Pattern Pathways

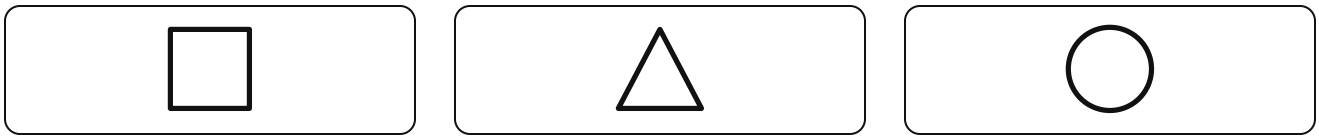
Students complete patterns and create their own.

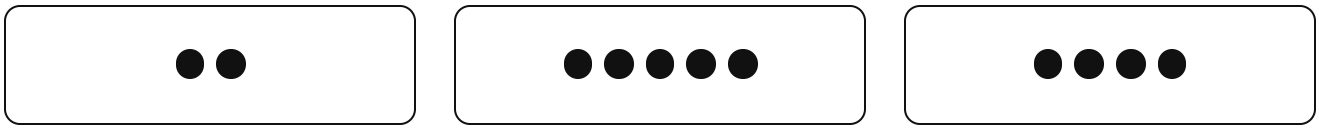
1.A.1.1 "Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (e.g., quantity, numbers, or shapes)."

NAME _____ DATE _____

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

1 WHAT COMES NEXT

a 

b 

c

8	6	5

2 MAKE PATTERNS

ANSWER KEY # Pattern Pathways

GRADE 1 · 1.A.1.1

HOW TO RUN THIS PAGE

Read each pattern aloud and give students time to study the choices before they circle an answer. Then have them create repeating, increasing, and decreasing number patterns in the boxes.

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

PART 1 · WHAT COMES NEXT

SAY "Listen to each pattern and look at the choices. Circle what comes next."

ROW	SAY	STUDENTS CIRCLE
a	Circle, square, circle, square, circle. Which shape comes next?	**square**
b	One dot, two dots, three dots. Which group of dots comes next?	**4 dots**
c	Nine, eight, seven. Which number comes next?	**6**

PART 2 · MAKE PATTERNS

SAY "In the first box, write six numbers using 1 and 2 in a repeating pattern, starting with 1. In the second box, write four numbers that go up by one, starting with 2. In the third box, write four numbers that go down by one, starting with 5."

- Box 1: **1 2 1 2 1 2**
- Box 2: **2 3 4 5**
- Box 3: **5 4 3 2**

WHAT TO ACCEPT

Circle square, four dots, and 6. For the first box, accept any six-number repeating pattern that starts with 1 and uses both 1 and 2, such as 1 1 2 1 1 2. The other boxes should show 2 3 4 5 and 5 4 3 2.