

## Activity 1.5A

### Connections to the mathematics TEKS

(1.5) The student recognizes patterns in numbers and operations.

The student is expected to:

(A) use patterns to skip count by twos, fives, and tens.

Students use the pattern of counting by twos to determine the number of eyes in the classroom. (They could also count by fives for the number of fingers or count by tens for the number of toes.) Students make a T-chart to record the information.

faces	eyes
0	0
1	2
2	4
3	6

faces	eyes
0	
1	☺
2	☺☺
3	☺☺☺

faces	eyes
0	
1	
2	
3	

### ASSESSMENT CONNECTIONS

#### Questioning . . .

#### Open with . . .

- How many eyes are in the whole classroom? How did you figure this out?

#### Probe further with . . .

- How did you use the T-chart to find your answer?
- Do you see a number pattern? What pattern do you notice?
- How did you count?
- How can we figure out the number of ears we would have in the room? number of fingers?
- If two students were absent, how would our chart be different?
- What other ways can we figure this out?

**Listen for . . .**

- Does the student count by ones or twos?
- How comfortable and accurate was the student when counting using the number pattern (for example, 2, 4, 6 . . .)?
- How far does the student comfortably and accurately count by twos?
- Does the student count by twos then by ones?
- Can the student use the pattern to predict the outcome of the problem?
- Does the student self-monitor and self-correct?

**Look for . . .**

- What strategy does the student use to solve the problem? Does the student act out, draw pictures, use the T-chart, or use concrete objects to solve the problem?