Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Team #: \_\_\_\_\_\_\_\_\_

**Lesson 5.2.1**

1. As a team, initially sort the sequence strips into groups based on your first glance at the sequences. Remember that you can sort the sequences into more than two families. You will have a chance to revise your groups of sequences throughout this activity, so just sort them in a way that makes sense to start out with. Which seem to behave similarly? Record your groupings and what they have in common before proceeding.
2. Find the sequence generator, **growth pattern**, for each sequence and write it on the strip. You can express the sequence generator either in symbols or in words. Then record the next three terms in each sequence on the strips. Do your initial sequence families still make sense? If so, what new information do you have about your sequence families? If not, reorganize the strips and explain how you decided to group them.
3. Resource Manager, get a set of the Lesson 5.2.1B Resource Pages for your team. Then record each sequence in a table. Your tables will compare the **term number**, , to the value of each **term**, . This means that your sequence itself is a list of *outputs* of the relationship and the *inputs* are a list of integers! The first term in a sequence is always . Attach the tables to the strips of sequences that they each represent. Do your sequence families still make sense? Record any new information or reorganize your sequence families if necessary.
4. Resource Managers, get a set of the Lesson 5.2.1C Resource Pages for your team. Graph each sequence on the Resource Page. Include as many terms as will fit on the existing set of axes. Should your graphs be discrete or continuous? Use color when graphing. Attach the graph to the sequence and table it represents. Do your sequence families still make sense? Record any new information and reorganize your sequence families if necessary.