

I LOVE A PARADE

Performance Standard (8A/6A).A

Analyze the pattern of a parade accordingly:

- *Mathematical knowledge:* Apply mathematical concepts to accurately extend and translate a parade's pattern and represent it in letters (i.e., A-B-C-A-B-C).
- *Strategic knowledge:* Analyze parade data systematically to determine where a parade element will appear in the pattern.
- *Explanation:* Explain completely and clearly in a drawing or writing what was done and why it was done.

Procedures

1. *In order to describe numerical relationships using variables and patterns (8A) and demonstrate knowledge and use of numbers and their many representations in a broad range of theoretical and practical settings (6A)*, students should experience sufficient learning opportunities to develop the following:
 - Differentiate between cardinal and ordinal numbers in quantifying and ordering numbers.
 - Recognize, describe and extend patterns and translate from one representation to another.
 - Match letters to describe given patterns.
 - Analyze repeating patterns.
2. Provide each student with the "I Love a Parade" task sheet. Summarize the performance assessment task and how the rubric will be used to evaluate it. This assessment may be given as a group activity.
3. Read the directions on the task sheet to the students. Tell them they are to extend the parade pattern with their own drawings and words, analyze the pattern, and answer the questions. Clarify any questions about the task or the directions.
4. Evaluate each student's performance using the rubric and the guide for the rubric to determine each student's performance level:
 - Mathematical knowledge:* Patterns correctly represented in pictures and letters.
 - Strategic knowledge:* Missing element correctly identified.
 - Explanation:* Student explains why the clown is the tenth thing in the parade, and how the letters represent the same pattern.

Examples of Student Work follow

Resources

- Copies of the "I Love a Parade" task sheet
- Mathematics Rubric

Time Requirements

- 20 - 25 minutes

ASSESSMENT (8A/6A).A

NAME _____

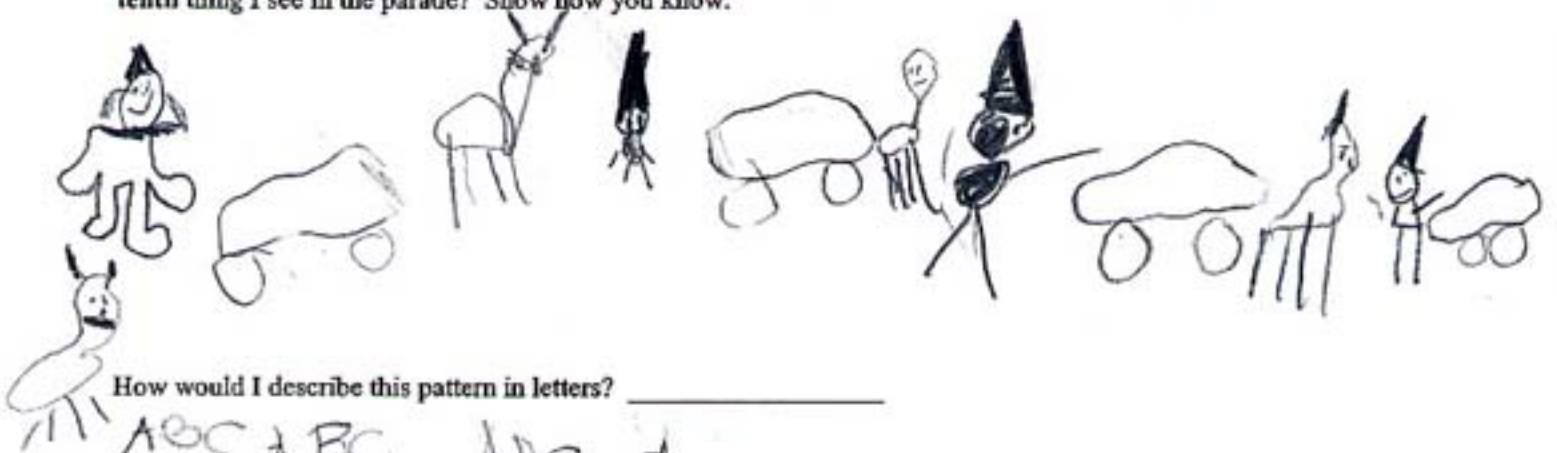
DATE _____

April 5, 2001

I LOVE A PARADE!

A parade is coming down the street! As the parade goes by I watch as a clown, a car, and a horse go by. Then another clown, car, and horse go by. The pattern keeps repeating this way. Answer the questions below about this parade.

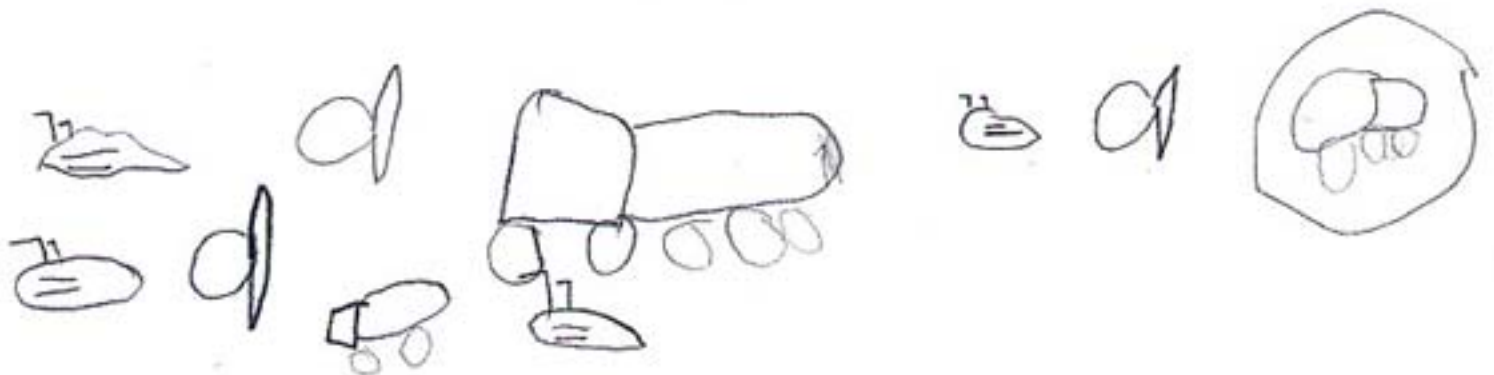
In the space below draw the parade that I am watching. If the parade keeps going in this pattern, what will be the tenth thing I see in the parade? Show how you know.



How would I describe this pattern in letters? _____

ABC ABC ABC ABC

Draw another parade with this same pattern. In your parade what will be the sixth thing I see go by? Show how you know.



"Exceeds"

NAME _____

DATE

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In the space below draw the parade that I am watching. If the parade keeps going in this pattern, what will be the tenth thing I see in the parade? Show how you know.



Draw another parade with this same pattern. In your parade what will be the sixth thing I see go by? Show how you know.

