What Comes Next?

Students identify and extend repeating, increasing, and decreasing patterns.

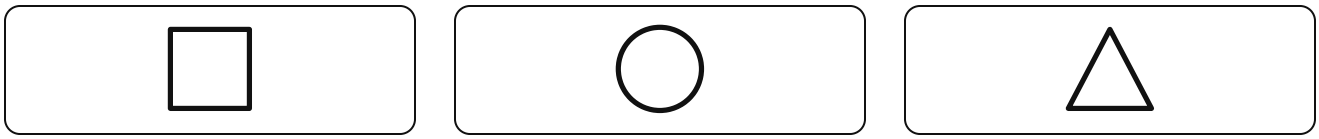
1.A.1 "Identify patterns found in real-world and mathematical problems. Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (e.g., quantity, numbers, or shapes)."

NAME _____ DATE _____

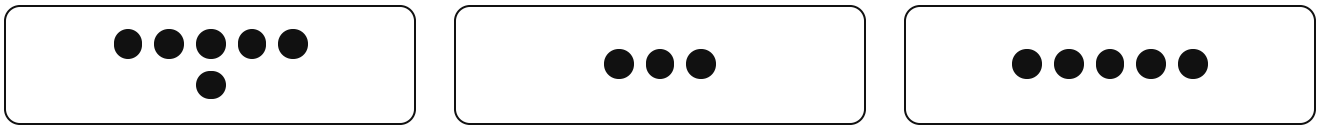
Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE NEXT

a



b



c

2	6	3

2 MAKE PATTERNS

1	
9	

ANSWER KEY

What Comes Next?

GRADE 1 · 1.A.1

HOW TO RUN THIS PAGE

Read each pattern aloud while students follow along and circle what comes next. Then give students time to make two number patterns in the boxes, and note any support they need.

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 NEXT

SAY "Listen to each pattern. Circle what comes next."

ROW	SAY	STUDENTS CIRCLE
a	Circle, square, circle, square. Which shape comes next?	**circle**
b	Two dots, three dots, four dots. Which group of dots comes next?	**5 dots**
c	Eight, six, four. Which number comes next?	**2**

PART 2 · MAKE PATTERNS

SAY "Find the box beside 1. Start at 1 and add one each time. What are the next three numbers? Write them in the box. Now find the box beside 9. Start at 9 and take away one each time. What are the next three numbers? Write them in that box."

- Box 1 (beside 1): **2 3 4**
- Box 2 (beside 9): **8 7 6**

WHAT TO ACCEPT

Circle the circle, five dots, and 2, in that order. Accept 2 3 4 beside 1 and 8 7 6 beside 9; record any support separately.