**7(3) NUMBER into ALGEBRA**

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| **Title** | Matching Sequences |
| **Hours** | 1 |
| **Aims** | * Find a term to term rule * Finding an nth term rule * Using an nth term rule to find any term in a sequence. |
| **Pedagogy** | * Fluency |
| **Activity**  **(details)** | Starter  Bingo activity, although the bingo answers are all term to term rules ask pupils if they can also find the nth term rule and the 100th term in the sequence. Use this as an opportunity for whole class AfL and to identify and correct any misconceptions, (you may want to use mini whiteboards for this.)  Main Activity  Remind pupils of the visual representation they saw of 2n + 3 last lesson and also remind them of what they discovered during the Inquiry. Through class discussion draw out their prior knowledge and explain how they are going to apply this knowledge to today’s task. Ask students to choose the appropriate level of challenge. Rather than cutting and sticking, ask pupils to match the cards by writing the appropriate letter on each card.  Plenary  Ask pupils to choose an nth term rule and write down the first five terms of the sequence on their mini whiteboards. When pupils hold these up, take three whiteboards from pupils, one for each sequence then ask the class if they agree that the pupil has correctly found the first five terms, ask the class to correct any mistakes if necessary. |
| **>H** | **To futher explore quadratic sequences.** |
| **H** | To describe a sequence using a position to term rule / nth term rule and use it to find any term in the sequence. |
| **M** | **To describe the sequence using a term to term rule and use the term to term rule to predict the 6th and 7th pattern in each sequence.** |
| **L** | **Be able to count the number of squares in each sequence.** |
| **<L** | Be able to draw the next two diagrams for each sequence. |