

Gummy vs. Gum

Student Activity Sheet

MA.D.1.3.1-The student describes a wide variety of patterns, relationships, and functions **through models**, such as manipulatives, tables, graphs, expressions, **equations**, and inequalities.


MA.D.2.3.2- The student uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

1. Line gummy bears along 1 stick of gum and record on the T-chart how many gummy bears equal 1 stick of gum. Repeat for 2 gum sticks, 3 gum sticks, and 4 gum sticks.

| # of Gum Sticks | # of Gummy Bears |
|-----------------|------------------|
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2. Describe the number pattern you and your partner discovered.
3. What is the equation that describes the pattern you and your partner discovered?
4. Using your equation, how many gum sticks would equal the measurement of:
 - a. 35 gummy bears?
 - b. 100 gummy bears?
 - c. 237 gummy bears?

Gummy vs. Gum Rubric

|  | Commendable | Acceptable | See Teacher |
|---|--|---|---|
| | <p>Works cooperatively with partner without problems</p> <p>Discovers a pattern that is seen through all numbers in the T-chart</p> <p>Clearly describes the pattern that was discovered</p> <p>Formulates an equation that parallels the pattern</p> <p>Accurately solves the equation when given different numbers</p> | <p>Works with partner with few problems</p> <p>Discovers a pattern that is seen through some of the numbers in the T-chart</p> <p>Describes the pattern with some degree of ambiguity</p> <p>Formulates an equation, but equation does not parallel pattern</p> <p>Solves the equations when given different numbers with some accuracy</p> | <p>Refuses to cooperate with partner</p> <p>Submits a pattern that has nothing to do with the numbers in the T-chart</p> <p>Unclearly communicates the pattern description</p> <p>Does not formulate an equation</p> <p>Does not solve the equation with any accuracy</p> |