What Comes Next?

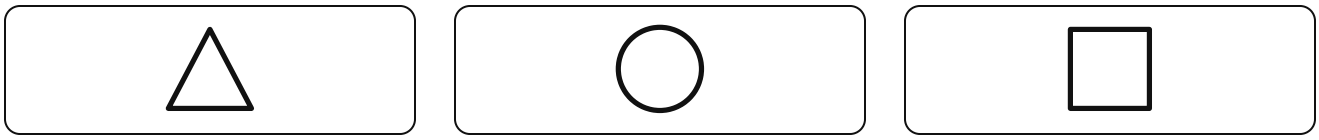
Students extend patterns with shapes, dots, sounds, and numbers.

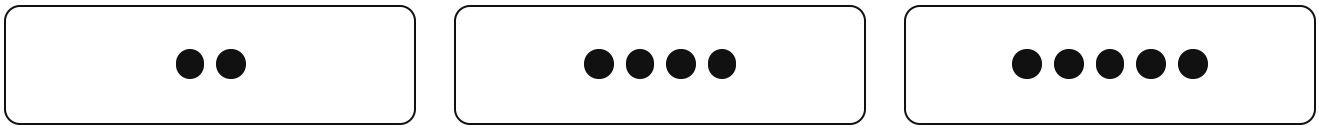
K.A.1 "Duplicate patterns in a variety of contexts. Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common. Recognize, duplicate, complete..."

NAME _____ DATE _____

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

1 CIRCLE NEXT

a 

b 

c

clap	tap	snap

2 WRITE NEXT

6	
2	

ANSWER KEY

What Comes Next?

HOW TO RUN THIS PAGE

Read each pattern and its choices aloud, then give students time to circle or write what comes next. Observe whether students extend repeating, increasing, and decreasing patterns, and record any support separately.

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. Look at the choices, and circle what comes next."

ROW	SAY	STUDENTS CIRCLE
a	The choices are triangle, circle, and square. Listen: square, triangle, square, triangle. Which shape comes next?	**square**
b	Look at the dot groups. Listen: one dot, two dots, three dots. The groups grow by one dot each time. Which group comes next?	**4 dots**
c	The choices are clap, tap, and snap. Listen: clap, tap, clap, tap. Which sound comes next? Circle its word.	**clap**

PART 2 · WRITE NEXT

SAY "For the box beside 6, listen: eight, seven, six. Each number goes down by one. What number comes next? Write it in the box. For the box beside 2, listen: zero, one, two. Each number goes up by one. What number comes next? Write it in the box."

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

WHAT TO ACCEPT

Circle square, four dots, and clap, in that order. Accept 5 beside 6 and 3 beside 2.