

Number sequences

Complete the number sequences by filling in the spaces below. State whether the sequence is ascending or descending order.

									Ascending or descending?
1.	-14,	-9,	-2,	_____	_____	_____	_____	_____	
2.	20,	31,	42,	_____	_____	_____	_____	_____	
3.	133,	130,	127,	_____	_____	_____	_____	_____	
4.	11,	17,	23,	_____	_____	_____	_____	_____	
5.	9,	0,	-9,	_____	_____	_____	_____	_____	
6.	26,	16,	6,	_____	_____	_____	_____	_____	
7.	-9,	0,	9,	_____	_____	_____	_____	_____	
8.	2.5,	3.0,	3.5,	_____	_____	_____	_____	_____	

Now have a go at these more tricky sequences!


9.	2,	4,	8,	16,	_____	_____	_____	_____	
10.	6,	18,	54,	162,	_____	_____	_____	_____	

Think very carefully now. Can you write down the short hand rule for each of the above sequences? The first one has been done for you.

1.	$1024 \times 1.5 \times 2$	2.	_____
3.	_____	4.	_____
5.	_____	6.	_____
7.	_____	8.	_____
9.	_____	10.	_____

Number Sequence Lesson 6th Grade

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Harmony Lessons, Book 1 John W. Schaum, A practical volume to follow the SCHAUM NOTE SPELLER Book Two This is a book that can be used by instrumental and vocal teachers who want their students to know some of the essentials of harmony but who haven t the time to teach it as a separate subject Thus a piano teacher for example can teach harmony in conjunction with the regular piano lesson At the end of Book II we have employed harmony in an accompaniment sense rather than in the traditional four part harmony way Transposition has been treated both melodically and harmonically

Elementary science in object lessons. Standard 3 (6 and 7). ,1899
Targeting Maths Katy Pike, Judy Tertini, Garda Turner, 2004 *Teacher's Manual, Pt. 1-6, for The Prang Elementary Course in Art Instruction, Books 1[-12] Third[-eighth] Year* John Spencer Clark, Mary Dana Hicks, Walter Scott Perry, 1898

Common Core Mathematics in a PLC at Work™, Grades 6-8 Diane J. Briars, David Foster, 2012-10-26 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 6 8 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency

Everyday Mathematics University of Chicago. School Mathematics Project, 2001 *The New Structuralism in Cognitive Development: Theory and Research on Individual Pathways* R. Case, W. Edelman, 1992-11-26 *Journal of Education* ,1888 *Glencoe Algebra 1* ,2001

Report of the Secretary for Public Instruction ... Queensland. Department of Public Instruction, 1890 Everyday Mathematics Teacher Lesson Guide

Volume 1 Grade 4 Edm, University of Chicago. School Mathematics Project, 2008 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support *Math Advantage* Grace M. Burton, Harcourt Brace, 1998-05-22 English Language Learner Handbook

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Assessing Teacher Performance Sharon Castle,Beverly D. Shaklee,2006 What does performance based assessment in teacher education mean How can colleges and schools of education bring together faculty across programs and within programs to develop and implement a performance based assessment program for their candidates This volume is designed to share elements of effective performance based assessments examine the issues related to credibility of the evidence from performance based assessments and provide practical examples of works in progress from initial licensure through advanced degree programs in teacher education **Primary Education** ,1894 **Connecting Concepts of Numbers to Mental Computation Procedures in Grades Seven, Eight, and Nine** William Braman Weber,1994

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