

Lesson 10: Interpretemos relaciones

Standards Alignments

Addressing 5.OA.B.3

Building Towards 5.OA.B.3

Teacher-facing Learning Goals

- Given rules, generate two numerical patterns. Identify and explain more complex relationships between corresponding terms.

Student-facing Learning Goals

- Encontremos relaciones entre patrones.

Lesson Purpose

The purpose of this lesson is for students to generate patterns based on two given rules and then identify and explain more complex relationships.

In this lesson students continue to generate two patterns and observe relationships between their corresponding terms. Most of the relationships are more complex in this lesson, involving either multiplication by a fractional amount or both multiplication and addition or subtraction. Students begin to express the relationships between patterns using equations (MP2).

Access for:

Students with Disabilities

- Representation (Activity 2)

Instructional Routines

MLR7 Compare and Connect (Activity 1), True or False (Warm-up)

Lesson Timeline

Warm-up	10 min
Activity 1	20 min
Activity 2	15 min
Lesson Synthesis	10 min

Teacher Reflection Question

How effective were your questions in supporting students' thinking today? What did students say or do that showed they were effective?

Cool-down (to be completed at the end of the lesson)

 5 min

Los patrones de Jada y Priya

Standards Alignments

Addressing 5.OA.B.3

Student-facing Task Statement

1. Jada y Priya están creando reglas para unos patrones. Completa los patrones siguiendo las reglas.

La regla de Jada: empezar en 0 y siempre sumar 3.

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La regla de Priya: empezar en 0 y siempre sumar 4.

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2. Kiran dice que cuando el número de Jada sea 45, el número correspondiente de Priya será 90. ¿Estás de acuerdo? ¿Por qué sí o por qué no?

Student Responses

1. 0, 3, 6, 9, 12, 15, 18, 21, 24, 27
0, 4, 8, 12, 16, 20, 24, 28, 32, 36
2. No. Sample response: I don't agree because 90 is not a multiple of 4 so it's not on Priya's list.