Match Two Number Patterns

Make two patterns, pair matching terms, and graph the pairs

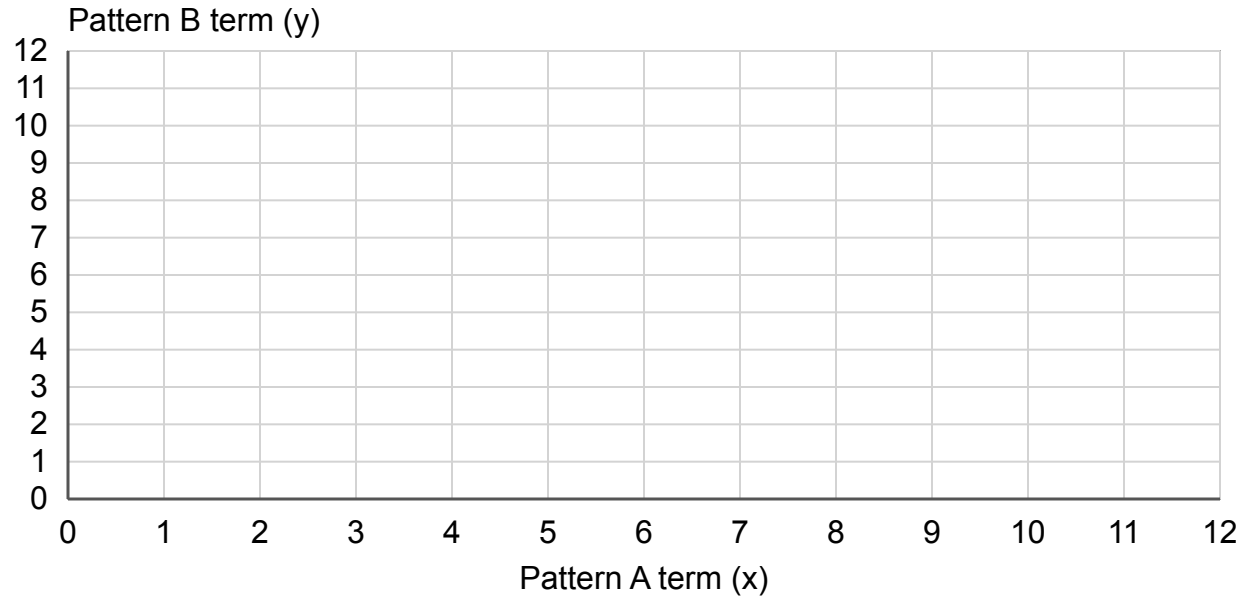
Name: _____ Date: _____

Part 1: Build and Graph the Patterns

Directions: Listen as your teacher reads the directions. Pattern A starts at 1 and adds 2 each time. Pattern B starts at 3 and adds 2 each time. Complete five matching terms. In each ordered pair, use Pattern A for x and Pattern B for y.

Term number	Pattern A	Pattern B	Ordered pair (x, y)
1			
2			
3			
4			
5			

Plot all five ordered pairs on the coordinate plane. Make each point dark enough to see.



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Part 2: Notice the Relationship

1. Compare the numbers in each ordered pair. Pattern B is always _____ more than the matching Pattern A term.

2. Choose two rows from your table. For each row, subtract the Pattern A number from the Pattern B number. Show your work.

3. What do the plotted points show about the relationship between Pattern A and Pattern B? Write a sentence that uses the words *corresponding terms*.

Check: Look back at your graph. Does every point match one ordered pair from your table? Circle one: Yes / Not yet

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Answer Key and Teaching Notes

Materials: Print and supply all student pages, keeping teacher-key pages separate. Supplied materials are the shared pattern table and blank coordinate plane. Additionally needed: pencils, erasers, and optional rulers.

Exact setup: Give each student the student pages and a pencil. Keep this key out of student view. Read the directions before students begin Part 1. Students work independently first; then permit a brief partner check of plotted locations only after their own tables are complete.

Teacher-read script: “You will make two number patterns. Each row has matching terms: the first Pattern A term goes with the first Pattern B term. Write Pattern A first in every ordered pair. Then plot each pair as x, then y. Finally, look for what stays the same when you compare corresponding terms.”

Observation method: During Part 1, check that the student generates values from both rules rather than copying a completed list; forms pairs in A-then-B order; and plots each point at the matching horizontal and vertical values. During Part 2, listen for the constant difference of 2 and inspect subtraction work. Prompt only with “Which number is x?” or “What did you add?” Do not supply a missing term.

1. Table answers: Term 1: A = 1, B = 3, (1, 3). Term 2: A = 3, B = 5, (3, 5). Term 3: A = 5, B = 7, (5, 7). Term 4: A = 7, B = 9, (7, 9). Term 5: A = 9, B = 11, (9, 11).

1. Graph answer: Plot (1, 3), (3, 5), (5, 7), (7, 9), and (9, 11). Accept accurately placed points without labels.

2. Part 2 answer: Pattern B is always 2 more than the matching Pattern A term.

3. Subtraction-work rubric: Accept any two matching rows with correct subtraction, such as 3 - 1 = 2 and 9 - 7 = 2.

4. Explanation rubric: A complete response states that corresponding Pattern B terms are 2 greater than corresponding Pattern A terms. Sample: “The corresponding terms show that Pattern B is always 2 more than Pattern A.” The final check should be “Yes” when all five table pairs are plotted correctly.

Source credit: Original instructional content; no external source used.

Completed graph for teacher reference:

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Answer Key and Teaching Notes (continued)

