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:

				Hund	ed Nu	mber I	Board			-
	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
1	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100
b	DE EDICATIVA				168	25924	100			COOR 90 (HATT)

Selai: 20 and 24.

Selai:

Teacher: Tell me about your thinking.

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?

Well, the first row numbers are 4 and 8 and then the next row numbers end in 2, 6 and 0. Selai: 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.