

Pattern Builders

Extend a repeat, make a repeat, and tell why.

K.PAR.6.1 "Create, extend, and describe repeating patterns with numbers and shapes, and explain the rationale for the pattern."

NAME _____

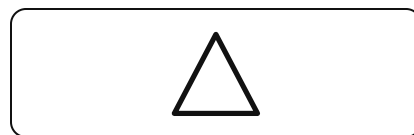
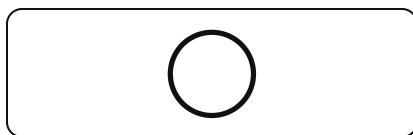
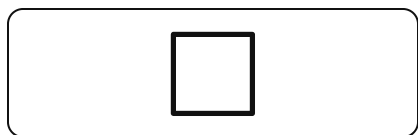
DATE _____

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

1 WHAT COMES NEXT? _____



a



2 2 4 2 2 4

b



2 KEEP IT GOING _____



1 3 1 3

3 MAKE AND TELL _____

HOW TO RUN THIS PAGE

Read directions aloud. Children circle, draw, write digits and explain the repeating unit orally.

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 “Look at each pattern above its choices. Say the pattern with me. Choose what comes next, then tell me the little group that repeats.”

ROW	SAY	STUDENTS CIRCLE
a	Circle the next item. Name the repeating group.	circle
b	Circle the next item. Name the repeating group.	2

PART 2 • KEEP IT GOING

SAY “For the top box, draw the next three shapes in the printed pattern. For the bottom box, write the next four numbers. Point out the little group that repeats and explain why your additions fit.”

- Box 1: **Triangle, triangle, square. The unit triangle, triangle, square repeats.**
- Box 2: **1, 3, 1, 3. The unit 1, 3 repeats.**

PART 3 • MAKE AND TELL

SAY “Top box: make a group of two or three shapes and repeat it three times. Bottom box: do the same with single-digit numbers. Name each group and explain how you kept it the same.”

- Box 1: **Example: square, circle; square, circle; square, circle.**
- Box 2: **Example: 5, 2; 5, 2; 5, 2.**

WHAT TO ACCEPT

Accept two- or three-entry units repeated three times with an oral explanation. Accept recognizable drawings; scribe only the child's choices if needed. Check all extensions and creations. Never supply the next item or unit before the response.