Numbering up

Annotation

Selai can continue and explain a growing sequential number pattern and by her use of equipment, can demonstrate and describe a spatial pattern.

Problem: Numbering up

The students in Room 7 are exploring number patterns using a range of equipment. A student suggests to the class the following number pattern for investigation.

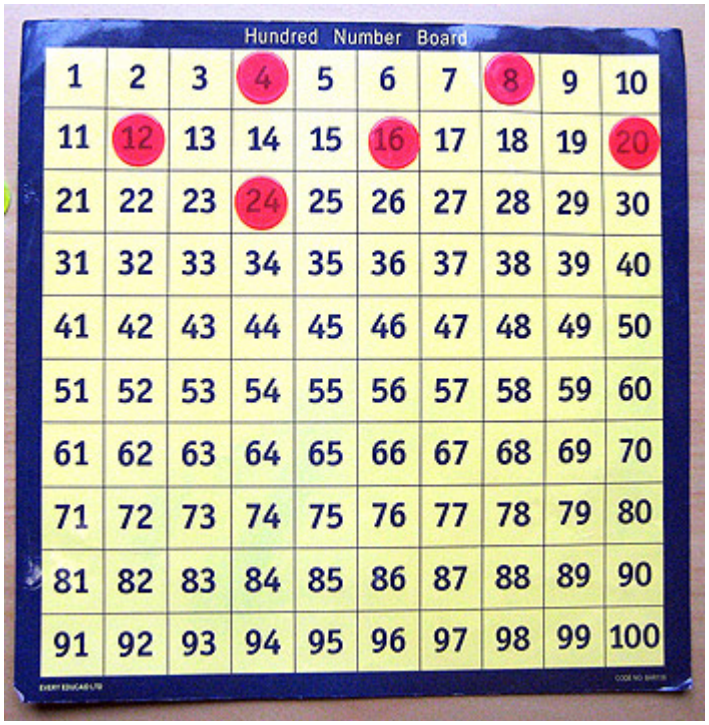
4, 8, 12, 16 …

The teacher poses this problem:

What two numbers come next in this pattern?

Student Response

Selai chooses a hundreds board and places counters on it in the following way:



Selai:	20 and 24.
Teacher:	Tell me about your thinking.
Selai:	It's a pattern of adding fours. We've looked at our times tables on one of these, so I know this is really the four times table. I can skip count in fours a bit and if I did that this time, I could have found out the next two numbers that way, and they'd still be 20 and 24.
Teacher:	*Can you tell me about the pattern you see?*

Selai: Well, the first row numbers are 4 and 8 and then the next row numbers end in 2, 6 and 0. Then it goes back to ending in 4 and 8 again in the third row, so I reckon the next row probably goes back to ending in 2, 6 and 0.