skill B | Skill C | Skill D | Skill E | Skill F | |
|---|---|---|---|--|--|--|
| <p>Duplicates sequential <u>AB</u> patterns with the same materials.</p> <p>WATCH FOR: -Duplicates AB pattern -Same materials</p> | <p>Duplicates sequential <u>three-element</u> patterns (e.g., ABB, ABC) with the same materials.</p> <p>WATCH FOR: -Duplicates 3-element pattern -Same materials</p> | <p>Extends sequential <u>AB</u> patterns at least one unit.</p> <p>WATCH FOR: -Extends AB pattern</p> | <p>Extends sequential <u>three-element</u> patterns (e.g., ABB, ABC) at least one unit.</p> <p>WATCH FOR: -Extends 3-element pattern</p> | <p>Duplicates sequential <u>patterns</u> (e.g., AB, ABC, AABB) <u>using materials different</u> from those used in the model pattern (pattern abstraction).</p> <p>WATCH FOR: -Duplicates with different materials</p> | <p>Identifies <u>repeating</u> unit in sequential patterns.</p> <p>WATCH FOR: -Identifies repeating unit -Says unit one time</p> | |
| Skill G | Skill H | Skill I | Skill J | Skill K | Skill L | Skill M |
| <p>Extends by at least one step or <u>determines the missing step</u> in spatial or numerical growing patterns.</p> <p>WATCH FOR: -Extends by one step or fills in missing step</p> | <p>Communicates a <u>recursive rule</u> governing the next step in spatial or numerical growing patterns.</p> <p>WATCH FOR: -Recursive rule</p> | <p>Creates or enters data into a <u>t-chart</u> to document the <u>relationship</u> between the ordinal position of a step in a growing pattern (i.e., first, second, third) and an important feature of the step.</p> <p>WATCH FOR: -Creates or fills in t-chart</p> | <p><u>Applies the relationship</u> between the two variables in a <u>t-chart</u> to extend a numerical growing pattern by at least one step.</p> <p>WATCH FOR: -Extends t-chart</p> | <p>Communicates a <u>one-operation functional rule</u> governing spatial or numerical growing patterns and uses it to determine a <u>far step</u>.</p> <p>WATCH FOR: -Functional rule -One-operation -Far step</p> | <p>Communicates a <u>two-operation functional rule</u> governing spatial or numerical growing patterns and uses it to determine a <u>far step</u>.</p> <p>WATCH FOR: -Functional rule -Two-operation -Far step</p> | <p><u>Creates an equation</u> that symbolizes a <u>functional rule</u> governing a spatial or numerical growing pattern.</p> <p>WATCH FOR: -Equation</p> |
| Child | Evidence and Notes (Describe what you observed that provides evidence for the skill selected. Describe any prompts used. Note that a child may be "Emerging" if not yet at Skill A.) | | | | | |
| | 1. Date: <input type="checkbox"/> Observation <input type="checkbox"/> Situation <p style="text-align: right;">Learning Status: _____</p> | | | | | |

