SEQUENCES

Name:

Assessment Criteria: Begin to use formulae expressed in words

1. Look at these two sequences.

(i) 4, 7, 10, 13, … (ii) 5, 8, 11, 14, …

a) What is the same about them?

b) What is different about them?

2. Look again at the sequence 4, 7, 10, 13, …

To find the number in position 'n', multiply 'n' by three, and then add one.

a) What number would be in position 10?

_____

b) What number would be in position 100?

_____

3. A necklace manufacturer uses white, grey and black beads in various designs. Each necklace uses 60 beads.

How many of each colour is needed for the necklaces which have repeating patterns of the following?

a)

White: _____

Grey: _____

Black: _____

b)

White: _____

Grey: _____

Black: _____

4. Here are two different ways you can change 4 into 9, using any combinations of add, subtract, multiply and divide.

   $4 \times 4 - 7 = 9$ $\qquad$ $(4 + 14) \div 2 = 9$

   Write another example of your own:

5. The same thing is happening to both the starting numbers, to get the finishing numbers. Write down in words what you have to do to the starting numbers to get the finishing numbers. (HINT: there are two steps)

$$2 \rightarrow 7$$

$$4 \rightarrow 13$$

Overall, I think my success level is:	Low ○ ○ ○ ○ High

Q	SEQUENCES	☺	☹
	I can use a worded formula to work out values		
	I can describe sequences of numbers		
	I can express simple functions in words		
	I can search for a solution by trying out ideas of my own		
	I can use my own strategies within mathematics and in applying mathematics to practical contexts		

I need to practise …