



Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Use with page 117 in the student worktext.

Module 30: Functions and Ordered Pairs

# Understand the Main Idea

Can students identify ways of showing number patterns, based on Practice Applying the Main Idea on page 117? Use the rubric to identify students who need extra support through additional help and the Intervention activity.

### Intermediate

### Advanced

- Connects all terms to the correct pictures.
- Writes a reasonable phrase or short sentence for number 4, with some errors, to explain why it is good to have various ways to show number patterns.

**Example of a sentence a student might write:**  
*People like numbers or like pictures.*

- Connects all terms to the correct pictures.
- Writes a reasonable complete sentence for number 4, with minimal errors, to explain why it is good to have various ways to show number patterns.

**Example of a sentence a student might write:**  
*Some people likes numbers more, and some people likes charts more.*

**Requires intervention?**

**Use chanting to help students relate words to concepts.** Chant *WHAT IS an e-QUA-TION?* and have students respond *An e-QUA-tion HAS an E-equals SIGN*, drawing an equals sign in the air as they speak. Use similar chants for *graph* and *function table*: *WHAT IS a GRAPH? A GRAPH SHOWS LOTS of POINTS. WHAT IS a FUNC-tion TA-ble? A FUNCtion TABLE IS a CHART*. Repeat several times.

**Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

© Copyrighted Material – Reproduction Permitted.