

Name: _____

SEQUENCES *graphic organizer*

	ARITHMETIC	GEOMETRIC
DEFINITION	A sequence where the difference between consecutive terms is constant. * <u>ADD</u> or <u>SUBTRACT</u> to get the next term!*	A sequence where the ratio of any term to the previous term is constant. * <u>MULTIPLY</u> to get the next term!*
RECURSIVE FORMULA	$a_n = a_{n-1} + d$	$a_n = r \cdot a_{n-1}$
EXPLICIT FORMULA	$a_n = a_1 + (n - 1)d$	$a_n = a_1 \cdot r^{n-1}$

VARIABLES KEY

a_n = the term you want

a_1 = first term

n = the number of the term you want

d = common difference

r = ratio

Graphic Organizer For Geometric Sequence

Patty J. Horn, Kristin Metler-Armijo

A red circular graphic element with a gradient, appearing as a partial circle or a thick arc, located to the right of the authors' names.

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30 Graphic Organizers for the Content Areas, Grades K-3 Christi E. Parker, 2006-02-01 Provides fresh new graphic organizers to help students read write and comprehend content area materials Helps students organize and retain information

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gold for students who lack the essential academic language and academic vocabulary to succeed in school Learn the strategies and key words that will unlock learning for all of your students , **A Guide to Mathematics Leadership** Don S. Balka,Ted H. Hull,Ruth Harbin Miles,2009-11-18 If you have anything at all to do with mathematics leadership in your school or district this resource is the launch pad for your leadership efforts It provides the necessary background gets you started and will force you to consider leadership traps you may encounter along the way This book won t be placed on a shelf it will be used daily Skip Fennell Professor McDaniel College Past President National Council of Teachers of Mathematics Empower mathematics educators and learners to meet and exceed high expectations School leaders who are responsible for improving mathematics achievement face tremendous challenges Written by three noted mathematics educators this book helps leaders implement a high quality mathematics program regardless of the status of their current programs or the availability of resources A Guide to Mathematics Leadership presents a process based approach to improving mathematics instruction based on five principles identified by the National Council of Teachers of Mathematics NCTM equity curriculum teaching learning and assessment and four leadership principles from the National Council of Supervisors of Mathematics NCSM equity leadership teaching and learning leadership curriculum leadership and assessment leadership These principles are applied during the program improvement cycle which includes Articulating the curriculum Implementing the curriculum Incorporating effective instructional strategies Providing timely and targeted feedback Establishing professional learning communities Fostering professional development Filled with practical advice tips tools and resources for each stage of the process this book guides readers in the next steps to excellence in mathematics instruction and learning Reading Strategies for Elementary Students With Learning Difficulties William N. Bender,Martha J. Larkin,2009-01-12 Packed with research based strategies for use with RTI this resource covers brain compatible reading instruction for students with learning disabilities or reading difficulties **English Language Learners in the Mathematics Classroom** Debra Coggins,2007-02-12 The number of students whose first language is not English is increasing As a result many teachers need new resources to adapt their teaching of mathematics to support the mathematical learning of students with limited English and to include them in rigorous instruction By incorporating multimodal strategies teachers can more confidently teach standards based mathematics that can reach all of their students Through simple straightforward language and examples this resource helps teachers develop specialised understanding and strategy knowledge for supporting a high level of mathematics learning along with language acquisition *The Power of Picture Books in Teaching Math and Science* Lynn Columbia,2017-05-12 This book s 50 plus lessons each based on a different picture book or story will help classroom teachers build a foundation for teaching math science and social studies concepts to their students Each lesson uses children s literature to make challenging abstract concepts relevant to children s lives inviting them to learn these concepts while responding to a story s illustrations theme characters and plot The lessons also demonstrate how teachers can use children s

literature to meet national standards in math science and social studies Chapters 1 through 5 set the stage for using picture books discussing the effective imaginative integration of literature into the classroom Teachers will learn to create an environment that ensures that when children and books come together the experience is enjoyable and thought provoking Chapters 6 through 9 provide individual lessons by grade level with detailed activities based on specific books

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