

Number Steps

Listen for number patterns, then circle or write the missing change.

1.PAR.3.2 "Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	1	2	5
b	2	10	5
c	40	35	50

2 WRITE IT _____

4	
20	
5	

HOW TO RUN THIS PAGE

Read each number pattern slowly, pausing after each number. Model the idea first with a different pattern, such as 1, 11, 21, and have students notice that the numbers grow by 10. Students listen for an amount being added or subtracted, then choose or write a number.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen to each number pattern and to the choices. Which choice answers the question?”

ROW	SAY	STUDENTS CIRCLE
a	Listen: 4, 6, 8. What number are we adding each time, 1, 2, or 5? Circle the number.	2
b	Listen: 25, 20, 15. What number are we subtracting each time, 2, 10, or 5? Circle the number.	5
c	Listen: 10, 20, 30. What number comes next, 40, 35, or 50? Circle the number.	40

PART 2 • WRITE IT

SAY “Look at each printed number beside a box. For the first box, starting at 4, what number comes next when we add 2? For the second box, starting at 20, what number comes next when we subtract 10, and for the third box, starting at 5, what number comes next when we add 5?”

- Box 1 (beside 4): **6**
- Box 2 (beside 20): **10**
- Box 3 (beside 5): **10**

WHAT TO ACCEPT

Circle answers are 2, 5, and 40. Written answers are 6, 10, and 10, in order.