

Pattern Switch

Teacher-led listening, pattern extending, and pattern making.

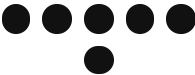
1.PFA.1 "The student will identify, describe, extend, create, and transfer repeating patterns and increasing patterns using various representations. Identify and describe repeating and increasing patterns..."

NAME _____

DATE _____

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

1 FIND NEXT _____

a			
b			
c			

2 CREATE AND TRANSFER _____

HOW TO RUN THIS PAGE

Read patterns and choices aloud. Students describe, extend, create and transfer patterns. Use the top box for a repeating shape pattern and its movement transfer; use the bottom box for growing dot groups.

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

PART 1 • FIND NEXT

SAY "Listen carefully to each pattern. For each row, answer the question by circling one choice."

ROW	SAY	STUDENTS CIRCLE
a	Listen: triangle, square, triangle, square. What repeats? Which printed shape comes next? Circle it.	triangle
b	Listen: 2, 3, 4. How does the number change? Circle the dots for the next number.	5 dots
c	Listen: red, yellow, red, yellow. Key: red means triangle; yellow means the round outline. Circle the shape for the next color and explain.	triangle

PART 2 • CREATE AND TRANSFER

SAY "In the top box, make your own repeating pattern with two kinds of shapes. Choose the order and show the repeating part at least three times; tell what repeats, then perform the same pattern with two movements you choose. In the bottom box, make four groups of dots: begin with one or two dots and add one dot in each new group; tell how the pattern grows."

- Box 1: **A repeating unit using two shapes, shown at least three times, described and transferred to two movements in the same order.**
- Box 2: **Four dot groups: 1, 2, 3, 4 or 2, 3, 4, 5; child explains adding one each time.**

WHAT TO ACCEPT

Find Next: triangle, 5 dots, triangle. Listen for alternation, adding one, and use of the color key. For creation, accept any consistent two-shape unit repeated at least three times with matching movements. Example for teacher review only: circle-triangle repeated three times becomes clap-tap repeated three times. Assess pattern and explanation, not neatness.